

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.



Teague Middle 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+		79.5%	5.50%	85%	67.8%	N
High standards Level 4+		44.4%	5.2%	50%	38.1%	N
Proficiency Level 3+ in AYP subgroups						
	White	85.7%	5.2%	88%	74.9%	N
	Black	60.8%	4.2%	65%	50.9%	N
	Hispanic	69.9%	4.1%	74%	57.7%	N
	ELL	45.9%	22.1%	68%	29.2%	N
	SWD	75.0%	-24%	51%	63.2%	Y
	ED	68.9%	3.1%	72%	54.3%	N
Learning Gains		69.3%	4.7%	74%	61.3%	N
Lowest 25% making Learning Gains		72.1%	2.9%	44%	56.3%	Y
Learning Gains Levels 4/5		39.3%	2.9%	44%	82.4%	Y
Learning Gains in AYP subgroups						
	White	69.2%	5.8%	75%	64.4%	N
	Black	65.0%	5.0%	70%	55.9%	N
	Hispanic	69.6%	3.4%	73%	56.5%	N
	ELL	64.6%	5.4%	69%	53.2%	N
	SWD	64.2%	4.8%	69%	64.1%	N
	ED	69.5%	4.5%	74%	56.0%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		79.1%	4.9%	84%	67.6%	N
High standards Level 4+		42.7%	5.3%	48%	38.4%	N
Proficiency Level 3+ in AYP subgroups						
	White	87.0%	2.0%	89%	76.4%	N
	Black	61.9%	5.1%	67%	41.7%	N
	Hispanic	64.4%	3.6%	68%	56.5%	N
	ELL	32.4%	2.6%	35%	30.4%	N
	SWD	83.3%	2.7%	86%	67.8%	N
	ED	66.4%	3.6%	70%	54.6%	N
Learning Gains		75.8%	3.2%	79%	72.3%	N
Lowest 25% making Learning Gains		71.3%	2.7%	74%	62.7%	N

Learning Gains Levels 4/5		84.2%	1.8%	86%	92.0%	Y
Learning Gains in AYP subgroups						
	White	78.6%	6.4%	85%	76.5%	N
	Black	78.6%	6.4%	85%	60.2%	N
	Hispanic	67.2%	4.8%	72%	65.8%	N
	ELL	60.4%	2.6%	63%	66.7%	Y
	SWD	70.3%	2.7%	73%	79.3%	Y
	ED	70.7%	2.3%	73%	65.7%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		94.1%	1.9%	96%	88.7%	N
High standards Score 6.0		9.4%	2.6%	12%	0.9%	N
Proficiency Score in AYP subgroups						
	White	95.8%	1.2%	97%	91.6%	N
	Black	89.7%	1.3%	91%	88.7%	N
	Hispanic	90.3%	1.7%	92%	82.1%	N
	ELL	80.0%	2.0%	82%	43.8%	N
	SWD	66.7%	1.3%	68%	86.0%	Y
	ED	91.0%	2.0%	93%	82.1%	N
High standards Score 6.0 in AYP subgroups						
	White	10.6%	1.4%	12%	1.1%	N
	Black	0.0%	5.0%	5.0%	0.0%	N
	Hispanic	5.8%	2.2%	8.0%	0.9%	N
	ELL	10.0%	2.0%	12%	0.0%	N
	SWD	0.0%	5.0%	5.0%	3.0%	N
	ED	5.1%	1.9%	7.0%	0.5%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		60.7%	4.3%	65%	59.5%	N
High standards Level 4+		4.3%	3.7%	8.0%	20.7%	Y
Proficiency Level 3+in AYP subgroups						
	White	67.8%	2.2%	70%	69.9%	Y
	Black	37.9%	4.1%	42%	32.7%	N
	Hispanic	40.6%	4.4%	45%	47.8%	N
	ELL	20.0%	5.0%	25%	20.0%	N
	SWD	66.7%	3.3%	70%	63.6%	N
	ED	43.4%	4.6%	48%	43.1%	N
High standards Level 4+ in AYP subgroups						
	White	5.0%	3.0%	8.0%	27.8%	N

	Black	0.0%	5.0%	5.0%	1.8%	N
	Hispanic	2.0%	7.0%	7.0%	12.2%	N
	ELL	0.0%	10%	10%	6.7%	N
	SWD	0.0%	33%	33%	42.4%	N
	ED	0.0%	5.0%	5.0%	9.3%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	45%	5.0%	50%	47.8%	N
Performance in advanced coursework	99%	0.0%	99%	98.8%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup:ESE	44%	-10%	34%	25.4%	Y
Out-of-school suspensions (unduplicated) Subgroup: Black Students	21%	-10%	11%	24.1%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	100%	0.0%	100%	100.0%	Y
At-Risk students graduating or advancing with age-level peers	100%	0.0%	100%	100.0%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: BETA Club - ED	5%	7%	12%	33%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Percent of parents accessing Family Access	0.0%	75.0%	75.0%	59.6	N

Goal Summary

Number of Goals Met: 14
Number Not Met: 54
Number Partially Met: n/a

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

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		67.8%	884 / 1303	5.0%	72.8%
2. Proficiency Level 3.0+ in subgroups:					
	White	74.9%	545 / 728	5.1%	80.0%
	Black	50.9%	58 / 114	9.1%	60.0%
	Hispanic	57.7%	210 / 364	2.3%	60.0%
	ELL	29.2%	14 / 48	10.8%	40.0%
	SWD	63.2%	163 / 258	6.8%	70.0%
	ED	54.3%	342 / 630	5.7%	60.0%
3. High Standards Level 4.0+		38.1%	497 / 1303	11.9%	50.0%
4. Learning Gains		61.3%	762 / 1243	8.7%	70.0%
5. Lowest 25% Making Learning Gains		56.3%	184 / 327	3.7%	60.0%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		30.8%	149 / 1243	10.0%	40.8%
7. Learning Gains Levels 4/5		82.4%	399 / 484	3.0%	85.4%
8. Learning Gains in subgroups:					
	White	64.4%	448 / 696	6.0%	70.4%
	Black	55.9%	57 / 102	5.0%	60.9%
	Hispanic	56.5%	199 / 352	5.0%	61.5%
	ELL	53.2%	25 / 47	7.0%	60.2%
	SWD	64.1%	161 / 251	7.0%	71.1%
	ED	56.0%	330 / 589	4.0%	60.0%

