

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.



Heathrow Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		95.6%	1.4%	97%	88.0%	N
High standards Level 4+		68.2%	6.8%	75%	62.4%	N
Proficiency Level 3+ in AYP subgroups						
	White	95.4%	1.6%	97%	89.3%	N
	Black	90.0%	7%	97%	79.2%	N
	Hispanic	95.0%	2%	97%	71.4%	N
	ELL	100%	0%	97%	70.0%	N
	SWD	94.7%	2.3%	97%	86.7%	N
	ED	90.9%	6.1%	97%	72.5%	N
Learning Gains		75.0%	0%	75%	74.1%	N
Lowest 25% making Learning Gains		78.4%	.6%	75%	74.4%	N
Learning Gains Levels 4/5		62.5%	12.5%	75%	85.3%	Y
Learning Gains in AYP subgroups						
	White	75.4%	0%	75%	76.0%	Y
	Black	66.7%	8.3%	75%	62.5%	N
	Hispanic	71.4%	3.6%	75%	64.7%	N
	ELL	100%	0%	75%	88.9%	Y
	SWD	61.1%	13.9%	75%	73.6%	N
	ED	63.3%	11.7%	75%	80.0%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		94.2%	.8%	95%	87.7%	N
High standards Level 4+		67.5%	7.5%	75%	61.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	94.8%	.2%	95%	89.0%	N
	Black	85.0%	10%	95%	70.8%	N
	Hispanic	95.0%	0%	95%	60.7%	N
	ELL	100%	0%	95%	90.0%	N
	SWD	94.7%	.3%	95%	89.6%	N
	ED	81.8%	13.2%	95%	64.7%	N
Learning Gains		74.4%	.6%	75%	77.2%	Y

Lowest 25% making Learning Gains		68.4%	6.6%	75%	70.5%	N
Learning Gains Levels 4/5		62.5%	12.5%	75%	86.6%	Y
Learning Gains in AYP subgroups						
	White	76.9%	0%	75%	79.3%	Y
	Black	55.6%	19.4%	75%	75.0%	Y
	Hispanic	85.7%	0%	75%	47.1%	N
	ELL	50.0%	25%	75%	88.9%	Y
	SWD	70.3%	4.7%	75%	75.8%	Y
	ED	56.7%	18.3%	75%	53.3%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		83.4%	6.6%	90%	88.6%	N
High standards Score 6.0		2.1%	2.9%	5%	0.0%	N
Proficiency Score in AYP subgroups						
	White	84.8%	5.2%	90%	88.1%	N
	Black	100%	0%	90%	100.0%	Y
	Hispanic	75.0%	15%	90%	71.4%	N
	ELL	50.0%	40%	90%	100.0%	Y
	SWD	83.3%	6.7%	90%	85.4%	N
	ED	81.8%	8.2%	90%	57.1%	N
High standards Score 6.0 in AYP subgroups						
	White	1.8%	3.2%	5%	0.0%	N
	Black	14.3%	0%	5%	0.0%	N
	Hispanic	0.0%	5%	5%	0.0%	N
	ELL	0.0%	5%	5%	0.0%	N
	SWD	0.0%	5%	5%	0.0%	N
	ED	9.1%	5%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		85.9%	4.1%	90%	78.4%	N
High standards Level 4+		38.0%	12%	50%	43.2%	N
Proficiency Level 3+in AYP subgroups						
	White	88.6%	1.4%	90%	82.4%	N
	Black	71.4%	18.6%	90%	61.5%	N
	Hispanic	100%	0%	90%	54.5%	N
	ELL	N/A	N/A	90%	50.0%	N
	SWD	80.0%	10%	90%	87.8%	N
	ED	53.8%	36.2%	90%	57.9%	N
High standards Level 4+ in AYP subgroups						

	White	41.9%	8.1%	50%	47.9%	N
	Black	14.3%	35.7%	50%	7.7%	N
	Hispanic	50.0%	0%	50%	27.3%	N
	ELL	N/A	N/A	50%	0.0%	N
	SWD	60.0%	0%	50%	65.3%	Y
	ED	7.7%	42.3%	50%	15.8%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	36%	14%	50%	95.1%	Y
Performance in advanced coursework	91%	4%	95%	100.0%	Y

