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.

Rock Lake Middle School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

TABLE OF CONTENTS continued

EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		87.8%	2.2%	90.0%	79.1%	N
High standards Level 4+		59.0%	6.0%	65.0%	49.3%	N
Proficiency Level 3+ in AYP subgroups						
	White	91.7%	2.3%	93.0%	82.8%	N
	Black	NA	NA	NA	54.9%	NA
	Hispanic	86.2%	3.8%	90.0%	75.2%	N
	ELL	NA	NA	NA	33.3%	NA
	SWD	57.0%	5.7%	62.7%	77.8%	Y
	ED	75.8%	7.6%	83.4%	64.4%	N
Learning Gains		71.0%	7.1%	78.1%	69.0%	N
Lowest 25% making Learning Gains		70.5%	7.5%	78.0%	66.1%	N
Learning Gains Levels 4/5		55.6%	5.6%	61.2%	83.3%	Y
Learning Gains in AYP subgroups						
	White	73.0%	7.3%	80.3%	69.8%	N
	Black	NA	NA	NA	62.5%	NA
	Hispanic	74.4%	7.6%	82.0%	66.1%	N
	ELL	NA	NA	NA	75.0%	NA
	SWD	74.3%	7.5%	81.8%	72.1%	N
	ED	68.4%	6.9%	75.3%	68.0%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		86.9%	3.1%	90.0%	74.7%	N
High standards Level 4+		57.6%	5.8%	63.4%	42.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	90.4%	2.6%	93.0%	81.1%	N
	Black	NA	NA	NA	41.5%	NA
	Hispanic	81.7%	4.3%	86.0%	64.8%	N
	ELL	NA	NA	NA	22.2%	NA
	SWD	66.7%	6.7%	73.4%	68.1%	N
	ED	75.1%	7.6%	82.7%	57.9%	N
Learning Gains		79.3%	6.7%	86.0%	72.7%	N
Lowest 25% making Learning Gains		73.6%	7.4%	81.0%	62.7%	N

Learning Gains Levels 4/5		91.7%	2.3%	94.0%	90.0%	N
Learning Gains in AYP subgroups						
	White	81.3%	4.7%	86.0%	75.8%	N
	Black	NA	NA	NA	58.9%	NA
	Hispanic	77.7%	7.8%	85.5%	63.7%	N
	ELL	NA	NA	NA	50.0%	NA
	SWD	62.6%	6.3%	68.9%	73.6%	Y
	ED	75.9%	7.6%	83.5%	63.3%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 4.0+		89.9%	2.1%	92.0%	92.2%	Y
High standards Score 6.0		14.1%	2.0%	16.1%	0.3%	N
Proficiency Score 4.0+ in AYP subgroups						
	White	91.5%	2.5%	93.0%	94.3%	Y
	Black	NA	NA	NA	69.0%	NA
	Hispanic	88.2%	2.8%	91.0%	95.8%	Y
	ELL	NA	NA	NA	100.0%	NA
	SWD				86.6%	
	ED	81.8%	8.2%	90.0%	84.0%	N
High standards Score 6.0 in AYP subgroups						
	White	16.1%	1.7%	17.8%	0.5%	N
	Black	NA	NA	NA	0.0%	NA
	Hispanic	5.9%	1.1%	7.0%	0.0%	N
	ELL	NA	NA	NA	0.0%	NA
	SWD				1.5%	
	ED	5.7%	1.3%	7.0%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		76.7%	7.7%	84.4%	72.0%	N
High standards Level 4+		9.7%	1.0%	10.7%	28.6%	Y
Proficiency Level 3+in AYP subgroups						
	White	91.5%	2.5%	93.0%	94.3%	Y
	Black	NA	NA	NA	69.0%	NA
	Hispanic	88.2%	2.8%	91.0%	95.8%	Y
	ELL	NA	NA	NA	100.0%	NA
	SWD				75.4%	
	ED	57.0%	5.7%	62.7%	49.5%	N
High standards Level 4+ in AYP subgroups						
	White	11.3%	1.27%	12.5%	32.7%	Y

	Black	NA	NA	NA	3.4%	NA
	Hispanic	6.1%	1.0%	7.1%	18.8%	Y
	ELL	NA	NA	NA	0.0%	NA
	SWD				52.2%	
	ED	2.3%	1.0%	3.3%	14.0%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	46.0%	4.0%	50.0%	47.7%	N
Performance in advanced coursework	100.0%	0.0%	100.0%	97.4%	N

Discipline Goals					
	Current	% +/-	Expected	Actual	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	37.0%	-5.0%	32.0%	40.6%	N
Out-of-school suspensions (unduplicated) Subgroup :Economically Disadvantaged	46.8%	-6.8%	40.0%	63.0%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	94.0%	3.0%	97.0%	100.0%	Y
At-Risk students graduating or advancing with age-level peers	89.7%	5.3%	95.0%	100.0%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Economically Disadvantaged	17.2%	3.8%	21.0%	22.0%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
% of parents who participated in after school curricular activities	16.2%	5.0%	21.2%	23.4%	Y

Goal Summary
Number of Goals Met: **8**
Number Not Met: **20**
Number Partially Met: **2**

CARRY OVER GOALS
2012-2013

Carry Over Goal #1   RLMS administration will share information regarding the school budget and the school improvement with faculty, staff, parents and the community. Additionally, our school will continue to align classroom instruction and learning activities with the New Generation Sunshine State Standards and allocate available funds to provide supplies and other resources necessary to support this alignment.
Carry Over Goal #2   RLMS will continue to incorporate teacher reading study groups in professional development in-services. This study group will focus on differentiated instruction as well as professional development for reading and writing in the content area.
Carry Over Goal 3#   RLMS will continue to distribute student planners to all sixth grade students during the 2012-2013 school year for the purpose of tracking homework, tests, and projects, as well as informing parents of daily work and student performance progress. This will also serve the purpose of assisting students in developing organizational skills and responsibilities for achieving specific classroom goals. Additionally, parents will receive information regarding student health and fitness via "Healthy TIPs" information through the newsletter as well as regular communication and assessments regarding student fitness by the PE department.

