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.

Evans Elementary School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

TABLE OF CONTENTS continued

EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		94.9%	1%	96%	87.8%	N
High standards Level 4+		70.7%	4%	75%	65.4%	N
Proficiency Level 3+ in AYP subgroups						
	White	96.1%	1%	97%	90.6%	N
	Black	87.5%	2%	90%	71.0%	N
	Hispanic	91.8%	1%	93%	80.6%	N
	ELL	92.3%	1%	93%	90.0%	N
	SWD	100%	0%	100%	78.0%	N
	ED	89.9%	2%	92%	80.2%	N
Learning Gains		72.8%	5%	78%	72.6%	N
Lowest 25% making Learning Gains		69.6%	5%	75%	63.2%	N
Learning Gains Levels 4/5		62.5%	7%	80%	86.3%	Y
Learning Gains in AYP subgroups						
	White	73.6%	4%	78%	70.2%	N
	Black	56.5%	13%	70%	75.0%	Y
	Hispanic	74.5%	5%	80%	75.7%	N
	ELL	88.9%	5%	94%	83.3%	N
	SWD	62.8%	7%	70%	74.5%	Y
	ED	70.6%	5%	76%	71.2%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		94%	2%	96%	83.2%	N
High standards Level 4+		72.4%	6%	78%	54.6%	N
Proficiency Level 3+ in AYP subgroups						
	White	96.1%	1%	97%	87.3%	N
	Black	83.3%	4%	87%	54.8%	N
	Hispanic	88.5%	35	92%	80.6%	N
	ELL	76.9%	4%	81%	70.0%	N
	SWD	100%	0%	100%	71.4%	N
	ED	87.3%	5%	92%	75.0%	N
Learning Gains		71.3%	5%	76%	71.4%	N
Lowest 25% making Learning Gains		65.8%	5%	71%	59.1%	N

						Met (Y,N,P)
Learning Gains Levels 4/5		55.6%	10%	66%	87.8%	Y
Learning Gains in AYP subgroups						
	White	70.7%	4%	75%	70.2%	N
	Black	56.5%	5%	62%	70.8%	Y
	Hispanic	76.5%	3%	80%	70.3%	N
	ELL	66.7%	5%	72%	66.7%	N
	SWD	53.5%	6%	60%	68.6%	Y
	ED	61.8%	5%	67%	69.5%	Y

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		96.8%	1%	98%	95.1%	N
High standards Score 6.0		6.3%	4%	10%	0.0%	N
Proficiency Score in AYP subgroups						
	White	95.2%	1%	96%	96.5%	Y
	Black	100%	0%	100%	100.0%	Y
	Hispanic	100%	0%	100%	83.3%	N
	ELL	100%	0%	100%	100.0%	Y
	SWD	80%	3%	83%	86.7%	Y
	ED	100%	0%	100%	87.9%	N
High standards Score 6.0 in AYP subgroups						
	White	8.3%	1%	9%	0.0%	N
	Black	0.0%	1%	1%	0.0%	N
	Hispanic	0.0%	1%	1%	0.0%	N
	ELL	0.0%	1%	1%	0.0%	N
	SWD	0.0%	1%	1%	0.0%	N
	ED	0.0%	1%	1%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		88.7%	2%	91%	87.2%	N
High standards Level 4+		52.4%	8%	60%	50.7%	N
Proficiency Level 3+in AYP subgroups						
	White	90.8%	1%	92%	93.5%	Y
	Black	50%	25%	75%	52.9%	N
	Hispanic	82.8%	1%	84%	84.0%	Y
	ELL	60%	20%	80%	100.0%	Y
	SWD	100%	0%	100%	80.0%	N
	ED	74.3%	6%	80%	75.7%	N
High standards Level 4+ in AYP subgroups						
	White	56.6%	3%	60%	54.8%	N