Discipline Goals	Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup:	8%	-3%	5%	1%	Y	1%	0%	1%	.004%	Y
Out-of-school suspensions (unduplicated) Subgroup:	1%	-1%	0%	.002%	Y	0%	0%	0%	.001%	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%	99.8%	N
At-Risk students graduating or advancing with age-level peers	100%	0%	100%	97.8%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Chorus: Economically Disadvantaged	1%	3%	4%	4%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Number of Classrooms with Projectors	0	25	25	47	Y
Number of Classrooms with Document Cameras	0	25	25	47	Y
Number of Classrooms with Whiteboards	1	49	50	56	Y

Goal Summary

Number of Goals Met: 19

Number Not Met: 51

Number Partially Met: 0

CARRY OVER GOALS 2012-2013

Heathrow Elementary has a high level of parent involvement as documented by logs of PTA hours, Dividend volunteer hours, parent-teacher conferences, and School Advisory Council meetings. Research shows that a high level of parental involvement and cooperation between home and school correlates positively to a child's success in school. We will continue to invite parents to participate by providing frequent communication and engaging events and opportunities for involvement.

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+		88.0%	409 / 465	+2%	90%
2. Proficiency Level 3.0+ in subgroups:					
	White	89.3%	301 / 337	+1%	90%
	Black	79.2%	19 / 24	+11%	90%
	Hispanic	71.4%	20 / 28	+19%	90%
	ELL	70.0%	7 / 10	+20%	90%
	SWD	86.7%	117 / 135	+4%	90%
	ED	72.5%	37 / 51	+18%	90%
3. High Standards Level 4.0+		62.4%	290 / 465	+13%	75%
4. Learning Gains		74.1%	215 / 290	+16%	90%
5. Lowest 25% Making Learning Gains		74.4%	29 / 39	+16%	90%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		33.3%	59 / 290	+17%	50%
7. Learning Gains Levels 4/5		85.3%	151 / 177	+5%	90%
8. Learning Gains in subgroups:					
	White	76.0%	165 / 217	-1%	75%
	Black	62.5%	10 / 16	+13%	75%
	Hispanic	64.7%	11 / 17	+11%	75%
	ELL	88.9%	8 / 9	-13%	75%
	SWD	73.6%	67 / 91	+2%	75%
	ED	80.0%	24 / 30	-5%	75%

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)
Identify students who did not make learning gains on the 2012 FCAT and monitor progress	4,5,7	Data for new students	Administration teachers	Baseline, end of year	DA, FCAT	im, t, st, tech
Provide intervention for Tier 2 and Tier 3 reading students	1,3,4,5,7	Scheduling	Administration intervention teachers	Baseline, mid-year, end of year	DA, FCAT, SIPPS, Making Meaning, FCAT Tutoring, Administrators will monitor intervention schedules and implementation through classroom walkthroughs	Im, t, st, tech, sss
Teachers will work in Professional Learning Communities to plan and improve reading instruction	1,2,3,4,5,6,7	Schedule demands	Administration teachers	Ongoing	Administrators will review PLC logs	im, t, st,
Implement Comprehension Toolkit strategies in grades 1-5	1,2,3,4,5,6,7	Professional Development	Administration teachers	Ongoing	Administrators will monitor the implementation through classroom walkthroughs	im, t, st,
Implement fulltime gifted program; provide enrichment/challenge for high performing students; provide accelerated option for students who show proficiency through ePathways	2,6	Philosophical Change	Administration teachers	Ongoing	Administrators will monitor the implementation through classroom walkthroughs	im, t, 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