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+	79.1%	689/871	3.0%	82.1%
2. Proficiency Level 3+ in subgroups:				
White	82.8%	512/618	2.0%	84.2%
Black	54.9%	45/82	5.0%	59.9%
Hispanic	75.2%	94/125	2.8%	78.0%
ELL	33.3%	3/9	11.7%	45.0%
SWD	77.8%	175/225	2.2%	80.0%
ED	64.4%	199/309	1.6%	66.0%
3. High standards Level 4+	49.3%	429/871	4.7%	54.0%
4. Learning Gains	69.0%	581/842	5.0%	74.0%
5. Lowest 25% making Learning Gains	66.1%	111/168	4.9%	71.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	30.4%	127/842	4.6%	35.0%
7. Learning Gains Levels 4/5	83.3%	348/418	1.7%	85.0%
8. Learning Gains in subgroups:				
White	69.8%	419/600	3.2%	73.0%
Black	62.5%	45/72	2.5%	65%
Hispanic	66.1%	82/124	2.9%	69.0%
ELL	75.0%	6/8	2.0%	77.0%
SWD	72.1%	158/219	1.9%	74.0%
ED	68.0%	200/294	3.0%	71.0%

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 teachers professional development on Discovery Education Progress Monitoring System in order for teachers to identify their own students' strengths and weaknesses in reading and as the diagnostic assessment tool to report and evaluate student reading growth.	1-7	Scheduling restraints, staffing, program/technology constraints	Adm., ETF, literacy coach, teachers	DE tests, FCAT, baseline, mid-year, end of year	DE tests, FCAT, Study Island, Intensive reading tests	im, st,tech
Dedicate three staff development Wednesdays to the improvement of reading.	1-7	Scheduling restraints, staffing, resources	Adm., ETF, literacy coach, teachers	DE tests, FCAT, baseline, mid-year, end of year	DE tests, FCAT, Intensive reading tests, Study Island	b, im, st, tech,
Introduce and integrate comprehension strategies into reading lessons in social studies, math, science and elective classes.	1-7	Scheduling restraints, staffing, resources	Adm., ETF, literacy coach, teachers	DE tests, FCAT, baseline, mid-year, and end of year	DE tests, FCAT, Study Island	b, im, st, tech
Provide professional development and resources to assist ESE/gen.ed. teachers with the access points on the Florida Alternate Assessment used with students on special diploma.	1-7	Scheduling restraints, staffing, resources	Adm., ETF, literacy coach, ESSS district support personnel, teachers	Florida Alternate Assessment	FAA end of year	b, im, s, sss, t, or, st
Provide Academic Help Program during lunches for any student who needs tutoring.	1-7	Scheduling restraints, staffing, resources	Adm., literacy coach, AHP mentors	DE tests, FCAT Baseline, med-year, end of year	DE tests, FCAT, Study Island, AHP data	b, im, st
Provide reading tutorial after school two days per week.	1-7	Staffing, resources, scheduling restraints	Adm., literacy coach, teachers	DE tests, FCAT, baseline, mid-year, end of year	DE tests, FCAT Study Island, tutorial data	St, b, im,
Target subgroups and recruit those students to participate in after school tutorial and Journeys to Success Saturday practice sessions.	1-7	Staffing, resources, scheduling restraints	Adm., literacy coach, guidance counselors, teachers	DE tests, FCAT, baseline, mid-year, end of year	DE tests, FCAT, Study Island, tutorial data	St, b, im, sss, tech

Utilize technology to provide practice opportunities for students at school and at home. (Ex. Study Island, FCAT Explorer)	1-7	Computer lab availability, student home access	Teachers, tech facilitator, adm. Literacy coach	DE tests, FCAT Baseline, mid-year, end of year	DE tests, FCAT, Study Island	b, st, tech
Enroll all 6th and 7th grade students in a reading enrichment elective.	1-7	Scheduling restraints, staffing, resources	Teachers, literacy coach, adm., guidance counselors	DE tests, FCAT Baseline, mid-year, end of year	De tests, FCAT, Study Island	b, st, 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)

*For the "C" schools only 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+	92.2%	178/193	1.8%	94.0%
2. Proficiency Level 3+ in subgroups:				
White	93.5%	143/153	1.5%	95.0%
Black	60.0%	3/5	3.0%	63.0%
Hispanic	85.7%	18/21	2.3%	88.0%
ELL	NA	NA	NA	NA
SWD	96.2%	50/52	0.8%	97.0%
ED	83.9%	26/31	2.1%	86.0%
3. High standards 4+	57.5%	111/193	2.5%	60.0%
4. Learning Gains	80.3%	151/188	1.7%	82.0%
5. Lowest 25% making Learning Gains	100.0%	6/6	0.0%	100.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	18.2%	20/110	1.8%	20.0%
7. Learning Gains Levels 4/5	77.8%	119/153	3.2%	81.0%
8. Learning Gains in subgroups:				
White	79.2%	118/149	3.8%	83.0%
Black	80.0%	4/5	2.0%	82.0%
Hispanic	80.0%	16/20	2.0%	82.0%
ELL	NA	NA	NA	NA
SWD	82.4%	42/51	1.6%	84.0%
ED	80.0%	24/30	2.0%	82.0%

