

# *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.*



## **Partin 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+		96.9%	2	98%	88.5%	N
High standards Level 4+		79.9%	3	83%	70.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	96%	2	98.6%	89.8%	N
	Black	95%	2	97%	72.0%	N
	Hispanic	97.2%	2	99.2%	78.9%	N
	ELL	100%	-	100%	33.3%	N
	SWD	100%	-	100%	82.4%	N
	ED	94.3%	2	96.3%	74.1%	N
Learning Gains		78.2%	4	82%	71.1%	N
Lowest 25% making Learning Gains		77.3%	4	81.3%	67.7%	N
Learning Gains Levels 4/5		100%	-	100%	80.1%	N
Learning Gains in AYP subgroups						
	White	77.9%	4	81.9%	69.3%	N
	Black	88.9%	4	92.9%	63.6%	N
	Hispanic	70.4%	10	80.4%	76.0%	N
	ELL	100%	-	100%	33.3%	N
	SWD	62.5%	10	72.5%	72.0%	N
	ED	70%	10	80%	72.2%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		97.5%	1.5	99%	89.2%	N
High standards Level 4+		78.8%	5	83.8%	66.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	97.7%	2	99.7%	90.5%	N
	Black	90%	2	92%	72.0%	N
	Hispanic	97.2%	2	99.2%	84.2%	N
	ELL	100%	-	100%	100.0%	Y
	SWD	83.3%	5	88.3%	77.0%	N
	ED	100%	-	100%	79.6%	N
Learning Gains		80.2%	5	85.2%	81.7%	N

Lowest 25% making Learning Gains		86.4%	4	90.4%	47.8%	N
Learning Gains Levels 4/5		80%	10	90%	92.2%	Y
Learning Gains in AYP subgroups						
	White	80%	5	85%	81.0%	N
	Black	78%	5	83%	72.7%	N
	Hispanic	81.5%	-	86.5%	76.0%	N
	ELL	100%	5	100%	33.3%	N
	SWD	79.2%	5	84.2%	70.0%	N
	ED	83.3%	5	88.3%	80.6%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 4.0+		94.6%	2	96%	94.1%	N
High standards Score 6.0		9.3%	6	15%	0.0%	N
Proficiency Score 4.0+ in AYP subgroups						
	White	92.9%	2	94.9%	95.5%	Y
	Black	100%	-	100%	71.4%	N
	Hispanic	100%	-	100%	92.3%	N
	ELL	100%	-	100%	100.0%	Y
	SWD	33.3%	20	53.3%	90.3%	Y
	ED	92.9%	2	94.9%	82.4%	N
High standards Score 6.0 in AYP subgroups						
	White	8.1%	10	18.1%	0.0%	N
	Black	16.7%	10	26.7%	0.0%	N
	Hispanic	8.3%	10	18.3%	0.0%	N
	ELL	0%	10	10%	0.0%	N
	SWD	0%	10	10%	0.0%	N
	ED	7.1%	10	17.1%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		89.3%	5	94%	86.3%	N
High standards Level 4+		50.8%	5	55%	56.8%	Y
Proficiency Level 3+in AYP subgroups						
	White	92.1%	5	97.1%	88.0%	N
	Black	50%	10	60%	87.5%	Y
	Hispanic	92.3%	5	97.3%	61.5%	N
	ELL	100%	-	100%	100.0%	Y
	SWD	100%	-	100%	72.7%	N
	ED	72.7%	10	82.7%	70.0%	N

High standards Level 4+ in AYP subgroups						
	White	53.9%	10	63.9%	57.4%	N
	Black	20%	10	30%	50.0%	Y
	Hispanic	46.2%	10	56.2%	38.5%	N
	ELL	0%	10	10%	0.0%	N
	SWD	0%	10	10%	54.5%	Y
	ED	27.3%	10	37.3%	50.0%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	37%	8	45%	100.0%	Y
Performance in advanced coursework	93%	2	95%	100.0%	Y

Discipline Goals	Current %	Male				Female				
		% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated)	NA									
Out-of-school suspensions (unduplicated)	NA									