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math

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

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		87.7%	408 / 465	+3%	90%
2. Proficiency Level 3.0+ in subgroups:					
	White	89.0%	300 / 337	+1%	90%
	Black	70.8%	17 / 24	+20%	90%
	Hispanic	60.7%	17 / 28	+30%	90%
	ELL	90.0%	9 / 10	+0%	90%
	SWD	89.6%	121 / 135	+1%	90%
	ED	64.7%	33 / 51	+11%	75%
3. High Standards Level 4.0+		61.5%	286 / 465	+14%	75%
4. Learning Gains		77.2%	224 / 290	-2%	75%
5. Lowest 25% Making Learning Gains		70.5%	31 / 44	+5%	75%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		36.3%	65 / 290	+14%	50%
7. Learning Gains Levels 4/5		86.6%	155 / 179	+4%	90%
8. Learning Gains in subgroups:					
	White	79.3%	172 / 217	-4%	75%
	Black	75.0%	12 / 16	+0%	75%
	Hispanic	47.1%	8 / 17	+27%	75%
	ELL	88.9%	8 / 9	-13%	75%
	SWD	75.8%	69 / 91	+0%	75%
	ED	53.3%	16 / 30	+22%	75%

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)
Identify students who did not make learning gains on the 2012 FCAT and monitor progress	4,5,7	Data for new students	Administration , teachers	Baseline, mid-year, end of year	DA, FCAT	im, t, st, tech
Provide daily intervention for Tier 2 and Tier 3 math students	1,3,4,5,7	Scheduling	Administration ,intervention teachers	Baseline, mid-year, end of year	DA, FCAT Administrators will monitor intervention schedules and implementation through classroom walkthroughs	Im,t,st, tech, sss
Teachers will work in Professional Learning Communities to plan and improve math instruction	1,2,3,4,5,6,7	Schedule demands	Administration , teachers	Ongoing	Administrators will review PLC logs	im, t, st,
Fully Implement Go Math! digital resources	1,2,3,4,5,6,7	Professional Development	Administration , teachers	Ongoing	Administrators will monitor the implementation through classroom walkthroughs	im, t, st,
Implement fulltime gifted pilot program; project-based learning and challenge activities for high performing students	2,6	Philosophical Change	Administration , teachers	Ongoing	DA, Administrators will monitor the implementation through classroom walkthroughs	im, t, st, tech
Identify acceleration and enrichment opportunities for grades K-4 through ePathways.	2,6	Materials, time	Administration , teachers	Ongoing	Acceleration plan	im,st

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

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

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		88.6%	132 / 149	+2%	90%
2. Proficiency Score 3.0+ in subgroups:					
	White	88.1%	96 / 109	+2%	90%
	Black	100.0%	7 / 7	-10%	90%
	Hispanic	71.4%	5 / 7	+18%	90%
	ELL	100.0%	7 / 7	-10%	90%
	SWD	85.4%	41 / 48	+5%	90%
	ED	57.1%	8 / 14	+33%	90%
3. High Standards Score 6.0		0.0%	0 / 149	+5%	5%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 109	+5%	5%
	Black	0.0%	0 / 7	+5%	5%
	Hispanic	0.0%	0 / 7	+5%	5%
	ELL	0.0%	0 / 7	+5%	5%
	SWD	0.0%	0 / 48	+5%	5%
	ED	0.0%	0 / 14	+5%	5%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Consistently provide 30 minutes of daily writing instruction K-3 and 45 minutes daily in 4 th grade.	1,2	Schedule demands	Administration, teachers	Ongoing	DA, Administrators will monitor the implementation through classroom walkthroughs	im, t, st,
Teachers will work in Professional Learning Communities to plan and improve writing instruction and inter-rater reliability.	1,2,3,4	Schedule demands	Administration; District writing coaches; teachers	Ongoing	Administrators will review PLC logs	im, t, 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.