	Black	25%	25%	50%	23.5%	N
	Hispanic	34.5%	15%	50%	44.0%	N
	ELL	40%	10%	50%	100.0%	Y
	SWD	50%	10%	60%	56.0%	N
	ED	42.9%	7%	50%	37.8%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	35%	15%	50%	95.1%	Y
Performance in advanced coursework	86%	4%	90%	98.3%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	42%	-12%	30%	28.9%	Y
Out-of-school suspensions (unduplicated) Subgroup: Economically Disadvantaged	60%	-20%	40%	29.4%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	92.9%	2%	95%	99.9%	Y
At-Risk students graduating or advancing with age-level peers	89.7%	1.3%	90%	100.0%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of Economically Disadvantaged in SECME	13%	7%	20%	6%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase accuracy on Accelerated Reader - K	88%	2%	90%	89.3%	N
Increase accuracy on Accelerated Reader - 1	91%	2%	93%	90.2%	N
Increase accuracy on Accelerated Reader - 2	87%	2%	89%	86.1%	N
Increase accuracy on Accelerated Reader - 3	84%	2%	86%	84.3%	N
Increase accuracy on Accelerated Reader - 4	85%	2%	87%	81.1%	N
Increase accuracy on Accelerated Reader - 5	84%	2%	86%	83.9%	N

Goal Summary
Number of Goals Met: **21**
Number Not Met: **54**
Number Partially Met: **NA**

READING GOALS

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

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

2013 FCAT 2.0 Reading

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

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

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

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

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

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

2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		87.8%	360 / 410	2.2	90
2. Proficiency Level 3.0+ in subgroups:					
	White	90.6%	242 / 267	1.4	92
	Black	71.0%	22 / 31	5	76
	Hispanic	80.6%	58 / 72	4.4	85
	ELL	90.0%	9 / 10	2	92
	SWD	78.0%	71 / 91	5	83
	ED	80.2%	93 / 116	4.8	85
3. High Standards Level 4.0+		65.4%	268 / 410	4.6	70
4. Learning Gains		72.6%	183 / 252	4.4	77
5. Lowest 25% Making Learning Gains		63.2%	24 / 38	5	68.2
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		23.1%	37 / 252	5	28.1
7. Learning Gains Levels 4/5		86.3%	138 / 160	2	88.3
8. Learning Gains in subgroups:					
	White	70.2%	118 / 168	4.8	75
	Black	75.0%	18 / 24	4	79
	Hispanic	75.7%	28 / 37	4	79.7
	ELL	83.3%	5 / 6	2	85.3
	SWD	74.5%	38 / 51	3	77.5
	ED	71.2%	42 / 59	4	75.2

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. Analyze FCAT data to determine areas of strength/weakness in reading.	1, 2, 3, 4, 5, 6, 7, 8	Time, Training	Admin., teacher, resource teacher	boy, moy, eoy	FCAT	im, or,
2. Provide "Walk to Intervention" groups in grades K-4.	1, 2, 3, 4, 5, 6, 7, 8	Funding, lack of personnel	Teacher, resource teacher, paraprofessionals	boy, m, bm, w	FCAT, DE, SRI	b, im, or, TI, TIII
3. Administer state approved diagnostic and screening assessments.	1, 2, 3, 4, 5, 6, 7, 8	Time, Technology	Resource teacher, ESSS teachers, Middle School Teacher	boy, moy, eoy	FCAT, DE	im, tech,or
4. Use Accelerated Reader to promote and encourage students to read different genres.	1, 2, 3, 4, 5, 6, 7, 8	Budget, Time	admin, teacher, media specialist, ETF	ongoing	AR quizzes	im, or, tech, b,
5. Provide an uninterrupted 90 minute reading block.	1, 2, 3, 4, 5, 6, 7, 8	Time	Admin., teacher	ongoing	Schedule, DE Assessment	im,or, TI, TIII
6. Monitor progress using State-approved assessments, Discovery Education, SRI, and teacher observation and additional researched based instruments/materials.	1, 2, 3, 4, 5, 6, 7, 8	Lack of personnel	Admin., resource teacher, teacher	boy, m, bm, w, moy, eoy	DE, SRI	im, tech, or, b, TI, TIII
7. Provide during and after school tutorial rotations using substitutes at each grade level.	1, 2, 3, 4, 5, 6, 7, 8	Funding	Teacher, substitutes	moy, ongoing	DE, SRI, DRA	im, or, b TI, TIII, TII
8. Purchase additional instructional materials for intervention groups.	1, 2, 3, 4, 5, 6, 7, 8	Funding	Admin.	ongoing	Purchase Orders	im, b