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	99%	1	100%	100.0%	Y
At-Risk students graduating or advancing with age-level peers	100%	-	100%	100.0%	Y

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

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
1. Participate in HealthierUS School Challenge.	100%	-	100%	100%	Y
2. Provide two parent education nights on health and wellness issues for children and families.	100%	-	100%	100%	Y
3. Provide health and wellness information in school and PTA newsletters	100%	-	100%	100%	Y

**Goal Summary**

**Number of Goals Met: 18**  
**Number Not Met: 51**  
**Number Partially Met: ---**

## READING GOALS

Aligned with Strategic Plan System Initiative B

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

Reading Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	88.5%	362 / 409	3	91.55
2. Proficiency Level 3+ in subgroups:				
White	89.8%	273 / 304	3	92.8
Black	72.0%	18 / 25	10	82%
Hispanic	78.9%	30 / 38	10	88.9%
ELL	33.3%	1 / 3	33	66%
SWD	82.4%	61 / 74	10	92.4%
ED	74.1%	40 / 54	10	84.1%
3. High standards Level 4+	70.7%	289 / 409	10	80.7%
4. Learning Gains	71.1%	175 / 246	10	81.1%
5. Lowest 25% making Learning Gains	67.7%	21 / 31	10	77.7%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	24.6%	42 / 246	20	44.6%
7. Learning Gains Levels 4/5	80.1%	137 / 171	5	85.1%
8. Learning Gains in subgroups:				
White	69.3%	131 / 189	10	79.3%
Black	63.6%	7 / 11	10	73.6%
Hispanic	76.0%	19 / 25	10	86%
ELL	33.3%	1 / 3	33	66%
SWD	72.0%	36 / 50	10	82%
ED	72.2%	26 / 36	10	82%

**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, PSI, PASI, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Implement the Seminole County Monitoring and Assessment Protocol.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers	On-going progress monitoring (OPM)	DA, FCAT, PSI, PASI, DAR	im/st/t
2. Execute the K-12 Comprehensive Reading Plan Decision Tree.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	im/or/t
3. Implement the updated Seminole County K-5 Curriculum toolbox to ensure systematic and sequential instruction.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers, SAC	OPM	DA, FCAT, PSI, PASI, DAR	b/im/or/t/
4. Audit student performance data to determine staff development needs.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers	OPM	DA, FCAT, PSI, PASI, , DAR	or/st/t
5. Maintain, analyze and utilize student data sheets to plan instruction.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers	OPM	DA, FCAT, PSI, PASI, , DAR	or/t
6. Integrate literature with Science and Social Studies instruction.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers	OPM	DA, FCAT, PSI, PASI, , DAR	im/or/t
7. Increase reading acceleration by creating an active literacy environment to enhance collaborative learning and thinking where students are facilitators of learning.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers, SAC	OPM	DA, FCAT, PSI, PASI, DAR	b/im/or/t
8. Build comprehension skills in grades 1-5 by utilizing Lexiles to match students' reading abilities to text difficulty and interest; provide challenging reading materials; and increase use of non-fiction text.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers, SAC	OPM	DA, FCAT, PSI, PASI, DAR	b/im/or/t
9. Deepen K-5 comprehension skills utilizing activities for students to read and respond through reflective thinking, oral and written responses using tool kit for self monitoring.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	im/or/t
10. Utilize 21 <sup>st</sup> Century learning strategies.	1-8	Funding, resources, staff	Reading Coach, Teachers, Technology Facilitator	OPM	DA, FCAT, PSI, PASI, DAR	or/tech/t