SCIENCE GOALS

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

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science

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

Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		78.4%	127 / 162	+12%	90%
2. Proficiency Score 3.0+ in subgroups:					
	White	82.4%	98 / 119	+8%	90%
	Black	61.5%	8 / 13	+23%	84%
	Hispanic	54.5%	6 / 11	+16%	80%
	ELL	50.0%	1 / 2	+50%	100%
	SWD	87.8%	43 / 49	+3%	90%
	ED	57.9%	11 / 19	+33%	90%
3. High Standards Score 4.0+		43.2%	70 / 162	+7%	50%
4. High Standards Score 4.0+ in subgroups:					
	White	47.9%	57 / 119	+3%	50%
	Black	7.7%	1 / 13	+43%	50%
	Hispanic	27.3%	3 / 11	+23%	50%
	ELL	0.0%	0 / 2	+50%	50%
	SWD	65.3%	32 / 49	-15%	50%
	ED	15.8%	3 / 19	+35%	50%

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)
Teachers will work in Professional Learning Communities to plan and improve science instruction	1,2,3,4	Schedule demands	Administration teachers	Ongoing	Administrators will review PLC logs	im, t, st,
Implement Science Fusion and Science Curriculum plans	1,2,3,4	Professional Development	Administration teachers	Ongoing	Administrators will monitor the implementation through classroom walkthroughs	im, t, st,
Implement fulltime gifted pilot program; project-based learning and challenge activities for high performing students	2,6	Philosophical Change	Administration teachers	Ongoing	DA, Administrators will monitor the implementation through classroom walkthroughs	im, t, st, tech
Identify acceleration and enrichment opportunities for grades K-4 through ePathways.	2,6	Materials, time	Administration teachers	Ongoing	Acceleration plan	im,st

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

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

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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	95.1%	58/61	+5%	100%
2. Level of Performance	100.0%	58/58	+0%	100%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Expand opportunities for students to participate in PRIMES with the addition of PRIMES 4 and continuation of PRIMES 5.	1	Training, Funds for materials	Administration	September, 2011 class counts	Enrollment in 5 th grade PRIMES and 6 th grade course	b, im, st
PRIMES teachers will work in Professional Learning Communities to plan and improve math instruction	1,2	Schedule demands	Administration teachers	Ongoing	Administrators will review PLC logs	im, t, st,
Gifted teachers will participate in PLCs to discuss ways to enrich and accelerate instruction for students who have met grade level expectations	1,2	Schedule demands	Administration teachers	Ongoing	Administrators will review PLC logs	im, t, st,
Regular classroom teachers will participate in PLCs to discuss ways to enrich and accelerate instruction for students who have met grade level expectations	1,2	Schedule demands	Administration teachers	Ongoing	Administrators will review PLC logs	im, t, 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)	Hispanic	25% (4/ 16)	10%
2. Out-of-school suspensions (unduplicated)	Hispanic	66% (2/3)	50%

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 (PBS) team initiatives.	1,2	100% Schoolwide implementation	Administration PBS Team Teachers	Mid-year, end of year	Number of discipline referrals	or, t
Implement bus incentives and bus procedures. Train bus drivers in procedures and use ARMOR Awards to encourage positive behavior.	1,2	Consistency	Administration Bus Drivers	Mid-year, end of year	Number of bus referrals.	or, t
Implement cafeteria procedures. Train cafeteria assistants in procedures and use ARMOR Awards to encourage positive behavior	1,2	Consistency	Administration Cafeteria assistants	Mid-year, end of year	Number of cafeteria referrals.	or, t
Re-implement weekly Knight of the Week celebration/recognition program on KNN which emphasizes the school wide PBS plan	1,2	Consistency	Administration Cafeteria assistants	Mid-year, end of year	Number of cafeteria referrals.	or, t

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

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

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

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

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.8%	895/897	+1%	100%
2. At-Risk Promotion Level of Performance	97.8%	90/92	+3%	100%

Action Plan

Strategy	Promotion/ At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Review promotion/retention data.	1, 2	None	Administration Teachers Guidance Counselor	Baseline End of year	Review Skyward promotion/ retention data	tech
Provide daily intervention for Tier 2 and Tier 3 students	1, 2	Scheduling	Administration, intervention teachers	Baseline, mid- year, end of year	DA, FCAT	Im,t,st, tech, sss
Provide mentors for at risk students	1, 2	Scheduling	Administration, Guidance Counselor, Mentors	Baseline, mid- year, end of year	DA, FCAT	Im,t,st, tech, sss

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

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

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

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

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

*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Chorus	Eco. Disadv.	2%	5%

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)
Ensure access to Chorus for all students by notifying all parents about opportunities to participate.	1	Communication Transportation	Club Advisors	Mid-year, end of year	Review enrollment and participation 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 student access to digital tools.