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)
1. Review student performance data for appropriate placement in Intensive Reading using the 2012 FCAT achievement level, Oral Reading Fluency (ORF), Lexile, FCAT Success Probability (FSP) as reported by Florida Assessment for Instruction in Reading (FAIR), SCPS reading placement protocol, and teacher observation.	1,2,3,4,5,6,7	Have enough staff trained in placing students effectively.	Administration, Reading Coach	Baseline, Mid-Year	FCAT, FAIR, SCPS Reading Placement Protocol, ORF	im, or
2 .Schedule students scoring Level 1 on 2012 FCAT Reading in an intensive curriculum that supports phonemic awareness, phonics, fluency, comprehension, and vocabulary into an extended Intensive Reading period by administering the SRA Corrective Reading Placement Test in accordance with the district's K-12 Reading Plan.	1,2,3,4,5,7	New schedule/data systems may contribute to overlooking students	Administration, Reading Coach	Baseline, Mid-Year	FCAT, FAIR, SCPS Reading Placement Protocol, ORF	im, or
3 .Schedule Level 2 and low performing students into Intensive Reading courses for additional support based on SRI, FCAT, and FORF scores.	1,2,3,4,5,7	New schedule/data systems may contribute to overlooking students	Administration, Reading Coach	Baseline, Mid-Year	FCAT, FAIR	or, st
4. Provide training for new reading teachers in the SRA Corrective Reading and Success for All Reading programs.	1,2,3,4,5,7	Time to train new teachers	District	Ongoing	Administrators will monitor fidelity to and implementation of the program through CWT and visits.	st, t
5. Monitor intensive reading classes to ensure fidelity to the SRA Corrective Reading Program or the Reading Edge Program instructional model and are aligned to the SCPS K-12 Reading Plan.	1,2,3,4,5,7	Time to conduct and provide feedback on CWT.	Administration, Reading Coach	Ongoing	Administrators will monitor fidelity to and implementation of the program through CWT and visits.	t

6. Allocate time for professional learning communities to collaborate and align curriculum and teaching strategies at each grade level.	1,2,3,4,5,6,7	Teachers unwilling to utilize time to collaborate.	Administration, Reading Coach	Ongoing	Teachers will maintain learning logs, PLC binders, and data spreadsheets to monitor students progress and implementation of program instructional model.	im, t
7. Utilize classroom walk-throughs to reflect on practices effecting student learning, ensure fidelity to instructional models, and to support the school goal of meeting the needs of all learners	1,2,3,4,5,6,7	Time to conduct and provide feedback on CWT.	Administration, Reading Coach	Ongoing	Administrators will utilize classroom walk-through form to monitor to student engagement and learning.	im, or, t
8. Utilize school's Reading Coach to model decoding and comprehension strategies and to monitor and support school-wide reading instruction.	1,2,3,4,5,6,7	Teachers effective use of the comprehension strategies.	Reading Coach	Ongoing	The Reading Coach will provide PD support to teachers on the effective use and implementation of literacy strategies.	or
9. Utilize literacy strategies, including use of Marzano's Academic Vocabulary, with content area curriculum	1,2,3,4,5,6,7	Teachers effective use of the comprehension strategies.	Administrators, Reading Coach Teachers	Daily	Teachers will implement use of literacy strategies into their daily instruction. Administrators and the Reading Coach Will Monitor through the use of CWT.	im, or
10. Provide opportunities for the faculty to model the teaching of instructional strategies and to participate in in-services on reading.	1,2,3,4,5,6,7	Time for training	Administration, Reading Coach, Teachers	Ongoing		im, tech, or
11. Schedule L4/L5 students into Advanced Reading and Writing that utilizes Great Books Round Table Shared Inquiry curriculum to promote in-depth reading comprehension; critical thinking processing, writing, and application; and literary response and analysis.	6	Availability within the master schedule.	Administration, Reading Coach, Teachers	Ongoing, Baseline, Mid-Year	Reading comprehension tests, critical thinking rubrics, writing rubrics, FCAT, FAIR	b, st, im, t

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

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

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

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

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

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

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

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

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

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

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		67.6%	881 / 1304	5.0%	72.6%
2. Proficiency Level 3.0+ in subgroups:					
	White	76.4%	558 / 730	4.0%	80.4%
	Black	41.7%	48 / 115	10.0%	51.7%
	Hispanic	56.5%	205 / 363	5.0%	61.5%
	ELL	30.4%	14 / 46	10.0%	40.4%
	SWD	67.8%	175 / 258	3.0%	70.8%
	ED	54.6%	345 / 632	5.0%	60.6%
3. High Standards Level 4.0+		38.4%	501 / 1304	10.0%	48.4%
4. Learning Gains		72.3%	899 / 1244	8.0%	80.3%
5. Lowest 25% Making Learning Gains		62.7%	208 / 332	3.0%	65.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		29.8%	145 / 1244	10.0%	39.8%
7. Learning Gains Levels 4/5		92.0%	447 / 486	3.0%	95.0%
8. Learning Gains in subgroups:					
	White	76.5%	534 / 698	5.0%	81.5%
	Black	60.2%	62 / 103	5.0%	65.2%
	Hispanic	65.8%	231 / 351	5.0%	70.8%
	ELL	66.7%	30 / 45	5.0%	71.7%
	SWD	79.3%	199 / 251	5.0%	84.3%
	ED	65.7%	388 / 591	5.0%	70.7%