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

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

MATH GOALS

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+		83.2%	341 / 410	5	88.2
2. Proficiency Level 3.0+ in subgroups:					
	White	87.3%	233 / 267	3	90.3
	Black	54.8%	17 / 31	5	59.8
	Hispanic	80.6%	58 / 72	3	83.6
	ELL	70.0%	7 / 10	5	75
	SWD	71.4%	65 / 91	4	75.4
	ED	75.0%	87 / 116	4	79
3. High Standards Level 4.0+		54.6%	224 / 410	5	59.6
4. Learning Gains		71.4%	180 / 252	4	75.4
5. Lowest 25% Making Learning Gains		59.1%	26 / 44	5	64.1
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		31.3%	41 / 252	3	34.3
7. Learning Gains Levels 4/5		87.8%	115 / 131	2	89.8
8. Learning Gains in subgroups:					
	White	70.2%	118 / 168	3	73.2
	Black	70.8%	17 / 24	3	73.8
	Hispanic	70.3%	26 / 37	3	73.3
	ELL	66.7%	4 / 6	3	69.7
	SWD	68.6%	35 / 51	3	71.6
	ED	69.5%	41 / 59	3	72.5

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. Analyze FCAT data to determine areas needing improvement.	1, 2, 3, 4, 5, 6, 7, 8	Time, training	Admin., teacher,	boy	FCAT	or,
2. Analyze FCAT math data to determine appropriate focal areas for direct instruction in grades 3-5.	1, 2, 3, 4, 5, 6, 7, 8	Time, training	Admin., teacher,	boy, as needed	FCAT	
3. Implement the Common Core/ State benchmarks in math.	1, 2, 3, 4, 5, 6, 7, 8	Resources	Teacher	ongoing	DE	b, im, t, TI, TIII
4. Implement the 4th and 5th grades PRIMES curriculum.	1, 2, 3, 4, 5, 6, 7, 8	Resources	Teacher	boy	Pre-test	b, im, t, st, TI, TIII
5. Integrate the application of math skills in the art, music, P.E. and computer lab.	1, 2, 3, 4, 5, 6, 7, 8	Time, training	CAMP teachers	boy	Lesson plans	b, im, t, TI, TIII
6. Administer Discovery Education in grades K-5.	1-81, 2, 3, 4, 5, 6, 7, 8	Time	Teacher	ongoing	DE	b, im, t, or
7. Implement Math Discovery Education in grades K-5 three times a year.	1, 2, 3, 4, 5, 6, 7, 8	Time	Admin., teacher,	boy, ongoing	DE	b, t, TI, TIII
8. Identify the students in the lowest quartile.	1, 2, 3, 4, 5, 6, 7, 8	NA	Admin., teacher,	ongoing	FCAT, DE	or, TI, TIII
9. Utilize tutorial funds to offer students additional small group instruction by instructional leaders.	1, 2, 3, 4, 5, 6, 7, 8	Funding	Admin	ongoing	Attendance sheets, lesson plans	b, TI, TII, TIII
10. Purchase additional supplemental materials.	1, 2, 3, 4, 5, 6, 7, 8	Funding	Admin	ongoing	Purchase orders	b, im