School Defined Goal	Current	# of #-	% +/-	Expected
Interactive Whiteboards	<1%	1/49	+50%	50%
One to One Computing	0%	0/897	+25%	25%

*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)
Work with PTA to locate additional funding for interactive whiteboards and wireless access and provide training for teachers to utilize interactive whiteboards	Funding	Administration	Mid-Year End of Year	Review technology data reflective of numbers of devices and frequency of use.	b
Investigate and pilot options for safe and secure use of student owned digital devices	Time, Philosophical change	Administration, Technology Facilitator, teachers	Mid-Year End of Year	Review technology data reflective of numbers of devices and frequency of use.	b
Create scheduling options that facilitate more frequent teacher utilization of digital/wireless computing devices	Philosophical change, Available devices, High demand	Administration, Technology Facilitator, teachers	Mid-Year End of Year	Review technology data reflective of numbers of devices and frequency of use.	b
Work with IS to implement full wireless capability across the campus	Funding	Administration, IS Department; Technology facilitator	Mid-Year End of Year	Review technology data reflective of numbers of devices and frequency of use.	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
Comprehension Toolkit Training	Reading Goals 1-7	On-going	Comprehension and Fluency	K-2 teachers 3-5 teachers Literacy Coach and Intervention Teacher	50		Administration Reading Teachers District Reading Coach
Making Meaning Training	Reading Goals 1-7	Sept. and on-going	Comprehension and Fluency	Literacy Coach Intervention Teacher Administration	3		Administration Reading Teachers District Reading Coach
Web 2.0 meets 6+ Traits	Writing Goals 1-4	Wednesday Trainings	Writing and Technology	K-5 Teachers	47		Technology Facilitator Administration
Implementing Writing Across the Curriculum	Writing Goals 1-4	Once a month PLCs	Writing	K-5 Teachers	47		Administration Teachers
Using Document Cameras in Writing	Writing Goals 1-4	Wednesday training	Writing and Technology	K-5 Teachers	47		Technology Facilitator Administration
Math/Science Curriculum: Curriculum Maps, Go Math! And Science Fusion Resources/Digital Resources	Math Goals 1-7; Science Goals 1-4	Twice a month during PLCs all year	Math, Science, and Technology	K-5 teachers	47		Technology Facilitator Curriculum Team Leaders Administration
Enrichment and Extension Activities in Math/Science	Math Goals 1-7; Science Goals 1-4; Adv Coursework Goals 1-4	Twice a year during PLCs	Math, Science, and Technology	K-5 Teachers	47		Administration

Using Data to Drive the Instruction	Reading Goals 1-7; Math Goals 1-7; Adv. Course Goals 1-2	Once a month during PLCs	Reading, Math, and Technology	Teachers	55		Technology Facilitator Administration
Lesson Study: Working to Improve Instruction through Collaboration	Reading Goals 1-7; Math Goals 1-4; and Science Goals 1-4	Ongoing	Reading, Math, Writing, and Science	Grade-Level PLCs	47		Lesson Study Trainer Curriculum Team Leaders Administration
Deliberate Practice	Reading Goals 1-7; Math Goals 1-4; and Science Goals 1-4	Ongoing	Reading, Math, Writing, and Science	School-wide	47		Administration Teachers
Kagan Strategies	Reading Goals 1-7; Math Goals 1-4; and Science Goals 1-4	Summer 2012	Cooperative Learning All Subject Areas	Teachers who can attend summer training	8		Administration Teachers

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	875.00
Adjustment:	2152.00
Carry Over:	0
Total Income:	3027.00

EXPENDITURES	ACTUAL COST	BALANCE
		\$3,027.00
1. PD Registrations: Kagan Strategies	\$875	\$2,152.00
2. PD Stipends: Digging Deeper Into Curriculum	\$2150.00	\$2.00

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$2.00

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.