11. Expand higher levels of achievement through Reading Club activities utilizing critical thinking comprehension skills.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers, SAC	OPM	DA, FCAT, PSI, PASI, DAR	b/im/or/t
12. Increase fluid intervention reading groupings and differentiated instruction based on data.	1-8	Funding, resources, staff	Administration, Reading Coach, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	im/or/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 “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+	89.2%	365 / 409	3	92.2%
2. Proficiency Level 3+ in subgroups:				
White	90.5%	275 / 304	3	93.55
Black	72.0%	18 / 25	10	82%
Hispanic	84.2%	32 / 38	5	89.2
ELL	100.0%	3 / 3	-	100%
SWD	77.0%	57 / 74	5	82%
ED	79.6%	43 / 54	5	84.6%
3. High standards 4+	66.7%	273 / 409	10	76.7%
4. Learning Gains	81.7%	201 / 246	5	86.7%
5. Lowest 25% making Learning Gains	47.8%	11 / 23	20	67.8%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	28.1%	47 / 246	20	38.1%
7. Learning Gains Levels 4/5	92.2%	154 / 167	3	95.2%
8. Learning Gains in subgroups:				
White	81.0%	153 / 189	5	86%
Black	72.7%	8 / 11	10	82.7%
Hispanic	76.0%	19 / 25	10	86%
ELL	33.3%	1 / 3	33	66%
SWD	70.0%	35 / 50	10	80%
ED	80.6%	29 / 36	5	85.6%

**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)
1. Continue 2012-2013 mathematics instructional plans, which focus on the Next Generation Sunshine State Standards (N.G.S.S.S.) in all grade levels.	1-8	Funding, resources, staff	Administration, Teachers	On-going progress monitoring	DA, FCAT	im/st/t
2. Differentiate instruction for math within all classes. Implement ability grouping for 5 <sup>th</sup> grade by skill development and/or specific need.	1-8	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT	st
3. Encourage the use of FCAT Explorer, Brainpop.com (Grades 3-5), Brainpopjr.com (Grades K-2), Study Island (3 <sup>rd</sup> -5 <sup>th</sup> grades) and the 21 <sup>st</sup> Century technologies in all grades to enhance curriculum.	1-8	Funding, resources, staff	Administration, Teachers, Technology Facilitator	OPM	DA, FCAT	tech/b/or
4. Utilize new materials software, website provided through the new math series, Go Math.	1-8	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT	im/tech
5. Utilize inventory in the Math Resource Room using a new check out system.	1-8	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT	b/im/or/t
6. Provide teachers with links for math websites.	1-8	Funding, resources, staff	Administration, Teachers, Technology Facilitator	OPM	DA, FCAT	or/tech
7. Administer Math DA and analyze the data to plan instruction.	1-8	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT	or
8. Provide grade level strand vocabulary.	1-8	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT	or
9. Make PRIMES available to eligible fourth and fifth graders.	1-8	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT	st
10. Offer a higher-level enrichment math class for kindergarten through fifth grade students.	1-8	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT	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)

## 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 4.0+	94.1%	112 / 119	3	97.1%
2. Proficiency Score 4.0+ in subgroups:				
White	95.5%	84 / 88	3	98.5%
Black	71.4%	5 / 7	10	81.4%
Hispanic	92.3%	12 / 13	3	95.3%
ELL	100.0%	2 / 2	-	100%
SWD	90.3%	28 / 31	3	93.3%
ED	82.4%	14 / 17	5	87.4%
3. High standards Score 6.0	0.0%	0 / 119	10	10%
4. High standards Score 6.0 in subgroups:				
White	0.0%	0 / 88	10	10%
Black	0.0%	0 / 7	10	10%
Hispanic	0.0%	0 / 13	10	10%
ELL	0.0%	0 / 2	10	10%
SWD	0.0%	0 / 31	10	10%
ED	0.0%	0 / 17	10	10%

\*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, PSI, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide 6+1 Traits professional development.	1-4	Funding, resources, staff	Administration, Teachers	On-going progress monitoring (OPM)	DA, FCAT, PSI, PASI, DAR	t
2. Each grade level will address all 6+1 Traits and implement a long-range plan for the school year.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or
3. Vertical articulation activities will be held to share lesson ideas and transfer writing portfolios between grade levels.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or
4. Expand the use of inter-rater reliability and collaboration between grade levels.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, , DAR	or/t
5. Utilize the expertise of Seminole County Writing Resource Teachers.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	t
6. Plan and implement a Writing Workshop for all grade levels.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	b/t
7. Utilize Alpha Smarts, computer labs, and classroom computers to practice writing skills.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	tech
8. Administer a minimum of four progress monitoring writing prompts in grades K-5 to evaluate progress and plan instruction.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or/t
9. Teachers will conduct writing conferences with students (face to face and/or electronic).	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or/tech
10. Continue the use of the Elmo to model and analyze writing skills.	1-4	Funding, resources, staff	Administration, Teachers, Technology Facilitator	OPM	DA, FCAT, PSI, PASI, DAR	b/tech
11. Collaborate within Professional Learning Communities to analyze data, improve instruction and increase achievement through Lesson Study.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	b/t