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. Schedule non-proficient students in all grades into Intensive Math classes for additional curricular support.	1,2,3,4,5,7	New schedule/data systems may contribute to overlooking students	Administration, Guidance, Intensive Math Teachers	Beginning of the year	Student Schedules/Skyward	b, im, st
2. Provide faculty with FCAT data indicating student performance levels.	1,2,3,4,5,6,7	Providing teachers with data for their specific students	Administration	Ongoing	EdInsight/Skyward	or
3. Provide time for PLCs to meet and share specific strategies for improving math comprehension.	1,2,3,4,5,6,7	Teacher comfort/ability review data for improving instruction	Administration	Ongoing	Data Binders, Data Collaboration Agenda, Meeting Organizers	im, or
4. Utilize Classroom Walk-Throughs to reflect on practices effecting student learning, ensure fidelity to instructional models, and support the school goal of meeting the needs of all learners.	1,2,3,4,5,6,7	Providing timely feedback to teachers	Administration	Ongoing	CWT form/iobservation	im, t
5. Utilize inquiry-based questioning and cooperative learning strategies in all math classrooms.	1,2,3,4,5,6,7	Effectiveness of question strategies within the classroom	Teachers	Ongoing	CWT/iobservation	
6. Extend opportunities for students to make real world connections in math classes.	1,2,3,4,5,6,7	Establishing learning goals	Teachers	Daily	Building background knowledge	im, t
7. Utilize data from common unit assessments to plan learning and instructional needs within Professional Learning Communities (PLCs).	1,2,3,4,5,6,7	Analyzing data	Administration, Curriculum Leader, Teachers	Ongoing	Learning Logs, PLC Binders	or, t
8. Provide before-school tutoring to support struggling math students.	1,2,3,4,5,6,7	Transportation for student identified for tutoring support	Administration, Teachers	Ongoing	Tutoring referrals	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)						

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

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

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

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

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

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 Algebra EOC exam

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

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

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

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

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	90.7%	234 / 258	4.3%	95.0%
2. Proficiency Level 3+ in subgroups:				
White	91.4%	149 / 163	3.6%	95.0%
Black	81.3%	13 / 16	2.0%	83.3%
Hispanic	92.0%	46 / 50	2.0%	94.0%
ELL	100.0%	1 / 1	0.0%	100.0%
SWD	97.7%	43 / 44	1.3%	99.0%
ED	83.6%	61 / 73	2.4%	86.0%
3. High standards 4+	49.2%	127 / 258	2.8%	52.0%
4. Learning Gains	87.3%	219 / 251	3.0%	90.3%
5. Lowest 25% making Learning Gains	100.0%	5 / 5	0.0%	100.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	13.9%	22 / 158	6.1%	20.0%
7. Learning Gains Levels 4/5	84.0%	147 / 175	2.0%	86.0%
8. Learning Gains in subgroups:				
White	85.9%	140 / 163	3.0%	88.9%
Black	81.3%	13 / 16	3.7%	85.0%
Hispanic	82.0%	41 / 50	3.0%	85.0%
ELL	100.0%	1 / 1	0.0%	100.0%
SWD	88.6%	39 / 44	1.4%	90.0%
ED	85.7%	60 / 70	2.3%	88.0%

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)
1. Utilize FCAT Data, student academic achievement, and teacher recommendation to identify prospective students for placement in high school credit courses or prerequisite classes to high school credit courses.	1	Teacher recommending students not prepared for advanced coursework	Administration, Guidance, Teachers	Mid-Year, Summative	FCAT, GPA, Teacher Recommendation	or,
2. Use progress monitoring and formative assessment data to report and evaluate student learning needs and to guide instruction.	1-7	Time to analyze data in PLCs	Teachers	Ongoing	DE, Ed Insight 9 Week Exams, Formative Assessments	im, tech, t
3. Support student participation in district Math Festival and Math Counts competition.	1-7	Teacher Sponsors, student interest	Administration, Math Curriculum Leader, Math Teachers	Ongoing	Competition	b, or,
4. Conduct a greater amount of classroom walkthroughs to ensure teachers are implementing best-practices	1-8	Time	Administration	Weekly	Classroom Observation	B, or, tech, t
5. Screen and monitor progress of Algebra growth through the use of Discovery Education data	1-8	Time & manpower	Administration, Teachers	Baseline, midyear, end of year	Discovery Ed	or, tech, 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)

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WRITING GOALS

Aligned with Strategic Plan System Initiative B

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

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

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

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		88.7%	414 / 467	5.0%	93.7%
2. Proficiency Score 3.0+ in subgroups:					
	White	91.6%	239 / 261	4.4%	95.0%
	Black	88.7%	47 / 53	2.3%	90.0%
	Hispanic	82.1%	96 / 117	8.9%	90.0%
	ELL	43.8%	7 / 16	10.0%	53.8%
	SWD	86.0%	86 / 100	4.0%	90.0%
	ED	82.1%	179 / 218	8.9%	90.0%
3. High Standards Score 6.0		0.9%	4 / 467	10.0%	10.9%
4. High Standards Score 6.0 in subgroups:					
	White	1.1%	3 / 261	10.0%	11.1%
	Black	0.0%	0 / 53	10.0%	10.0%
	Hispanic	0.9%	1 / 117	10.0%	10.9%
	ELL	0.0%	0 / 16	10.0%	10.0%
	SWD	3.0%	3 / 100	10.0%	13.0%
	ED	0.5%	1 / 218	10.0%	10.5%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide school-wide practice (formative) FCAT Writing Assessments.	1,2	Providing timely and meaningful feedback to students based on practice writing	Administration, Faculty	Ongoing	DA, Writing Olympics	im, or
2. Integrate Six Traits Writing Program into social studies classes.	1,2	Teachers training in the Six Traits Program	Curriculum Leaders	Ongoing	CWT, Lesson Plans	t
3. Facilitate Writing Olympics prior to FCAT to provide additional opportunities for students to refine writing techniques.	1,2	Coordinating the Olympics within the school schedule	Administration, Curriculum Leaders	Annually	Student/team finished product	b, im
4. Implement the 7 th Grade SB LAP	1,2	Common planning, pacing	Administration, teachers	Weekly	PLC	im, t, or
5. Implement the 8 th Grade SB LAP	1,2	Common planning, pacing	Administration, teachers	Weekly	PLC	im, t, or
6. Schedule L4/L5 students into Advanced Reading and Writing that utilizes Great Books Round Table Shared Inquiry curriculum to promote in-depth reading comprehension; critical thinking processing, writing, and application; and literary response and analysis.	1,2	Scheduling conflicts, class size	Administration, Reading Coach, Teachers	Ongoing, Baseline, Mid-Year	Reading comprehension tests, critical thinking rubrics, writing rubrics, FAIR, FCAT	b, im, st, t
7. Utilize data from common unit assessments to develop learning and instructional focus within Professional Learning communities (PLCs) based on student performance of identified standards.	1,2	Teacher time to review data collaboratively	Administration, Teachers	Ongoing	Learning Logs, PLC binders,	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)