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)
Provide teacher professional development on Discovery Education Progress Monitoring System in order to identify students strengths and weaknesses in math and to use this system as the diagnostic assessment tool to report and evaluate student growth in math,.	1-8	Scheduling restraints, staffing	ETF, adm., literacy coach, teachers	EOC, FCAT, DE tests; baseline, mid-year, end of year	EOC, DE, FCAT, Study Island	St, tech, sss
Utilize technology to provide practice opportunities for students at school and at home. (i.e., Study Island, Khan Math, FCAT Explorer)	1-8	Computer home access, computer lab availability	ETF, teachers, literacy coach, adm.	EOC, FCAT, DE tests; baseline, mid-year, end of year	EOC, DE, FCAT, Study Island	Or,im, b, tech
Identify students using DE testing and FCAT results and strengthen math skills through the use of ancillary materials such as ILearn Math.	1-8	Pacing, reinforcement needs	Teachers, adm., ETF, literacy coach, guidance counselors	EOC, FCAT, DE tests, baseline, mid-year, end of year	EOC, DE, FCAT	B, im, sss, tech, t
Place students scoring a level one or two on FCAT math in an additional Intensive Math Program.	1-8	Scheduling restraints, staffing, ESE restrictions	Guidance counselors, adm., literacy coach	EOC, FCAT, DE tests; baseline, mid-year, end of year	EOC, DE, FCAT	St, b, im
Integrate math strategies into lessons in all content area and elective courses.	1-8	Teacher training, scheduling restraints	Teachers, adm., literacy coach	EOC, FCAT, ED tests, baseline, mid-year, end of year	EOC, DE, FCAT	T, b, im
Dedicate two staff development Wednesdays to the improvement of math in all content area courses, and work with the District Curriculum Support Team on the improvement of literacy-based instruction.	1-8	Teacher training, scheduling restraints	Teachers, adm., literacy coach, CTS Team	EOC, FCAT, DE tests, baseline, mid-year, end of year	EOC, DE, FCAT	T, b, im, or
Target and recruit students in low performing subgroups to participate in math tutorial after school, in the Academic Help Program, and during Saturday Journeys to Success Program.	1-8	Staffing, time restraints, pacing reinforcement needs	Teachers, adm, literacy coach,	EOC, FCAT, DE tests; baseline, mid-year, end of year	EOC, DE, FCAT, Study Island	B, 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

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+	92.2%	178/193	1.8%	94.0%
2. Proficiency Level 3+ in subgroups:				
White	93.5%	143/153	1.5%	95.0%
Black	60.0%	3/5	3.0%	63.0%
Hispanic	85.7%	18/21	2.3%	88.0%
ELL	NA	NA	NA	NA
SWD	96.2%	50/52	0.8%	97.0%
ED	83.9%	26/31	2.1%	86.0%
3. High standards 4+	57.5%	111/193	2.5%	60.0%
4. Learning Gains	80.3%	151/188	1.7%	82.0%
5. Lowest 25% making Learning Gains	100.0%	6/6	0.0%	100.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	18.2%	20/110	1.8%	20.0%
7. Learning Gains Levels 4/5	77.8%	119/153	3.2%	81.0%
8. Learning Gains in subgroups:				
White	79.2%	118/149	3.8%	83.0%
Black	80.0%	4/5	2.0%	82.0%
Hispanic	80.0%	16/20	2.0%	82.0%
ELL	NA	NA	NA	NA
SWD	82.4%	42/51	1.6%	84.0%
ED	80.0%	24/30	2.0%	82.0%

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)
Utilize technology to provide practice opportunities for students at school and at home. (i.e., Study Island, Khan Math, FCAT Explorer)	1-8	Computer home access, computer lab availability	ETF, teachers, literacy coach, adm.	EOC, FCAT, DE tests; baseline, mid-year, end of year	EOC, DE, FCAT, Study Island	Or,im, b, tech
Target and recruit students in low performing subgroups to participate in math tutorial after school, in the Academic Help Program, and during Saturday Journeys to Success Program.	1-8	Staffing, time restraints, pacing reinforcement needs	Teachers, adm, literacy coach,	EOC, FCAT, DE tests; baseline, mid-year, end of year	EOC, DE, FCAT, Study Island	B, im, st
Identify students using EOC, DE and FCAT results and strengthen math skills through the use of ancillary materials, after school tutorial, Academic Help Program, and Saturday Journeys to Success program.	1-8	Pacing, reinforcement needs	Teachers, adm., ETF, literacy coach, guidance counselors	EOC, FCAT, DE tests, baseline, mid-year, end of year	EOC, DE, FCAT	B, im, sss, tech, t
Provide teachers professional development on Discovery Education Progress Monitoring System in order for teachers to identify their own students' strengths and weaknesses in algebra and as the diagnostic assessment tool to report and evaluate student growth in algebra.	1-7	Scheduling restraints, staffing, program/technology constraints	Adm., ETF, literacy coach, teachers	DE tests, FCAT, EOC; baseline, mid-year, end of year	DE tests, EOC, FCAT, Study Island	im, st,tech

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

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

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 4.0+	92.2%	283/307	1.8%	94.0%
2. Proficiency Score 4.0+ in subgroups:				
White	94.3%	199/211	0.7%	95.0%
Black	69.0%	20/29	11.0%	80.0%
Hispanic	95.8%	46/48	0.2%	96.0%
ELL	100.0%	1/1	0.0%	100.0%
SWD	86.8%	58/67	2.4%	89.0%
ED	84.0%	89/106	2.0%	89.0%
3. High standards Score 6.0	0.3%	1/307	3.7%	4.0%
4. High standards Score 6.0 in subgroups:				
White	0.5%	1/211	4.5%	5.0%
Black	0.0%	0/29	7.0%	7.0%
Hispanic	0.0%	0/48	10.0%	10.0%
ELL	0.0%	0/1	0.0%	0.0%
SWD	1.5%	1/67	2.0%	3.5%
ED	0.0%	0/106	5.0%	5.0%