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

\*For “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**

<b>Science Goals 1 thru 4</b>	<b>Current %</b>	<b># of #</b>	<b>% +/-</b>	<b>Expected %</b>
1. Proficiency Level 3+	86.3%	120 / 139	5	91.3%
2. Proficiency Level 3+ in subgroups:				
White	88.0%	95 / 108	3	91%
Black	87.5%	7 / 8	3	90.5%
Hispanic	61.5%	8 / 13	10	71.5%
ELL	100.0%	1 / 1	-	100%
SWD	72.7%	16 / 22	10	82.7%
ED	70.0%	14 / 20	10	80%
3. High standards Level 4+	56.8%	79 / 139	10	66.8%
4. High standards Level 4+ in subgroups:				
White	57.4%	62 / 108	10	67.4%
Black	50.0%	4 / 8	10	60%
Hispanic	38.5%	5 / 13	10	48.5%
ELL	0.0%	0 / 1	100	100%
SWD	54.5%	12 / 22	10	64.5%
ED	50.0%	10 / 20	10	60%

**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)
1. Analyze FCAT and DA data to identify and address needs.	1-4	Funding, resources, staff	Administration, Teachers	On-going progress monitoring (OPM)	DA, FCAT,	or
2. Utilize the Hand On program to analyze DA and plan instruction.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT,	or
3. Provide on-site professional development to support new science standards in all grade levels K-5.	1-4	Funding, resources, staff	Administration, Teachers, SAC	OPM	DA, FCAT,	b/im/tech
4. Expand science software (Primary Science Court, A to Z Science, non-fiction reading).	1-4	Funding, resources, staff	Administration, Technology Facilitator	OPM	DA, FCAT,	b/im/or
5. Continue the Super Scientists program (limited by grade level choice).	1-4	Funding, resources, staff	Teachers, Volunteers	OPM	DA, FCAT,	or
6. Promote Science by encouraging science field trips for each grade and enhancing the science curriculum with hands-on activities in the classroom.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT,	b/im/or
7. Support and maintain a science resource room and the new science curriculum with materials for science experiments and explorations.	1-4	Funding, resources, staff	Administration, Teachers, SAC	OPM	DA, FCAT,	b/im
8. Encourage Reading Buddies to participate in science activities monthly.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT,	or
9. Provide on-site grade level professional development that encourages inquiry based thinking activities in the classroom.	1-4	Funding, resources, staff	Teachers	OPM	DA, FCAT,	or
10. Provide on-site professional development that demonstrates the integration of reading and science and provides critical thinking.	1-4	Funding, resources, staff	Teachers	OPM	DA, FCAT,	or
11. Encourage the use of FCAT Explorer, Study Island (Grade 5) and the 21 <sup>st</sup> Century technologies in all grades to enhance curriculum.	1-4	Funding, resources, staff	Teachers	OPM	DA, FCAT,	or/b
12. Update grade level science vocabulary.	1-4	Funding, resources, staff	Teachers	OPM	DA, FCAT,	or
13. Offer Lego Robotics for 4 <sup>th</sup> & 5 <sup>th</sup> grade students.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT,	or/st
14. Collaborate within Professional Learning Communities to analyze data, improve instruction and increase achievement through Lesson Study.	1-4	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT,	b/t