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

SCIENCE GOALS

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

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

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

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

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

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		59.5%	276 / 464	10.0%	69.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	69.9%	181 / 259	5.0%	74.9%
	Black	32.7%	18 / 55	10.0%	42.7%
	Hispanic	47.8%	55 / 115	5.0%	52.8%
	ELL	20.0%	3 / 15	10.0%	30.0%
	SWD	63.6%	63 / 99	7.0%	70.6%
	ED	43.1%	93 / 216	7.0%	53.0%
3. High Standards Score 4.0+		20.7%	96 / 464	10.0%	30.7%
4. High Standards Score 4.0+ in subgroups:					
	White	27.8%	72 / 259	10.0%	37.8%
	Black	1.8%	1 / 55	10.0%	11.8%
	Hispanic	12.2%	14 / 115	10.0%	22.2%
	ELL	6.7%	1 / 15	10.0%	16.7%
	SWD	42.4%	42 / 99	10.0%	52.4%
	ED	9.3%	20 / 216	10.0%	19.3%

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. Identify common units, assessments and labs, and align curricular projects accordingly by grade level to develop learning and instructional needs within Professional Learning Communities (PLCs).	1,2, 3, 4	Time for teachers to plan collectively.	Administration, Teachers	Ongoing	DA, CUA, PLC Binder, Learning Logs	im, t
2. Utilize literacy strategies within Science content area to promote comprehension.	1,2, 3, 4	Teacher training and effective use of literacy strategies	Teachers, Reading Coach	Ongoing	CWT and observations	t
3. Utilize classroom walk-throughs to reflect on practices effecting student learning, ensure fidelity to instructional models, and to support the school goal of meeting the needs of all learners.	1,2, 3, 4	Feedback to teachers based on walk-through	Administration	Ongoing	CWT form, lesson plans	im, or, t
4. Utilize FCAT Glossary terms to develop vocabulary focus in the content area.	1,2, 3, 4	Effective use of vocabulary instruction	Teachers	Ongoing	Vocabulary Instruction	t
5. Utilize FCAT Science test data, and common assessment scores to create a needs assessment identifying areas of weakness in student scores and modify curriculum accordingly.	1,2, 3, 4	Time for teachers to review data	Teachers	Ongoing	Baseline, DA, CUA,	im, or, sss, t
6. Increase student involvement in the sciences by expanding the SECME program to include a Robotics class.	1,2, 3, 4	Scheduling constraints	Administration	Ongoing		b, im, t
7. Align curriculum as outlined in the SCPS Science Instructional Plan at each grade level.	1,2, 3, 4	Aligning new textbook adoption	Administration, Teachers	Weekly	Lesson Plans	im, t
8. Integrate inquiry-based lessons in order to increase critical thinking amongst students.	1,2, 3, 4	Teacher comfort with facilitating inquiry-based lessons	Teachers	Ongoing	Lesson Plans, CWT	t
9. Identify students who are at risk of non-proficiency on the FCAT Science test.	1,2, 3, 4	Follow-up once students are identified	Teachers	Baseline, Mid-Year, FCAT,	Baseline, CUA, DA	t

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

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

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	47.8%	171/358	10.0%	57.8%
2. Level of Performance	98.8%	169/171	1.2%	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)
1. Utilize FCAT Data, student academic achievement, and teacher recommendation to identify prospective students for placement in high school credit courses or prerequisite classes to high school credit courses.	1	Teacher recommending students not prepared for advanced coursework	Administration, Guidance, Teachers	Mid-Year, Summative	FCAT, GPA, Teacher Recommendation	or,
2. Conference with prospective students to encourage selection of advanced coursework.	1	Time to conference with students	Administration, Guidance, Teachers	Schedule Selection, Articulation		or
3. Provide data relative to the benefits advanced level courses to students and parents during the course selection process.	1	Parents/Students using the data inaccurately to inform selection	Administration	Schedule Selection, Articulation	Course Selection catalog Power Point Presentation, Incoming 6 th Grade Parent Night	b, im, or, st
4. Articulate with feeder schools to identify incoming sixth grade students who may benefit from the increased rigor.	1	Ability to schedule time to articulate	Administration, Guidance	Articulation	Power Point Presentation, Incoming 6 th Grade Parent Night	
5. Monitor student performance to provide support to struggling students.	2	Staff to provide effective monitoring	Teachers	Ongoing	Progress report, report cards, in-class assessment	or

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)	ESE	25.4%	15.4%
2. Out-of-school suspensions (unduplicated)	BLACK	24.1%	14.1%

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)
1. Analyze discipline data to review with the faculty and staff to discuss and develop strategies to reduce negative behaviors on campus.	1,2	Providing data at frequent intervals to review and develop strategies	Administration, PBS Team, Faculty, Staff	Baseline, quarterly, end of year	SWIS/Skyward Discipline Data	b, sss, t
2. Review school-wide rules, expectations, and procedures with students, faculty, and staff.	1, 2	Consistent application of rules, expectations and procedures throughout the campus.	PBS Team	Ongoing	TNN, assemblies, classroom visits by Deans	b, sss, or, t
3. Provide teachers with lesson plans to teach, review, and assess school-wide behavior expectations.	1, 2	Teachers using the lesson plans.	PBS Team, Teachers	First week of school	Survey of teachers and students	or
4. Train teachers on effective use of the Behavior Intervention Form (BIF) to intervene on and track negative behaviors.	1, 2	Fidelity to the BIF	PBS Team, Deans	Pre-Plan, ongoing	BIF	sss, t, or
5. Reinforce school-wide behavior expectations with a positive behavior reward system.	1, 2	Resources for successful reward system	Administration, PBS Team, Faculty, Staff	Daily in class, weekly at school store, quarterly school-wide	Student, faculty, parent survey	b, sss, or
6. Provide announcements on the student news, in the newsletter, and during lunches to reinforce school-wide behavior expectations.	1, 2	Who will assume the responsibility	PBS Team, Deans	Daily, Quarterly	Student, faculty, parent, community survey	b,