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)
Teach content area teachers to use a variety of sentence patterns to develop grammar proficiency for all students.	1-4	training	Adm., teachers, literacy coach	First quarter assessment, FCAT; baseline, midyear, end of year	Assessments, FCAT	T, st, im
Intensify the writing process in all content areas by affording the students pre-writing and planning techniques, rough and final drafting rules, and revising, editing, and publishing opportunities.	1-4	Pacing and training	Adm., teachers, literacy coach	First quarter assessment, FCAT; baseline, midyear, end of year	Assessments, FCAT	T, st, im
Provide opportunities for special ed. teachers to plan with general ed. teachers to align curriculum requirements to strategies for poor writers.	1-4	Scheduling restraints	Adm., teachers, literacy coach	First quarter assessment, FCAT, baseline, midyear, end of year	Assessments, FCAT	st
Use rubrics in all content areas to train students for expository and persuasive essay writing.	1-4	training	Adm., teachers, literacy coach	First quarter assessment, FCAT, baseline, midyear, end of year	Assessments, FCAT	T, st, im
Expand Marzano vocabulary techniques in all content and elective courses to build student vocabulary proficiency.	1-4	training	Adm., teachers, literacy coach	First quarter assessment, FCAT; baseline, mid-year, end of year	Assessments, FCAT	T, st, im
Use a writing assessment with all 8th grade students during the first and second quarters of school to identify students who need assistance with the writing process.	1-4	Scheduling restraints, staffing	Adm., teachers	First quarter assessment, FCAT; baseline, mid-year, end of year	Assessments, FCAT	T,st, b

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 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+	72.0%	224/311	5.0%	77.0%
2. Proficiency Level 3+ in subgroups:				
White	79.9%	171/214	5.0%	84.9%
Black	24.1%	7/29	7.0%	31.1%
Hispanic	64.6%	31/48	5.0%	69.6%
ELL	0.0%	0/1	100.0%	100.0%
SWD	75.4%	52/69	5.0%	85.4%
ED	49.5%	53/107	5.0%	54.5%
3. High standards Level 4+	28.6%	89/311	2.0%	30.6%
4. High standards Level 4+ in subgroups:				
White	32.7%	70/214	2.0%	34.7%
Black	3.4%	1/29	10.0%	13.4%
Hispanic	18.8%	9/48	2.0%	20.8%
ELL	0.0%	0/1	20.0%	20.0%
SWD	52.2%	36/69	2.0%	54.2%
ED	14.0%	15/107	2.0%	16.0%

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)
Encourage high performing students grades 6-8 to enroll in an advanced level science course.	1-4	Self selection of courses, staffing, resources	Guidance counselors, teachers, adm.	Science assessments/FCAT; baseline, mid-year, end of year	Science assessments, FCAT	st
Utilize technology to provide practice opportunities for students at school and at home, (ie Study Island)	1-4	Availability of computer labs and computer access at home	ETF, literacy coach, adm.	Science assessments/FCAT, baseline, mid-year, end of year	Science assessments, FCAT	Tech, b
Articulate with elementary schools about middle school science goals for upcoming sixth grade students.	1-4	Scheduling restraints of teachers	Guidance counselors, adm., teachers	Science assessments/FCAT; baseline, mid-year, end of year	Science assessments, FCAT	st
Identify and recruit students who have low performance on science assessments/grades to attend after school tutorial, Academic Help program, and Saturday Journeys to Success Program.	1-4	Proficiency levels of students in reading/science	Guidance counselors, adm., teachers, literacy coach	Science assessments/FCAT; baseline, mid-year, end of year	Science assessments, FCAT	St, b, im, 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.

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	47.7%	154/323	2.3%	50.0%
2. Level of Performance	97.4%	150/154	2.6%	100.0%

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)
Provide professional development opportunities to teachers on addressing the needs of struggling students in advance courses.	1-2	Teacher scheduling restraints	Adm., ETF, literacy coach, teachers	DE tests, FCAT, ; baseline, mid-year, end of year	DE tests, , FCAT, Study Island	St, im, b
Utilize technology to provide practice opportunities for students at school and at home.	1-2	Computer lab availability, student home access	Adm., ETF, literacy coach, teachers	DE tests, FCAT, ; baseline, mid-year, end of year	DE tests, , FCAT, Study Island	Tech, b
Provide teachers professional development on Discovery Education Progress Monitoring System in order for teachers to identify their own students' strengths and weaknesses in literacy skills and to use DE as the diagnostic assessment tool to report and evaluate student growth in literacy skills.	1-2	Scheduling restraints, staffing, program/ technology constraints	Adm., ETF, literacy coach, teachers	DE tests, FCAT; baseline, mid-year, end of year	DE tests, , FCAT, Study Island	im, st,tech, t
Articulate needs with RLMS feeder elementary schools to increase efforts in recruiting all curriculum students for advanced courses grades 6-8.	1-2	Teacher scheduling restraints	Guidance counselors, adm., teachers	DE tests, FCAT; Baseline, mid-year, end of year	DE tests, FCAT, Study Island	St, b, t

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	ED	40.6%	35.6%
2. Out-of-school suspensions (unduplicated)	ED	63.0%	53.0%