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

\*For “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	100.0%	65/65	-	100%
2. Level of Performance	100.0%	65/65	-	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)
1. Analyze all available data (including FCAT, DAs and grades) and teacher recommendations to identify students from all curriculum subgroups for possible placement in PRIMES.	1,2	Funding, resources, staff	Administration, Teachers	On-going progress monitoring (OPM)	DA, FCAT, PSI, PASI, DAR	or/st/sss/t
2. Implement the District’s 2012-2013 PRIMES curriculum instructional plan for advanced course completion.	1,2	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	im/st/t
3. Expand math enrichment activities to challenge high performing students.	1,2	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	b/im/or/t
4. Utilize software and supplementary resources provided through the Go Math series and Springboard Mathematics Book 1.	1,2	Funding, resources, staff	Administration, Teachers, Technology Facilitator	OPM	DA, FCAT, PSI, PASI, DAR	or/tech
5. Establish a minimum of two sections of PRIMES.	1,2	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	im/st/tech
6. Utilize inventory in the Math Resource Room using a new check out system.	1,2	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or/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)**

There is currently no disparity between AYP subgroups receiving discipline referrals.

### Action Plan

Strategy	Discipline Goal Number	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)
1. Meet with all teachers to review the SCPS Student Conduct and Discipline Code, the behavior management and reward program at Partin.	1,2	Funding, resources, staff	Administration, Teachers, Guidance Counselor, Discipline Committee	On-going progress monitoring (OPM)	DA, FCAT, PSI, PASI, DAR	b/or/sss/t
2. Monitor discipline referrals.	1,2	Funding, resources, staff	Administration, Discipline Committee	OPM	DA, FCAT, PSI, PASI, DAR	or
3. Provide classroom instruction on Partin Elementary behavior procedures and conduct ongoing reviews of expectations.	1,2	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or/t
4. Offer small group counseling to students needing positive support.	1,2	Funding, resources, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or
5. Acquire bullying prevention videos that include closed captions.	1,2	Funding, resources, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	b/or
6. Utilize guidance to find mentors for students in need.	1,2	Funding, resources, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or

7. Incorporate a positive reinforcement based behavior program to reward the children that are going above and beyond the expected behaviors.	1,2	Funding, resources, staff	Administration, Discipline Committee	OPM	DA, FCAT, PSI, PASI, DAR	or
8. Display Keys to Character and Bully Free posters in each class.	1,2	Funding, resources, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or
9. Implement a Student of the Month program (ACES) to recognize children that have displayed exceptional behavior and character.	1,2	Funding, resources, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	b/or
10. Provide professional development on Positive Behavior Support (PBS) to meet the new RtI requirements.	1,2	Funding, resources, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	b/t
11. Develop and implement a Positive Behavior Support program.	1,2	Funding, resources, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	b/or/t
12. Provide parent information and/or training on bullying prevention.	1,2	Funding, resources, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, , DAR	or/t

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

## 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	100.0%	760/760	-	100%
2. At-Risk Promotion Level of Performance	100.0%	95/95	-	100%

### Action Plan

Strategy	Graduation/Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide intensive intervention for all students at risk of retention through Tier 3 services, tutorial, and summer school.	1,2	Funding, resource, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	Im,or,st
2. Monitor student progress through multiple assessments to ensure direct instruction based on specific need.	1,2	Funding, resource, staff	Administration, Guidance Counselor, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	Im,or,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)

## 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

**There is currently no disparity between AYP subgroups in extracurricular activities.**

### 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)
1. Encourage all students to participate in extracurricular activities throughout the school year.	1	Funding, resources, staff	Administration, Teachers	On-going progress monitoring (OPM)	DA, FCAT, PSI, PASI, DAR	or
2. Provide extracurricular activities before, after and during the school day.	1	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or
3. Rotate different groups of students through the different extracurricular opportunities to ensure they have more than one opportunity to participate.	1	Funding, resources, staff	Administration, Teachers, SAC	OPM	DA, FCAT, PSI, PASI, DAR	b/im/tech
4. Provide information about extracurricular opportunities to parents through newsletters, emails, school website, and calling system.	1	Funding, resources, staff	Administration, Technology Facilitator	OPM	DA, FCAT, PSI, PASI, DAR	b/im/or
3. Rotate different groups of students through the different extracurricular opportunities to ensure they have more than one opportunity to participate.	1	Funding, resources, staff	Administration, Teachers, SAC	OPM	DA, FCAT, PSI, PASI, DAR	b/im/tech
4. Provide information about extracurricular opportunities to parents through newsletters, emails, school website, and calling system.	1	Funding, resources, staff	Administration, Technology Facilitator	OPM	DA, FCAT, PSI, PASI, DAR	b/im/or