7. Plan and conduct school-wide assemblies for students to discuss behavior expectations, how to handle issues with other students, where to go if they need assistance, and reinforce student responsibilities while on campus.	1, 2	Coordination of the Assembly.	Administration, PBS Team, Deans	Quarterly	Guest speakers, skits, power points	b, sss, or,
8. Collaborate with parents to intervene and reduce negative behaviors.	1, 2	Misconceptions of behaviors on campus, communication between school and parents	Administration, Deans, Teachers	Ongoing	Phone calls, positive behavior referrals, conferences	or
9. Provide the character development and Upstander Education through homeroom	1, 2	None	Administration, Teachers	Weekly	Student Character Ed and Bully Homeroom Folders	Im, or, tech
10. Provide PBS tickets and other incentives for students exhibiting school-wide PBS behavior expectations	1, 2	Budget	Administration, Guidance, Teachers	Ongoing	School Store Use, Student Surveys	B, , or
11. Provide ongoing PBS PD to teachers throughout the school year	1, 2	Time	Administration	Beginning of school year	Learning Logs, Classroom walkthroughs	Im, t
12. Meet with all grade levels for a code of conduct orientation	1, 2	Time	Administration	Beginning of school year	Code of conduct quiz	Im, t
13. Implement Multi-Tiered System of Supports (MTSS) behavior component by identifying a Positive Behavioral System (PBS)	1, 2	Budget, staffing, time, training	Administration, Student Support Services, Guidance, Teachers	Ongoing	MTSS team meetings held to discuss implementation	St, t
14. Participate in Upstanders/Holocaust Program and Summits	1, 2	Limited to 7 th Grade students	Administration, Teachers	End of Year	Discipline referrals, Bully/Harassment Complaint Form	Or, b

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%	1378/1378	0.0%	100.0%
2. At-Risk Promotion Level of Performance	100.0%	663/663	0.0%	100.0%

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. Identify and target students who are at risk (retained, Academic Intervention Program, FCAT L1 and L2, attendance, grades, behaviors)	1,2	Effective monitoring of struggling students	Administration, Guidance, Teachers	Pre-Plan, mid-year, and end of year	FCAT, GPA, Attendance records, discipline data	or
2. Schedule Academic Intervention Program students into a PLATO and Learning Strategies Class.	1,2	Scheduling students without elective classes	Administration, Guidance	Start of school, mid-year, and end of year	GPA	b, or, im, t, sss
3. Hold an Academic Success Night for parents of students in the Academic Intervention Program.	1,2	Getting all parents/students in attendance	Administration, Guidance, Teachers,	First quarter	Parent feedback	b, or, sss
4. Monitor student academic progress at three (3) week and seven (7) week interval in addition to progress report and report card.	1,2	Identifying who will be responsible for the task	Administration, Guidance	Ongoing	Skyward Educator Access	or

5. Inquire with teachers to determine academic strategies and interventions implemented for students with academic progress of a D or F.	1,2	Effective use of classroom interventions and strategies	Administration, Guidance	Ongoing	Academic Intervention At-risk student report.	t, or, sss
6. Provide access to the Student Success Center for failing students to complete assigned work.	1,2	Logistics of how students will participate in the program	Administration, Guidance, Teachers	Ongoing	Student referral form, remove from elective class until academic work is completed.	or, sss,
7. Maintain parent communication relative to student's promotion status.	1,2	What happens after communication is made	Administration, Guidance	Ongoing	Website, Synervoice, phone calls to parents	or

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	Black	0.0%	10.0%

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)
1. Educate students and parents about extracurricular activities through TNN, dialers, website, open house, and 6 th grade articulation.	1a	Student comprehension of club goals and initiatives	Sponsor, Administration	Quarterly	Dialer, newsletter, fliers, invitations home	sss
2. Send invitations to prospective students to promote membership.	1a	Identifying prospective students	Sponsor, Administration	Quarterly	Review GPA of underrepresented student groups	sss
3. Ensure adequate representation of all subgroups including Economically-Disadvantaged students.	1a	Students wanting to participate	Sponsor, Administration	Quarterly	Review GPA of underrepresented student groups	sss
4. Develop incentives for student participation in the BETA club.	1a	Incentives students are likely to embrace	Sponsor	Quarterly	Solicit ideas from students	b, sss, or
5. Select a service project that students are enthusiastic to be involved with.	1a	Service projects that students will embrace	Sponsor	Quarterly	Solicit ideas from students	B

6. Identify the students in enrolled in extracurricular activities and aggregate data to find the disparity representation of AYP subgroups	1	Ed-Insight, Skyward	Administration, Literacy Coach	Annually, ongoing	Data to be shared by administration to club sponsors	St, tech, t
7. Send letters to targeted students inviting them to partake in the extracurricular activities	1	Time	Administration, Guidance, Teachers	Annually	Letter to be composed by administration and passed out to students through Guidance counselors, teachers will follow-up by monitoring % of students enrolled and communicating such with Administration	St, tech
8. Present the clubs to students and parent at school events and meetings in our schools newsletter and webpage	1	Time, staffing	Administration, Teachers	Annually	Information to be shared through phone dialer, school website, marquee, and newsletter	St, or

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.

Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.

Middle schools – Virtual options, ACCEL, etc.

High schools – Virtual options, Flex hours, ACCEL, etc.

Other school defined goals may be added.

Goal #1: During the 2012-13 school year, we will increase the number of students taking virtual courses through ePathways Virtual Learning Labs (VLL) and flexible scheduling.

School Defined Goal	Current	# of #-	% +/-	Expected
Number of students taking virtual courses through ePathways flexible scheduling.	3.9%	55 of 1380	10.0%	13.9%
Number of students taking virtual courses through virtual learning labs (VLL).	3.3%	46 of 1380	10.0%	13.3%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	School Defined 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. Provide flexibility in scheduling	1	Required courses	Administration & Counselors	Ongoing	SKYWARD	Or, t, tech
2. Educate parents and students about scheduling options available through ePathways.	1	Available Options	Administration & Counselors	Ongoing	Survey	Tech, t
3. Educate parents and students about how to request and register for virtual courses.	1	Clarifying SCVS v. FLVS	Administration & Counselors	Ongoing	Survey	Tech, t
4. Provide a flexible scheduling option for students wishing to take virtual courses during the school day.	1	Accurate assessment of interest	Administration & Counselors	Ongoing	Survey	Tech, t
5. Provide computer access during school day	1	Lack of resources, IS computer support, testing	Administration, Education Technology Facilitator	Annually	SKYWARD, Virtual school, internet access	Tech, st, b
6. Provide an environment conducive for learning	1	supervision	Administration & support staff	Ongoing	Observation	St, b, tech, or

7. Train counselors so that they better understand virtual option and ePathways	1	time	Administration & Counselors	Ongoing	Professional Development	Im, or, t
8. Communicate ePathway curriculum options to students, parents and businesses	1	time	Administration & Counselors	Ongoing	Newsletter, web site, curriculum nights, SAC	Tech, or
9. Progress monitoring non-proficient AYP students through Discovery Education	2	Time	Administration, Reading Coach, Teacher	Ongoing	Discovery Ed, FCAT	Or, st, tech, t

Goal #2: During the 2012-13 school year, we will increase the number of parents accessing Family Access to monitor student progress.