Guidance Counselor: Donna Rooney, Administration: Heidi Gooch and Tracie Ragland, Intervention Teacher: Marcia Condrey, Reading Teacher: Shelly West, ESE Teacher: Marcia Condrey, SLD, Kimberly Bowen and Aiman Daudaly, Speech/Language, ASD Amy Spears, Regular Education teachers of students in RtI.

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?

Heathrow's MTSS team is scheduled to meet during teacher duty time every other Tuesday. Prior to the meeting an agenda is supplied to each team member by the guidance counselor. The MTSS referral process is initiated after reviewing school wide data from various assessments and individual student data. Student data is provided for the committee through the use of student data folders. Progress monitoring for MTSS students is completed by reviewing data forms monthly and then based on the number of data points, the outcome of the intervention is determined. The progress monitoring of this data determines the general effectiveness of the intervention. Documentation for meetings is provided through the use of minutes taken by the guidance counselor which are then retained in a historical binder for future reference.

Administration - • Set the vision for problem-solving process • Ensure compliance with MTSS procedure • Ensure fidelity of instruction • Participate on MTSS Committee • Monitor results of assessments and screening • Monitor staff supports/climate

MTSS Coordinator/ Guidance - • Ensure pre-meeting preparation • Facilitate movement through process • Set follow-up schedule/ communication • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on MTSS Committee • Assign to intervention groups

School Psychologist - • Meet with MTSS Coordinator and Resource Coach to analyze data • Assist in data analysis • Participate on MTSS Committee problem solving • Consult with Teachers/Parents about students who should be referred for special education • Perform diagnostic assessments

Reading Teacher - • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on MTSS Committee • Assist in data analysis • Modifications to unsuccessful interventions

Teacher - • Regular Ed and ESE • Administer assessments and screenings • Progress monitor students at Tier II and III • Implement and document interventions • Complete referral packet

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

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

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

How will data be analyzed to evaluate core instruction? Targeted group interventions? Individual student interventions?

The management system used by Heathrow Elementary School to summarize tiered data begins with the individual student intervention folders. Each student has a folder that includes assessment results and lists specific intervention information, including intervention skill, intervention teacher and time spent in intervention. The MTSS Leadership Team also keeps an MTSS Data Book that contains school-wide student information. Data sources for MTSS include results of PASI, PSI, DRA, Discovery Education, SRI, and other grade level common assessments.

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 administration and MTSS team will continue to inform and support the teachers in providing appropriate interventions. We will continue the effective practices begun during the 2011-2012 school year. Utilize the Discovery Education PMA data and align tiered grouping and decision making with DE assessment timelines. The MTSS problem solving process will continue to be aligned with the well established Student Study process for meeting, informing parents, and decision making.

6. Describe the plan to train staff on MTSS.

During a staff meeting, the guidance counselor-MTSS committee member will be presenting an overview of the MTSS process for instructional staff. This training will include a refresher on the process necessary for referring a student, functions of the MTSS committee, and district/state requirements. Further support and training will be facilitated as needed during grade level Professional Learning Communities and staff meetings. In addition, the guidance counselor will hold individual meetings with classroom teachers to address individual student needs.

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).

Heathrow has a Leadership Team that also functions as our Literacy Leadership Team. Kindergarten: Susan Lapp and Kristine Carbone, 1st Grade Jody VanDyck and Erin Leslie, 2nd Grade Michelle Colombo and Marisa Ballard, 3rd Grade Denise Glum and Amy Cleveland, 4th Grade Deborah Vines and Kelly Walden, 5th Grade Diana Congden and Jeanne Cepero, ESOL Yolanda Martinez, Reading Teacher Shelly West, Administration Heidi Gooch and Tracie Ragland.

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

The LLT meeting will be chaired by administration. Data from Professional Learning Communities will determine the focus of the monthly meeting. Accountability for each meeting will be documented through a predetermined agenda and minutes. One person from each grade level/subject will be designated the "Literacy Representative." This individual will be the liaison between the grade level members and the school's administrators.