**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)

## 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 provide students with enrichment opportunities in reading, writing, and math through both in school and virtual school services.**

### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Create a 30 minute math enrichment class in each grade levels during the intervention/enrichment block.	Funding, resources, staff	Administration, Teachers	On-going progress monitoring (OPM)	DA, FCAT, PSI, PASI, DAR	or
2. Provide 6 <sup>th</sup> grade virtual school math during the 5 <sup>th</sup> grade math block.	Funding, resources, staff	Administration, Teachers	OPM	DA, FCAT, PSI, PASI, DAR	or
3. Provide before and after school enrichment programs for students (Lego Robotics, Reading Rocks, and SECME).	Funding, resources, staff	Administration, Teachers, SAC	OPM	DA, FCAT, PSI, PASI, DAR	b/im/tech

## 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
Marzano Indicators		8/8/2012		School wide	80	80	All T-based
Professional Learning Communities							
21 <sup>st</sup> Century Technology							
Common Core							

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	\$ 715.00
Adjustment:	\$ 1809.00
Carry Over:	\$ 1434.72
<b>Total Income:</b>	<b>\$ 3958.72</b>

EXPENDITURES	ACTUAL COST	BALANCE
		\$3958.72
Kagan Professional Development	\$ 2592.00	\$ 1366.72

Start with your beginning

**CARRY OVER:**

Total carry over for 2012-2013:      \$ 1366.72

This carry over will be spent on Professional Development and Technology Hardware

## 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*.**

Principal, Assistant Principal, Guidance Counselor, Reading Coach, Classroom Teacher, SLD Teacher, SLP, and 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?**

**MTSS Procedures:**

- RtI Meetings will take place each Monday.
- Guidance will have a signup sheet available.
- We will provide class coverage to accommodate different schedules.
- At each RtI meeting please bring your notebook and intervention folder!

**MTSS Meetings:**

- Identify the specific area of need.
- Design Intervention Action Plan.
- Define specific assessment and frequency to monitor action plan.
- Schedule follow up meeting (6 weeks).
- Before the follow up meeting – meet with administration/guidance to review data and create graphs.

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.

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

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

**Resource/Coach** - • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on RtI 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

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

The MTSS Leadership Team will review data from numerous academic assessments and on-going progress monitoring throughout the 2012-2013 school year, including: Discovery Education, SRI, DRA, Phonics Screener Inventory, Phonological Awareness Screening Inventory, and Writing prompts. All teachers are required to maintain updated Student Data sheets or notebooks throughout the school year. These data sheets or notebooks will be reviewed frequently during Professional Learning Community meetings with the MTSS Team in order to make informed decisions regarding student progress.

**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.**

1. Review District MTSS guidelines in August/September 2012 to all teachers.
  - Review Tiers and interventions.
  - Train teachers on new forms and MTSS folders, data collection, timeline, screening and referral process.
2. Continue to implement the Walk to Intervention and Acceleration model in reading at all grade levels.
  - Fluid grouping will be utilized.
  - Progress monitoring and ongoing progress monitoring will be utilized to plan and differentiate instruction.
  - Student Data Sheets will be updated after each progress monitoring window. Data sheets will be reviewed by the MTSS committee.
3. Teachers will differentiate instruction and regroup as necessary in math, science and writing based on data collected throughout the year.
4. Based on data collected and student need, MTSS folders will be initiated and MTSS Meeting Summary will be completed with parent input.
5. Adhere to the District timeline, policies and procedures which will be put into place to achieve full implementation of MTSS during the 2012-2013 school year.

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

During preplanning, 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 and staff meetings. In addition, MTSS team members will be holding 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).

Partin's Literacy Leadership Team will consist of the following members: administration, guidance, team leaders, and reading coaches.

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

The LLT meeting will be chaired by the Literacy coach. 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.