School Defined Goal	Current	# of #-	% +/-	Expected
Number of families accessing Family Access.	59.6	828 of 1380	15.4%	75.0%

Action Plan

Strategy	School Defined Goal Number(s)	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. Provide parents with access to Family Access enrollment form.		Parents will not be able to access form	Administration	Quarterly	Website	or
2. Remind parents about benefits of enrolling in Family Access via the school website, marquee, newsletter, phone-dialers and in parent-teacher conferences		Parents will not remember to access student grades on weekly basis	Administration, Teachers, Parents	Ongoing	Skyward/Family Access	tech, or
3. Analyze and provide data that shows a correlation between students grades and number of times parents access grades via Family Access		Capturing the data accurately	Administration, ETF	Ongoing	Skyward/Family Access	tech, or

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Learning Goals & Scales Development	Reading, Math, Science, Writing All Goals	8/22 & 8/24/12	Writing and Developing Scales to help students self-assess growth in relation to learning goals.	School-wide	80	80	Administration
EdInsight Class Data Sheets	Reading, Math, Science, Writing All Goals	8/7/12	Access, Analyzing, and disaggregating essential formative and summative student performance data	By Department	80	80	Literacy Coach, ETF,
Discover Education	Reading, Math, Science, Writing All Goals	10/19/12	Access, Analyzing, and disaggregating essential formative and summative student performance data	School-Wide	80	80	Literacy Coach
CST Training	Reading and Science All Goals	9/18, 19, 20	Reflective Practice, Disciplinary Literacy, Intro to Common Core Standards, High-Effect Strategies	Social Studies/Language Arts Teachers	8	8	CST Team, Administration
CST Training	Reading All Goals	9/25, 27, 28	Reflective Practice, Disciplinary Literacy, Intro to Common Core Standards, High-Effect Strategies	Social Studies/Language Arts Teachers	8	8	CST Team, Administration
CST Training	Reading and Science All Goals	10/16, 17, 18	Reflective Practice, Disciplinary Literacy, Intro to Common Core Standards, High-Effect Strategies	Science/Language Arts Teachers	8	8	CST Team, Administration

Marzano Indicator Overview	Reading, Math, Science, Writing All Goals	8/8/12	Review indicators evaluated during 2012-2013 School Year	Whole Faculty	83	83	LC
Edge Reading Training	Reading All Goals	8/6/12	Program Instruction	Reading Teachers	7	7	Literacy Coach
Common Language	Reading, Math, Science, Writing All Goals	9/21/12	Marzano	Whole Faculty	80	80	Literacy Coach Administration
School-Wide Data Presentation	Reading, Math, Science, Writing All Goals	8/6/12	School-wide Data Needs	Whole Faculty	83	83	Literacy Coach, Administration
Member Center Training	Reading All Goals	9/12/12	Reading	Literacy Coach, Reading Administrator	2	2	Literacy Coach, Reading Administrator
Reciprocal Teaching (by Content)	Reading, Math, Science, Writing All Goals	Ongoing	Reciprocal Teaching Strategies in Content Area Lessons	Content Area Teachers	29	29	Literacy Coach
Literacy CDDRE	Reading All Goals	9/11/12	Reciprocal Teaching Focus	Social Studies/Reading	3	3	Literacy Coach, Administration, Curriculum Leader
Lowest Quartile Data PD	Reading and Math All Goals	9/28/12	Progress Monitoring /Student Growth	Whole Faculty	83	83	Literacy Coach, Administration
Student Data Sheet PD	Reading and Math All Goals	10/5/12	Progress Monitoring /Student Growth	Whole Faculty	83	83	Literacy Coach, Administration, Teachers
Deliberate Practice Plan Overview	Reading and Math All Goals	8/15/12	Teacher Growth	Whole Faculty	83	83	Administration

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$1, 360.00
Adjustment:	\$3, 259.00
Carry Over:	\$2, 466.06
Total Income:	\$7, 085.06

EXPENDITURES	ACTUAL COST	BALANCE
		\$7, 085.06
Parent Newsletter, "Tiger Prints"	\$1, 655.34	\$5, 429.72
Supplies for new courses		
Professional Development Institute OPS (Marzano)	\$1, 530.00	\$3, 899.72

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$3,899.72

This carry over will be spent on programs and materials necessary for successful implementation of the action plan items that support teaching and learning initiatives identified in the 2012-13 School Improvement Plan.

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*.

Donna Harrison, Assistant Principal
Julie Marcello, Academic Intervention Support Specialist
Dr. Lateshia Martin & Aleisha Kraft, Guidance Counselors
Julie Joseph, Psychologist
Etty Martinez, Social Worker
Shannon LaFoy, ESE teacher
Alex Sanchez & Sarah Sowersby ESOL teacher
Gisele Santos, Speech-language Pathologist
Julanne Franklin, Literacy Coach

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?

- A. Teachers identify a struggling student and consistently implement interventions recording data for at least 4-6 weeks.
- B. A parent/teacher conference is conducted to discuss concerns and develop an action plan.
- C. After implementing teacher-directed interventions for 4-6 weeks and conducting a parent/teacher conference, a referral form is submitted to the MTSS/RtI team for review.
- D. The committee recommends further interventions to assist student.
- E. Teachers collect additional data after implementing new interventions and present data and concerns to MTSS/RtI committee.
- F. A 2nd parent/teacher conference is conducted to assess efficacy of interventions by reviewing data.
- G. The MTSS/RtI committee determines whether student moves to Tier 3 or continues on Tier 2 with further interventions.

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

The MTSS/RtI leadership team seeks to proactively designing and implementing interventions that deliver early, effective assistance to children who are having difficulty learning and/or making adequate progress and provide a continuum of services offered to our students.

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

Teague will utilize EdInsight, Skyward/Family Access/Educator Access, and Discovery Education formative assessments to summarize tiered data.