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)
Promote positive choices through the Good Morning Rock Lake morning news program.	1-2	Resources, staffing	Teachers, guidance counselors, adm.	End of year	Skyward	B, im, st
Encourage Economically Disadvantaged students to participate in the Student Leadership Program.	1-2	Self-selection	Teachers, guidance counselors, adm.	End of year	Skyward	St, b
Provide students with repetitive behavior problems of aggression guidance and a possible mentor.	1-2	Staffing restraints	Teachers, guidance counselors, adm.	End of year	Skyward	st
Encourage Economically Disadvantaged students to participate in extra-curricular activities at school to encourage character development and healthy habits.	1-2	transportation	Teachers, guidance counselors, adm.	End of year	Skyward	st

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	100.0%	925/925	0.0%	100.0%
2. At-Risk Promotion Level of Performance	100.0%	333/333	0.0%	100.0%

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)
Provide professional development to teachers on instructional strategies for struggling students, including but not limited to, progress monitoring through the Discovery Education Program.	1-2	Scheduling restraints, staffing, technology	Adm., ETF, teachers, literacy coach	End of year	DE tests, FCAT, EOC	B, im, tech, st ESS
Utilize technology to provide practice opportunities for students at school and at home.	1-2	Computer lab access, home access	ETF, adm., teachers	End of year	Study Island, DE tests, FCAT, EOC	B, tech
Place students in tier II and tier III intervention strategies that have been retained on the Success Team with a teacher mentor.	1-2	Scheduling restraints, staffing	Adm., guidance counselors, ST mentor teachers	Baseline, mid-year, end of year	Success Team data, DE tests, FCAT, EOC	St, im, st
Expand the use of the MTSS response to intervention program for those students who struggle academically and socially.	1-2	Scheduling restraints, staffing	Adm., guidance counselors, ST mentor, teachers	Baseline, mid-year, end of year	MTSS data, Success Team data, DE tests, FCAT, EOC	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 %
1. Activity: Beta Club	ED	22.0%	24.0%

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)
Identify and recruit economically disadvantage students who have a GPA of 3.5 and above to participate in Beta Club.	1	Self selection, GPA requirements	Adm, guidance counselors	End of year	Skyward	st
Send personal invitations to students who are economically disadvantaged and meet Beta Club participation requirements.	1	Self selection, GPA requirements	Beta Club sponsor	End of year	Skyward	B, im, st
Make personal contact with the parents of students who are economically disadvantaged who meet the Beta Club requirements, and encourage participation.	1	Self selection, GPA requirements, transportation	Beta Club sponsor	End of year	Skyward	st

*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: Ele mentary 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:   Increase teachers use of 21st century teaching and learning models

School Defined Goal #1	Current % of PD using 21st century teaching and learning in 2012-2012	%+/-	Expected % of PD using 21st century teaching/learning in 2012-2013
	20.0% (2/10)	+20%	40.0% (4/10)
School Defined Goal #2	Current # of 21st century communication platforms used by teachers		Expected # of 21st century communication platforms used by teachers

*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)
Increase the number of professional development trainings using platforms such as Blackboard, IObservation, DE Progress Monitoring System, Webinars, and other virtual realms.	Teachers knowledge base of using technology	ETF, adm. PLCs	End of year	Skyward, IObservation, DE data charts, PD learning logs	B, tech, im, st, sss
Increase the number of systems used by teachers to communicate with parents; such as Blackboard, Skyward, lesson plan apes, text messaging apes, and other virtual realms.	Teacher knowledge base of using technology, limited communication devices, home access, parent self-select	ETF, adm, PLCs	End of year	Skyward, mobile aps, Blackboard teacher websites	B, tech, im st

PROFESSIONAL DEVELOPMENT PLAN

PD Activity/Marzano Indicators	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
The facilitated classroom (Marzano #48)	1,2,4,5, 8 in R/M 1,4 in W, 2,4 S	8/2/12	Then gen. ed teacher and the facilitated teacher needs and goals for ESE students	ESE teachers and teachers with facilitated classes	12	12	Florida Inclusion Network, Emily Tonn and Dr. Laura, adm., teachers
How to improve the functions of professional learning communities to maximize student achievement (Marzano # 55, 57,58,60)	1-2,S.Def. 1-8 in R/M 1-4 W	8/7/12	Role of members in a PLC, how to look at data, student assessment	School-wide	68		Literacy Leadership team, adm., teachers
The ESE student in a facilitated classroom (Marzano # 47, 48)	1-4 W, 1,2,4,8 R/M 2,4 S	8/10/12	ESE accommodations, the needs of the ESE student	School-wide	68		ESE department, adm., teachers, guidance
Study Island (Marzano # 2, 46)	1-2 OTP	8/29/12	Individualized instruction, tutorials	School-wide	68	68	ETF, literacy coach, adm.
Developing a written growth and development plan (Marzano # 50,53)	All .	9/5/12	Self-assessment, needs identification, and personal goal setting	School-wide	68	68	Adm., PLCs, guidance counselors
Professional Learning Communities refining mastery of content standards to proficiency and beyond (Marzano # 6, 9, 11, 15)	1-8 R/M 1-4 W, 1-4 S, 1-2 OTP	9/19/12	Understanding of content standards/goals/ and objectives/planning for proficiency, chunking content	School-wide	68		Adm., literacy coach, PLCs
Providing Clear Learning Goals and Scales (Rubrics) (Marzano # 1,2)	1-8 R/M 1-4W 1-4 S.	10/3/12	Using scales for students 'understanding of assessment criteria	School-wide	68		Adm., literacy coach, PLCs
Organizing the physical layout of the classroom for learning, organizing students to interact with new knowledge, (Marzano # 5,7)	1-8 EOC 1-2 AC, 1-8 R/M 1-4 W,S	10/17/12	How to address new content with students to move them to mastery, how to get students to attend to instruction	School-wide	68		Adm., literacy coach, PLCs