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 in-services.

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

The major initiative for the 2012-2013 school year were determined by reviewing school wide assessment data. The major goals are the following:

- Infuse 21<sup>st</sup> Century Learning skills throughout the curriculum.
- Continue use of differentiated instruction for both acceleration and intervention.
- Continue Professional Development with a focus on reading – comprehensive toolbox, reading club and literature groups.

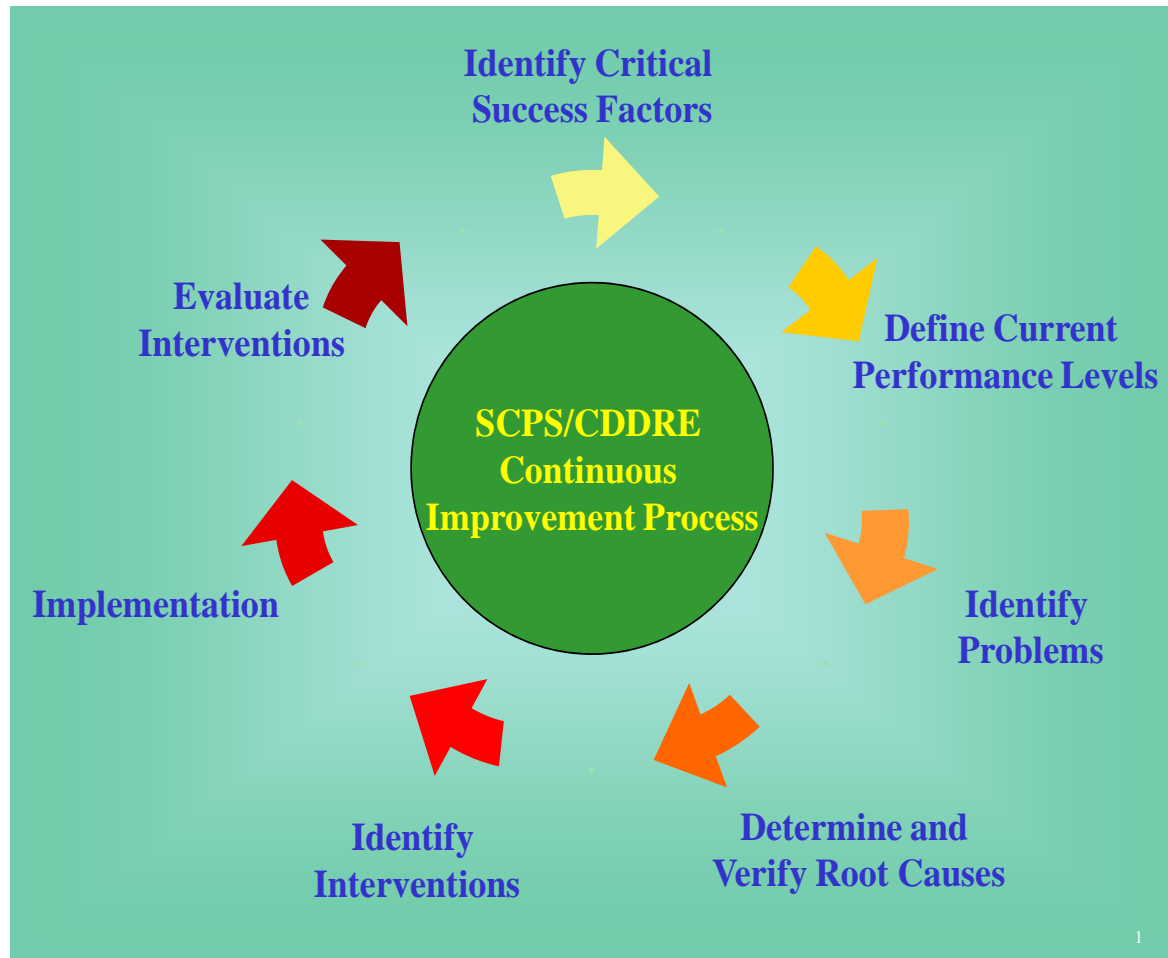
## ADDENDUM 3 -LESSON STUDY

**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 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. Partin Elementary uses the Professional Learning Communities framework for our curriculum and grade level teams. By embedding lesson study into the PLC’s we will develop a common and consistent view of quality instruction. In 2012-13, Administrators and coaches at Partin 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. Content Administrators will coordinate and monitor all study sessions as they occur throughout the school year.