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

The faculty and staff have received training on MTSS/RtI during the pre-planning days of school. Additional training will be planned to review data and to provide further clarification of the MTSS/RtI process.

6. Describe the plan to train staff on MTSS.

In early October there will be an in-service that provides an overview of the various ways we offer support, services, and interventions (MTSS, Truancy, PBS, 504 Plans, AIP) to address student needs and how they all interconnect to promote student learning and achievement. In the interim, teachers were provided information to begin the process of collecting student data that is so necessary as we implement evidence-based practices.

Teachers will be informed that Response to Intervention (RTI) has been renamed Multi-Tiered System of Supports (MTSS). In an effort to start this process off as smoothly as possible, teachers will be provided a few guidelines and documentation prior to scheduling meetings.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

Principal: Adrienne DeRienzo
Literacy Coach: Julanne Franklin
Teacher: Faye McGregor
Teacher: Gina Romano
Media Specialist: Dana Summers

Assistant Principal: Shirley Geiss
Teacher: Peggy Clarke-Treasurer
Teacher: Anita Perlman
Teacher: Cassie Oden

Assistant Principal: Donna Harrison
Teacher: Mrs. Washburn
Teacher: Robyn Gary
Academic Intervention Specialist: Julie Marcello

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

The literacy team works collaboratively to support effective teaching and learning through staff trainings and community events that build literacy development.

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

- a. To be a catalyst for school-wide literacy change.
- b. Create a shared vision of literacy within our school.
- c. Support teaching and learning through the effective use of literacy strategies across the content areas.
- d. Analyze and review data to support use of literacy strategies.
- e. To promote students as successful readers and writers.
- f. Model and demonstrate effective use of literacy strategies to support and encourage emerging readers.

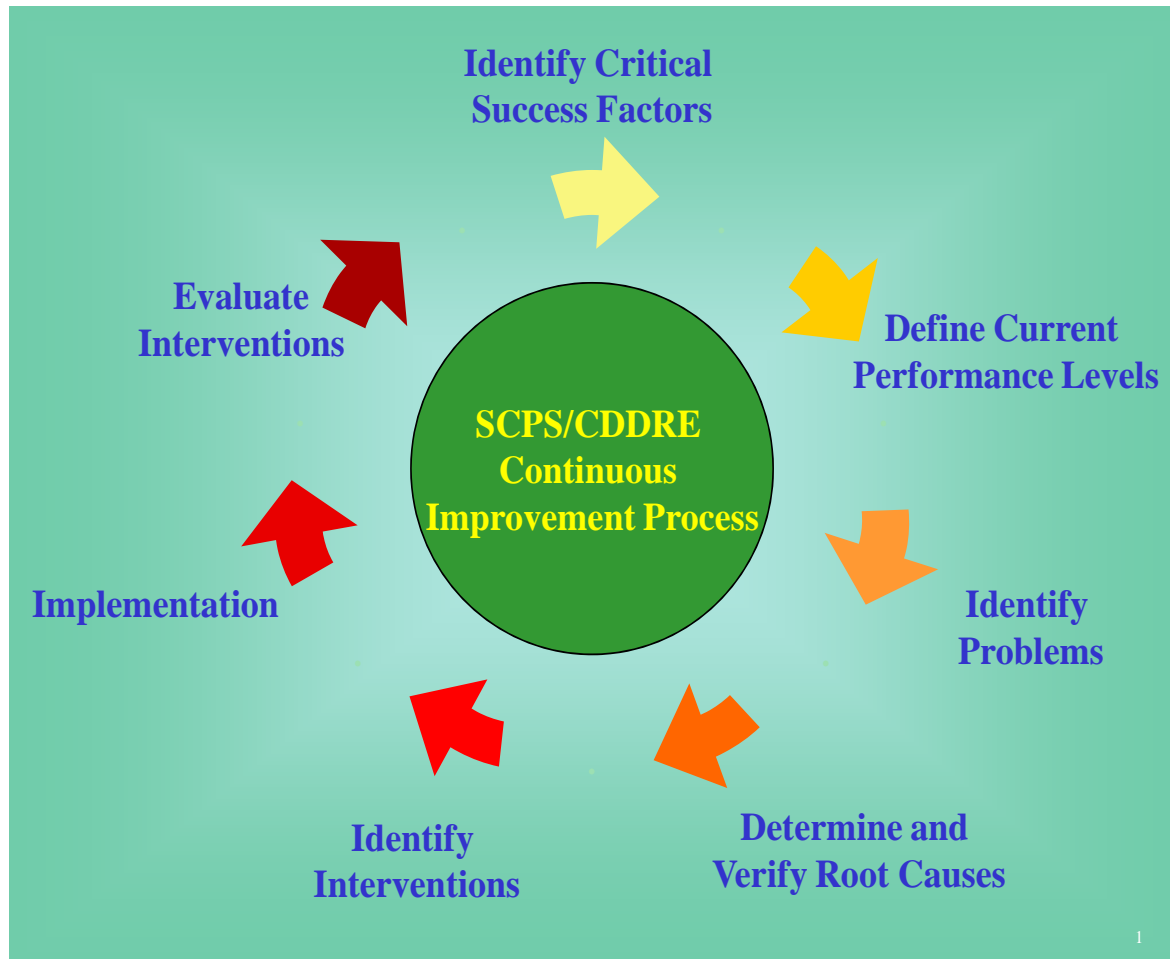
ADDENDUM 3 -LESSON STUDY

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.

Teachers at Teague will use aspects of the Lesson Study form of professional development to examine their practice by working collaboratively to plan, teach, observe, and assess critically a lesson to provide feedback that addresses the goal and related question to be explored through the lesson study. By taking this research-based approach to teaching and learning teachers will refine their instruction relative to their goal and research question. With the data from the research teachers will be better able to meet the needs of the learners in their classrooms and ultimately increase the probability that they will positively impact the goals identified within the 2012-13 SIP.

We are very fortunate this year to be able to take advantage of a professional development opportunity provided by the district. Three groups of Social Studies and Language Arts teachers will participate in the PD training provided by SCPS Content Support Team.

The Reflective Practice, Disciplinary Literacy, Introduction to Common Core Standards, and High-Effect Strategies Workshop will be offered over 3 consecutive days. This PD provides teachers with an opportunity to reflect on their own teaching practices and develop an understanding of disciplinary literacy in their content area. Teachers will have an opportunity to examine the CCSS for their discipline and will collaborate on individual lessons and then observe one another teach, collect data, and reflect on the results.