Elaborating on new knowledge, recording and representing knowledge, organizing students to practice new knowledge, managing student response rates (Marzano #11, 12, 15, 26)	1-8 EOC 1-2 AC, 1-8 R/M 1-4 W,S	10/24/12	Helping students to practice and deepen new knowledge	School-wide	68		Adm., literacy coach, PLCs
The facilitated classroom/inclusion (Marzano #47,48)	1,2,4,5, 8 in R/M 1,4 in W, 2,4 S	11/14/12	Feedback to teachers who work with facilitated ESE students	ESE teachers, general ed. Teachers with facilitated classes	12		Florida Inclusion Network, Dr. Laura and Emily Tonn, adm.
Effective Scaffolding of Information within lessons, Examining Similarities and Differences, Examining Errors in Reasoning	1-8 EOC 1-2 AC, 1-8 R/M 1-4 W,S	11/28/12	Helping students practice and deepen new knowledge	School-wide	68		Adm, PLCs, literacy coach
Data Analysis using Discovery Education Progress Monitoring System	All,R/M/S /W/EOC/ AC	12/12/12	Pulling data reports from DE	School-wide	68		ETF, adm., PLCs, guidance counselors12/12/12
School Improvement		8/15; 8/29			68		PLCs
School Improvement		9/12			68		PLCs
School Improvement		10/10/12; 10/31/12			68		PLCs
School Improvement		11/7/12			68		PLCs
School Improvement		12/5/12			68		PLCs

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation	$927.00
Adjustment:	
Carry Over:	6129.24
Total Income	$7,056.24

EXPENDITURES	ACTUAL COST	BALANCE	
		7056.24	Start with your beginning balance
Future Stars Hear and Read Library (30 books) PO#2245052	682.45	6373.79	
PLC Conference Travel (7/25-27/12) (Lee, Shellman, Tabscott, Westhelle)	$464.92	$5908.87	

CARRY OVER:
Total carry over for 2012-2013:   **$5908.87**

This carry over will be spent on professional development and the school tutorial program.

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* . Tim Bair, Dean; Kathy Horner, AP; Laura Adlam, literacy coach; Angela Stufflet;guidance counselor; Babita Hinduja, guidance counselor; Barbara Gruber, Success Team (AIP) mentor, Jianna Dalton, ETF, Jennifer Kryikakis, school psychologist

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 team will analyze and problem solve using school- wide data to provide a structured program to meet the needs of all students in an actively engaged learning environment. Each month, the MTSS Team meets to review the progress of students in Tiers II and III. Changes in interventions are made as needed. The team psychologist helps to coordinate the data for the team. The guidance counselors, assistant principals and dean are the liaisons with the students' teachers. The guidance counselors maintain the student folders/paperwork and schedule the meetings as needed. The literacy coach facilitates needed testing and other PMAs. The teaching staff is an integral but fluid part of the MTSS process. Teacher representation changes as it pertains to a particular student. The MTSS Sub Team includes administration, guidance, the literacy coach, ESE teachers, identified general education teachers, school psychologist, and other school based specialists as needed.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP. The MTSS Leadership Team provides interventions for students who struggle with behavior issues, (Discipline goals 1-2) provides interventions for students who are struggling academically in core academic subjects, (Reading goals 1-8, Math goals 1-8, Writing goals 1-4, Science goals 1-4, On time promotion goals 1-2. The Sub Team members will promote researched based learning methods that stress student engagement and cooperation to increase the proficiency on all PMAs. The Sub Team is charged with becoming familiar with and understanding the Problem-Solving Model not only as it pertains to struggling general education students, but also as it is incorporated in the instruction of ESE students. The MTSS Team will help teachers learn to chart data on the goals and objectives for our students who struggle and help to make decisions based on the analysis of data for instruction.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior. SRA Corrective Reading and SFA Reading Edge programs have cycle tests and assessments to monitor student progress in the Intensive Reading classes. Discovery Education has a platform for teachers to pull al variety of student progress reports on reading, math, and science standards. Writing assessment given the first and second quarter allow teacher to evaluate students' progress on expository and persuasive writing essays. Skyward has a discipline data collection component that can be used to track discipline data. EdInsight offers teachers reports on class and student progress in reading and math.

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. Meetings will include input to the Educational Technology Facilitator on teacher needs to execute student progress monitoring reports. Meetings will include input to the Dean of Students and AP who supervises discipline on interventions of students in tiers II and III for behavior problems. Meetings will include input/data from AIP mentor on progress of retained students in tier II and III and success of interventions given by teachers. Meetings will include input from the literacy coach on data collected from Intensive Reading and Math classes and students' progress as it relates to the Intensive classes.

6. Describe the plan to train staff on MTSS. RLMS has had ongoing PD on RtI and PBS. The PD for the 2012-2013 school year will concentrate on the marriage of these two initiatives and the expansion of the student support services and resources provided through MTSS. The focus will be:

- Review the data from the 2011-2012 school year
- Problem-solving for individual cases
- Data collection/review/analysis

Please briefly respond to each of the items below:

1. **Identify the members of your school's Literacy Leadership Team (LLT).**
   Laura Adlam, literacy coach; Jianna Dalton, ETF; Bridgett Dycus, teacher, Shelley Tabscott, teacher, Ann Egitto, teacher, Nicole Lee, teacher, Lindsay Spalding, teacher, Susan Wofford, teacher, Suzanne Runyan, teacher, Dali Buford, teacher, Pam Shellman, Principal, Kathy Horner, AP; Eric Basilo, AP; Tim Bair, Dean

2. **Describe how your school's LLT functions (e.g. meeting processes and roles/functions).** Leadership meetings occur at least once per month.
   The focus of these meetings is to determine how teachers know if students are learning, how they assess student learning, what do teachers do with students who do not master the standards, and what do teachers do with students who do master the standards. Using the train the trainer model, committee members are provided with professional development which in turn is discussed in the PLCs.