Duties will be as follows:

- Analyze school-wide Literacy data to determine strengths and weaknesses to set goals.
- Coordinate with MTSS team.
- Discuss & develop the Instructional Calendar as pertains to the specific grade level/subject
- Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Arts Standards and other literacy related information.
- Be knowledgeable about the Continuous Improvement Model - CIM model and methods of using it in the classroom as it pertains to Literacy.
- Assist in planning and organizing school-wide Literacy-related events and professional development inservices.

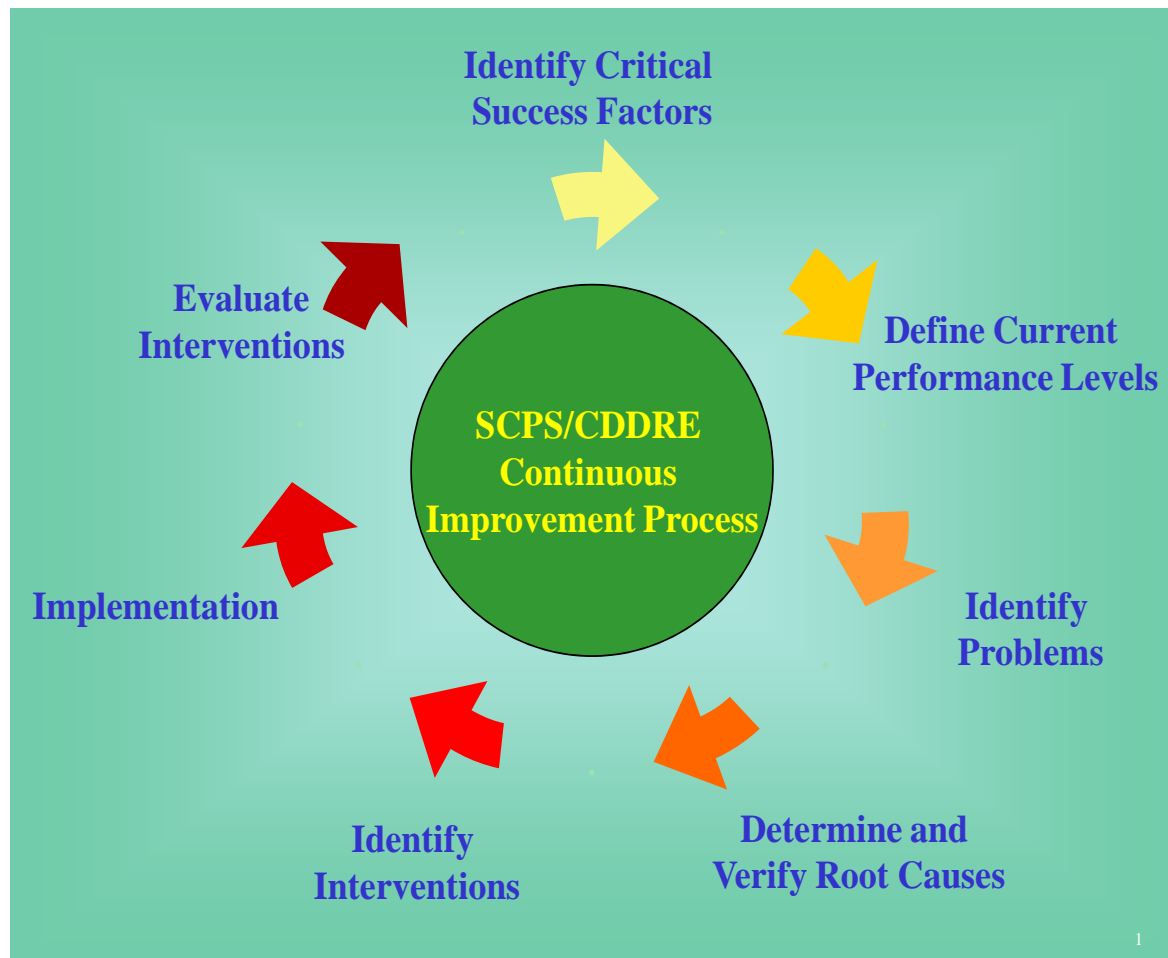
3. What will be the major initiatives of the LLT this year?