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	59.6%	820/1376	15.4%	75.0%

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. Provide link to Skyward Parent Portal on school website	1	None	Administration	Ongoing	Website, Skyward	tech
2. Train support staff to assist parents in completing registration	1	time	Administration	Ongoing	Skyward	t
3. Provide support staff to register and answer questions during schedule pick-up, open house, and during school operating hours	1	personnel	Administration & support staff	Ongoing	Observation & Skyward	Or, tech
4. Provide Skyward registration form and registration information in the school newsletter	1	None	Administration	Ongoing	Newsletter	or
5. Communicate Skyward registration information to SAC/PTSA	1	None	Administration	Ongoing	SAC	or

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

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

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

Enter narrative for STEM goal:

Teague students have the opportunity to enroll in Biology I through SCVS. Students also have the opportunity to apply for enrollment in the Experimental Science course, which offers a focus in scientific experimentation, as well as research and technical writing. In addition, students can enroll in courses intended to support integration of technology use and understanding. In order to best prepare our students for the future, we will infuse the STEM practices in our core academic classes through participation in advanced levels of math and science courses.

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. Increase the number of students enrolled in STEM classes	Staff for virtual lab supervision, open computer labs, student self-select	Administration, teachers, ETF, guidance counselors	Ongoing	Skyward Course Data	B, st, tech, im
2. Develop a Robotics program.	Training, materials	Administration, teachers, ETF	Ongoing	Course assessment, number of students participating regularly	B, im, st, tech
3. Manage and maintain a virtual lab for students taking virtual classes.	Staffing, scheduling restraints	Administration, teachers, ETF	Ongoing	Successful virtual course completion	B, 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.

Enter narrative for CTE goal:

Teague offers multiple exploratory elective courses that enable students to experience a variety CTE options. This year, Teague plans to work collaboratively with Lake Brantley High School to develop an elective(s) at the middle school level that fosters interest and feeds into the Accounting and Finance Program at LBHS.

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. Promote Enrollment in Teague News Network were students use many different types of equipment to develop audiovisual programs. While producing the morning announcements, students observe and participate in the daily tasks required to create a television program.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech
2. Integrate Exploring Technology into PLATO lab as an incentive to students were students work through computer-based modules on a variety of topics then put the knowledge into practical applications. Topics that are explored include robotics, rocketry, flight, graphic communications, electricity, and electronics.	Time, IS computer support	Teachers, Administration	End of Semester	Syllabus, Lesson Plans	Im, or, tech
3. Collaborate with LBHS on the development of an elective that feeds into the Account and Finance Program at LBHS	Course curriculum development, approval	Administration	Spring of 2013	Development of Course	B, or, st, t

ADDENDUM 8 – COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA) GOALS

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:

- Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow
- All middle schools except Chiles and Rock Lake
- All high schools except Crooms, Journeys, and Oviedo

Identify and define areas in need of improvement in 2012-2013.

Goal #1: To increase the number of ELL students scoring proficient in the Listening and Speaking section of CELLA in 2012-2013

Goal #2: To increase the number of ELL students scoring proficient in the Reading section of CELLA in 2012-2013

Goal #3: To increase the number of ELL students scoring proficient in the Writing section of CELLA in 2012-2013

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	73.8%	31/42	10.0%	83.8%
2. Proficient in Reading	39.5%	17/43	10.0%	49.5%
3. Proficient in Writing	45.2%	19/42	10.0%	55.2%

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Review CELLA test data from 2011-12	1-3	none	ELL teacher	Annual/ongoing	CELLA	tech
2. Meet with individual students to analyze scores for goal setting	1-3	none	ELL teacher	Annual/monitor progress towards goal	CELLA	tech
3. Align ESOL Reading to CELLA testing	1-3	none	ELL teacher/ELL district curriculum	Ongoing	CELLA, ELL reading curriculum	tech, or, b
4. Model writing process in English	3	Poor skills in student's native language, lack of attendance	ELL teacher	Ongoing	CELLA results/ongoing progressing monitoring	or
5. Provide professional development to teachers on differentiating instruction for ELLs	3	Time	ELL Teachers, Administration	Ongoing	Teacher Feedback, Student feedback, CELLA	Or, t

6. Provide resources and strategies to teachers on the shared folder to assist in modification of assignments and differentiation of instruction for ELLs	3	Effective implementation of the strategies	ELL Teachers, Administration	Ongoing	Teacher feedback, CELLA	Or, t
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ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

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

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

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

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	69	68	74	77	79	82	85
American Indian							
Asian	80	82	83	85	87	88	90
Black/African-American	51	51	59	63	67	71	76
Hispanic	58	58	65	69	72	76	79
White	76	75	80	82	84	86	88
English Language Learners	24	29	37	43	49	56	62
Students with Disabilities	36	33	47	52	57	63	68
Economically Disadvantaged	55	54	63	66	70	74	78

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	67	68	73	75	78	81	84
American Indian							
Asian	82	80	85	87	88	90	91
Black/African-American	45	42	54	59	63	68	73
Hispanic	51	56	59	63	67	71	76
White	76	76	80	82	84	86	88
English Language Learners	22	30	35	42	48	55	61
Students with Disabilities	37	41	48	53	58	63	69
Economically Disadvantaged	53	55	61	65	69	73	77

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
Adrienne DeRienzo, Principal	10/9/12	Carey Arzonico		Vicki O'Brien	
x		x	10/9/12	x	10/9/12
INSTRUCTIONAL		Maryann Brown		Rob Rice	
Mike Bundy	10/9/12	x	10/9/12	x	10/9/12
x		Erica Buchell		Maureen Sullivan	
Chuck Bennett	10/9/12	x	10/9/12	x	10/9/12
x		Julie Edstrom		Dawn Todd	
Anthony Fiorentino	10/9/12	x	10/9/12	x	10/9/12
x		Telea Fortune			
		x	10/9/12		
		Carrie Glatting,			
		x	10/9/12		
		Jennifer Helm,			
		x	10/9/12		
		Ryan Kanaga			
NON-INSTRUCTIONAL		x	10/9/12		
Oscar Casanova	10/9/12	John Kerr			
x		x	10/9/12		
		David LaMontagne			
		x	10/9/12		