3. **What will be the major initiatives of the LLT this year?** RLMS had nine teachers attend the Professional Learning Communities conference during the summer of 2012. These teachers became a PLC to provide professional development within their school PLCs. The focus this year will be:

- how to expand the use of data analysis and student progress monitoring to improve instruction
- how to expand the use of 21st century communication with parents, teaching, and learning
- how to improve the alignment of the Common Core standards with common assessments within PLCs
- how to improve the functions of PLCs.

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.

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. Content Administrators will coordinate and monitor all study sessions as they occur throughout the school year.

Two Wednesday in-service days will be designated for the ongoing professional development on Lesson Study. Lesson Study Cycles will be expanded with the PLCs. Teachers will be coached on how to look at students' progress and work to help them identify areas for context/skill focus. Through the incorporation of research-based instructional practices, teachers will develop activities that promote flexible differentiated instructional teaching practices, and enable teachers to improve their student achievement data.

At the beginning of the 2012-2013 school year, all teachers will complete a self-assessment to target goals, objectives, and activities to improve student achievement. Administration will work with teachers to develop individual growth plans with measurable goals/objectives, anticipated outcomes, target dates, and student achievement data. Each teacher's growth plan will be reviewed with administration at the beginning of the year and at the end of the year to monitor progress.
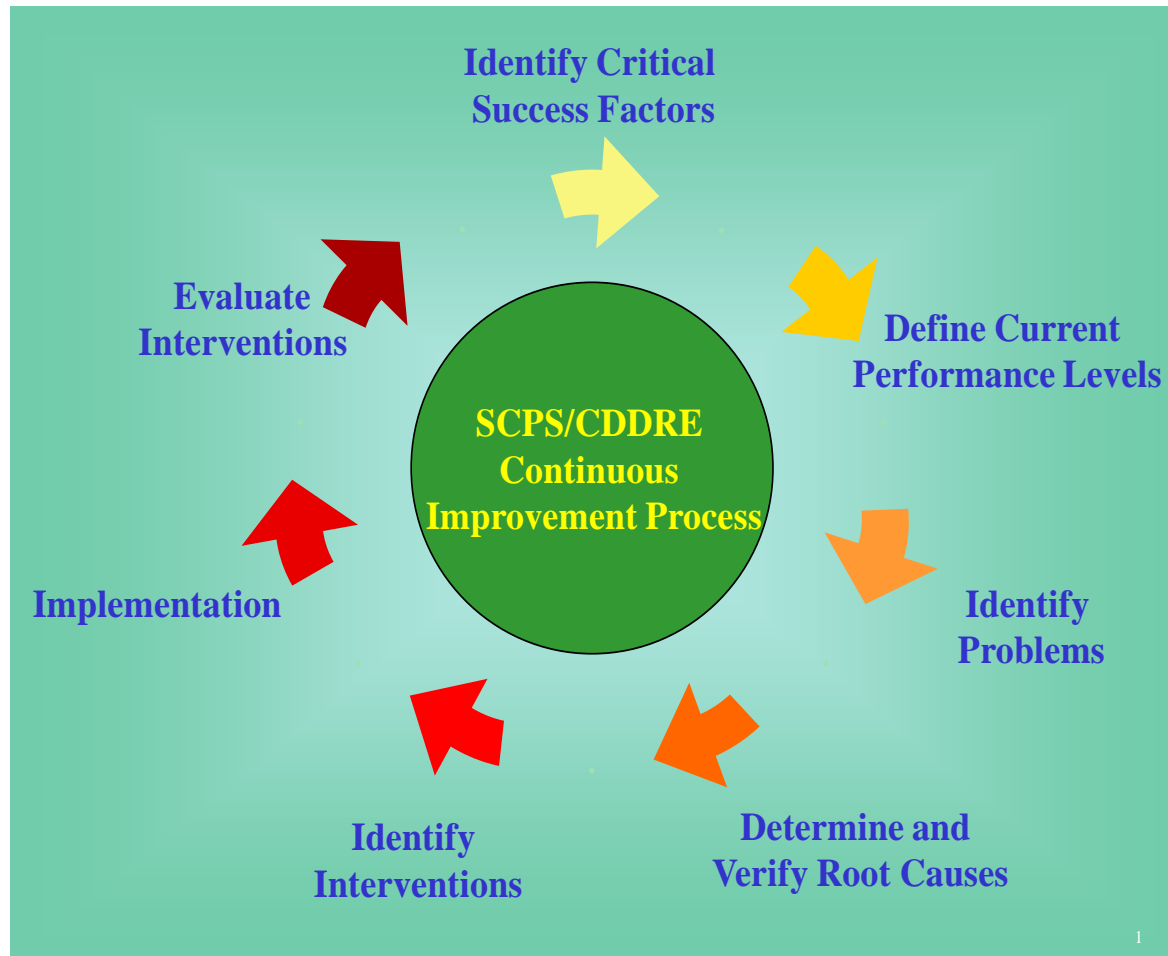
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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	71.3%	647/907	5.0%	76.3%

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 about the Skyward parent portal. (i.e. Facebook, Twitter, parent conferences, PR committee plans, Newsletters, Skyward, mobile Aps.	1	Technology access, parent self select	ETF, adm., teachers	Baseline, end of year	Skyward	B, st,tech

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:

During the 2011-2012 school year, RLMS offered SECME classes as an elective choice. Other elective offerings included computer keyboarding and computer applications classes. For the 2012-2013 school year, RLMS will add classes on robotics, research using technology, and virtual classes for chosen electives and course offerings.