Teachers will continue to develop an understanding of Lesson Study through ongoing planning, observation and collaboration within our Professional Learning Communities.

The following action plan is for Partin teachers to continue to collaborate within Professional Learning Communities to analyze data, improve instruction and increase achievement through Lesson Study.



## 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	63.1%	461/731	26.9%	90%

### 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)
1. Register parents at Open House and Curriculum Nights in August.	1	Transportation and work schedules	ETF	ongoing	Monitor the number of parents signed up	tech
2. Advertise and encourage participation in the parent newsletter.	1	none	Administration	ongoing	Monitor the number of parents signed up	b, or
3. New student registration: parents provide email address and sign-up for Skyward upon registration.	1	Lack of technology in the home	Guidance	ongoing	Monitor the number of parents signed up	st, tech

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

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

**STEM Current Practices:** Partin Elementary School closely monitors all students in math, science and technology to ensure success. We will continue to offer math enrichment and acceleration classes for all of our students in K-5. All science and math courses are heavily monitored and use differentiated instruction for extra practice. Participation in advanced levels of math is encouraged as well as any technology course which will add to the work skills repertoire of each student.

**STEM Plan for 2012-2013:** This will be the first year Partin offers a formal Robotics Club for intermediate students. We will participate in competitions throughout the school year. In addition, we will continue to offer math enrichment, acceleration, and virtual classes for our students. The staff and students are currently using Edmodo to interact off campus. Partin will continue to offer enrichment classes. Lesson Plans will also include more creative computer use as well as 21<sup>st</sup> century workforce skills.

### 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 all middle schools before registration and have magnet school programs present at Partin to all 5 <sup>th</sup> grade students.	time	Guidance Counselors	ongoing	Enrollment data	b,or,st
2. PLCs – consistent instruction through Learning goals, scales, and high probability strategies for all STEM subjects.	Time for PD; delivery of instruction	Administrators, teachers	quarterly	PLC Reflections	im, or, st, tech
3. Provide virtual school options for students before and after school.	Staff	Administration, Teachers	ongoing	Virtual School Assessments	st, tech

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

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

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

**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 <sup>st</sup> Century Skills.	Time	Administration, teachers	Feb, March	Lesson Plans	st, tech
3. Through Teach In Program, expose students to a variety of different careers.	Lack of interest	Administration, teachers	November	Volunteer information	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.

<b>READING AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>89</b>	<b>89</b>	<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>
American Indian							
Asian	100	100	100	100	100	100	100
Black/African-American	72	72	77	79	81	84	86
Hispanic	86	79	88	90	91	92	93
White	89	90	91	92	93	94	95
English Language Learners							
Students with Disabilities	62	65	68	72	75	78	81
Economically Disadvantaged	78	75	82	84	85	87	89

<b>MATH AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>90</b>	<b>89</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>95</b>
American Indian							
Asian	100	93	100	100	100	100	100
Black/African-American	64	72	70	73	76	79	82
Hispanic	83	84	86	87	89	90	92
White	92	91	93	94	95	95	96
English Language Learners							
Students with Disabilities	68	54	73	76	79	81	84
Economically Disadvantaged	80	80	83	85	87	88	90



**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.

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Maria Katz	8/23/12	Ann Anderson	8/23/12		
<b>INSTRUCTIONAL</b>		Jennifer Downs	8/23/12		
Alice Malafronte	8/23/12				
		Irene Jenson			
Connie Neary	8/23/12				
		Christine Noorlander	8/23/12		
Luann Sweeney	8/23/12				
		Stephanie Turner	8/23/12		
		Kelly Twiggs			
		Kelly Maldonado			
		Simone Ali-Small	8/23/12		
<b>NON-INSTRUCTIONAL</b>					
Priscilla Garcia	8/23/12				