The major initiatives of the LLT were determined by analyzing the results from the 2012 FCAT results. The results indicated a need to focus on regression in 4th and 5th grade and increasing the number of students achieving level 4 and 5 on FCAT. Professional development in utilizing the K-5 Reading Instructional Plan and Comprehension Toolbox will be the major emphasis. Another major focus is Implementation of the District adopted Progress Monitoring Assessment, Discovery Education.

ADDENDUM 3 -LESSON STUDY

Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Lesson Study is a high quality Professional Development that deepens teachers’ content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Heathrow Elementary School uses the Professional Learning Communities framework for our curriculum and grade level teams. We will send designed teachers to view a “fishbowl” of Lesson Study at schools in the district where it is implemented. Professional development using the Lesson Study materials by Developmental Studies Center will be incorporated during the school year. By embedding lesson study into the PLC’s we will develop a common and consistent view of quality instruction. In 2012-2013, Administrators at Heathrow will assure that our Professional Learning Communities focus on student learning and the process of student learning using the Lesson Study Model. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLC’s. The Lesson Study format implemented in a PLC setting will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Administrators will coordinate and monitor all study sessions as they occur throughout the school year



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	60.6%	532/878	+15%	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)
Demonstrate to parents Skyward access at Curriculum Nights	1	Schedule demands	Teachers Administration	End of Year	Skyward Access Report	im, t, st,
Share Skyward information via newsletters and website	1	None	Administration, Technology Facilitator	Mid-year End of Year	Skyward Access Report	im, t, st,

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

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

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

Enter narrative for STEM goal:
 To provide Science, Technology, Engineering and Mathematics opportunities for our students to ensure that we prepare our students to be competitive in the global market and can successfully meet college and career readiness expectations

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Increase participation in Robotics and SECME activities and/or clubs	Scheduling	Administration Robotics and SECME Sponsors	End of Year	Numbers participating	im, t, st,
Continue Odyssey of the Mind and Ecology Clubs	Scheduling	Administration Sponsors	End of Year	Number of students participating; awards at OoM competition	im, t, st,
Provide Project Based Learning in Math/Science where students learn to apply the concepts to real life situations	Time	Administration Teachers Gifted Teachers	End of Year	Lesson Plans Administration doing walk throughs	im, t, 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:

Current CTE Practices: All elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum.

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

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Visit the middle schools during the registration process to recruit students for all middle school vocational programs.	Lack of interest, remedial courses as electives	Administration, teachers	Feb, March	Enrollment data	b, or, st
2. Ensure all students have opportunities to learn basic 21 st Century Skills.	Time	Administration, teachers	Feb, March	Lesson Plans	st, tech

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	86	88	88	90	91	92	93
American Indian							
Asian	92	93	93	94	95	95	96
Black/African-American	79	79	83	84	86	88	90
Hispanic	74	71	78	81	83	85	87
White	86	89	88	90	91	92	93
English Language Learners		70					
Students with Disabilities	55	58	63	66	70	74	78
Economically Disadvantaged	71	73	76	78	81	83	86

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	81	88	84	86	87	89	91
American Indian							
Asian	94	98	95	96	96	97	97
Black/African-American	63	71	69	72	75	78	82
Hispanic	70	61	75	78	80	83	85
White	82	89	85	87	88	90	91
English Language Learners		90					
Students with Disabilities	51	67	59	63	67	71	76
Economically Disadvantaged	49	65	58	62	66	70	75

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. Heidi Gooch	10/16/12	Lisa Donovan	10/16/12		
INSTRUCTIONAL		Beth Dostal	10/16/12		
Scott Bray	10/16/12				
		Connie Gellner	10/16/12		
Jennifer Collard	10/16/12				
		Amy Nicholas	10/16/12		
Linda White	10/16/12				
		Michelle Schwartz	10/16/12		
		Masuma Virji	10/16/12		
NON-INSTRUCTIONAL					
Lorry Coats	10/16/12				