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 the number of students enrolled in STEM classes	Staff for virtual lab supervision, open computer labs, student self-select	Adm,, teachers, ETF, guidance counselors	Mid-year, end of year	Skyward	B, st, tech, im
Develop a robotics program.	Training, materials	Adm., teachers, ETF	Mid-year, end of year	Course assessment	B, im, st, tech
Manage and maintain a virtual lab for students taking virtual classes.	Staffing, scheduling restraints	Adm., teachers, ETF	Mid-year, end of year	Skyward	B, st, tech
Develop a research using technology program.	Training, materials	Adm., teachers, ETF	Mid-year, end of year	Course assessment	B, im , st, tech

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:

During the 2011-2012 school year, all eighth grade students completed a career education inventory and plan (EPEP) that assures students' exposure to career choices and opportunities in the workforce as well as curricular opportunities as they transition to high school. For the 2012-2013 school year, all students will have the opportunity to choose a virtual elective course.   Students will also have the opportunity to choose from a wide variety of elective options that give students experience with the arts, physical education and health, video production, technology, foreign language, robotics, and SECME.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Develop a robotics program.	Training, materials	Adm., teachers, ETF	Mid-year, end of year	Course assessment	B, im, st, tech
Manage and maintain a virtual lab for students taking virtual classes.	Staffing, scheduling restraints	Adm., teachers, ETF	Mid-year, end of year	Skyward	B, st, tech
Develop a research using technology program.	Training, materials	Adm., teachers, ETF	Mid-year, end of year	Course assessment	B, im , st, tech
Improve communication between the high schools and elementary feeder patterns on elective options and career education to help align curriculum in these areas.	Staffing, scheduling restraints	Adm. Teachers, ETF, guidance counselors	Mid-year, end of year	Articulation agendas, meeting minutes	St, sss, or

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 (26 students)
High schools: Lake Mary (38 students), Lyman (37 students) and Winter Springs (57 students)

*Level 4 is proficient on the Florida Alternative Assessment.

Goal #1: To increase the percent of students who score a level 4 or above on the Florida Alternate Assessment. Level 4 indicates proficiency on the FAA.

	Current	# of #	% +/-	Expected
FAA (Accountability Group)				
Reading- Students Scoring Levels 4 and above	56.3%	9/16	6.2%	62.5%
Reading-Students Scoring Levels 7 and above	43.8%	7/16	6.2%	50.0%
Reading-Percent of Students Making LG	93.8%	15/16	6.2%	100.0%
Math-Students Scoring Levels 4 and above	56.3%	9/16	6.2%	62.5%
Math-Students Scoring Levels 7 and above	18.8%	3/16	6.2%	25.0%
Math-Percent of Students Making LG	93.8%	15/16	6.2%	100.0%
Writing-Students Scoring Levels 4 and above	66.7%	4/6	6.2%	83.3%
Writing-Students Scoring Levels 7 and above	50.0%	3/6	6.2%	66.6%
Science-Students Scoring Levels 4 and above	66.7%	4/6	6.2%	83.2%
Science-Students Scoring Levels 7 and above	16.7&	1/6	6.2%	33.3%

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)
Provide professional development and resources to assist ESE/gen.ed. teachers with the access points on the Florida Alternate Assessment used with students on special diploma.	1	Scheduling restraints, staffing, resources	Adm., ETF, literacy coach, ESSS district support personnel, ESE/gen. ed. teachers	Florida Alternate Assessment, end of year	FAA	b, im, s, sss, t, or, st

Use DE assessment data to track student progress of special diploma students who are assigned to a general education class.	1	Technology availability, scheduling restraints	Adm, ETF, literacy coach, ESSS, teachers	Florida Alternate Assessment, DE tests, baseline, mid-year, end of year	FAA, DE tests	Tech, st
Utilize the expertise of the literacy coach on reading and math strategies/programs that are effective with students who are on special diploma	1	Scheduling restraints	Literacy coach, teachers	Ilearn math/reading assessments, FAA, baseline, mid-year, end of year	FAA , program assessments	St, b,im
Provide professional development to ESE teachers on reading and math programs for students on special diploma.	1	Staffing, scheduling restraints	ESSS, Adm., teachers	EIS registrations, end of year	EIS registrations	St, b, st

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.

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	79	79	83	84	86	88	90
American Indian							
Asian	92	100	93	94	95	95	96
Black/African-American	47	55	56	60	65	69	74
Hispanic	74	75	78	81	83	85	87
White	84	83	87	88	89	91	92
English Language Learners	36						
Students with Disabilities	49	53	58	62	66	70	75
Economically Disadvantaged	64	64	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	75	74	79	81	83	85	88
American Indian							
Asian	88	94	90	91	92	93	94
Black/African-American	47	42	56	60	65	69	74
Hispanic	66	65	72	75	77	80	83
White	80	81	83	85	87	88	90
English Language Learners	64						
Students with Disabilities	36	33	47	52	57	63	68
Economically Disadvantaged	58	58	65	69	72	76	79

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
Pamela Shellman	9/10/12	April Brinson	9/10/12		
INSTRUCTIONAL					
Tammy Snell	9/10/12	Chelly Exum	9/10/12		
		Lisa Seamans	9/10/12		
Thomas Bugos	9/10/12				
		Connie Laurie	9/10/12		
Barbara Gruber, Secretary	9/10/12				
		Mark Thush, Chairman	9/10/12		
NON-INSTRUCTIONAL		Carey Kozak	9/10/12		
Cordelia Hunter	9/10/12				