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

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

WRITING GOALS

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+		95.1%	117 / 123	1	96.1
2. Proficiency Score 3.0+ in subgroups:					
	White	96.5%	82 / 85	1	97.5
	Black	100.0%	7 / 7	0	100
	Hispanic	83.3%	15 / 18	2	85.3
	ELL	100.0%	4 / 4	0	100
	SWD	86.7%	26 / 30	2	88.7
	ED	87.9%	29 / 33	2	89.9
3. High Standards Score 6.0		0.0%	0 / 123	10	10
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 85	5	5
	Black	0.0%	0 / 7	1	1
	Hispanic	0.0%	0 / 18	1	1
	ELL	0.0%	0 / 4	1	1
	SWD	0.0%	0 / 30	1	1
	ED	0.0%	0 / 33	1	1

*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. Analyze FCAT Writing data to determine appropriate focal areas for direct instruction at each grade level.	1, 2, 3, 4	Time, training	Admin, Teacher	boy	FCAT	im, t
2. Emphasize writing in the content areas at all grade levels.	1, 2, 3, 4	Rigor	Teacher	ongoing	Writing prompts	im, or, TI, TIII
3. Partner with third grade after FCAT Writes in the Spring to determine areas of strength and weakness.	1, 2, 3, 4	Grading Policies/Practices	Teacher	moy, ongoing	Rubric, Writing Prompts	or, TI, TIII
4. Participate in the district's monthly writing meetings.	1, 2, 3, 4	NA	Teacher	ongoing	Attendance sheets	b, im, t
5. Utilize the 6+1 Traits of Writing in grades K-5.	1, 2, 3, 4	Resources	Teacher, SSS	ongoing	6+1 Traits book	im, t, TI, TIII

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

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

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science
Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		87.2%	129 / 148	3	90.2
2. Proficiency Score 3.0+ in subgroups:					
	White	93.5%	87 / 93	1	94.5
	Black	52.9%	9 / 17	10	62.9
	Hispanic	84.0%	21 / 25	4	88
	ELL	100.0%	2 / 2	0	100
	SWD	80.0%	20 / 25	5	85
	ED	75.7%	28 / 37	5	80.7
3. High Standards Score 4.0+		50.7%	75 / 148	5	55.7
4. High Standards Score 4.0+ in subgroups:					
	White	54.8%	51 / 93	5	59.8
	Black	23.5%	4 / 17	5	28.5
	Hispanic	44.0%	11 / 25	5	79
	ELL	100.0%	2 / 2	0	100
	SWD	56.0%	14 / 25	5	61
	ED	37.8%	14 / 37	5	42.8

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 data to determine areas needing improvement in Science.	1, 2, 3, 4	Time, training	Admin., teacher	ongoing	FCAT	or
2. Provide hands-on science activities for students K-5.	1, 2, 3, 4	Resources	Admin., teacher	ongoing	Science Assessments	b, or, tech, TI, TIII
3. Provide small group instruction to address skill mastery and provide enrichment opportunities.	1, 2, 3, 4	Resources	Teacher	ongoing	Lesson plans	b, im, TI, TIII
4. Investigate grouping for instruction according to science strands.	1, 2, 3, 4	Identify student weaknesses	Admin., teacher	boy, ongoing	PLC notes	or, TI, TIII
5. Implement the components of SCPS Science Frameworks.	1, 2, 3, 4	Prerequisite skills and background knowledge	Admin., teacher	boy, ongoing	Lesson plans	b, im, or, t, TI, TIII
6. Administer the fifth grade science DE three times a year.	1, 2, 3, 4	Time, computers	Teacher	boy, moy, end	DE	b, im TI, TIII,
7. Provide 5th grade students the opportunity to participate in SECME and Robotics clubs.	1, 2, 3, 4	Resources, Transportation	Admin., teacher	boy, ongoing	FCAT, DE	b,or, TI, TIII

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

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

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

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

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	95.1%	58/61	1	96.1
2. Level of Performance	98.3%	57/58	1	99.3

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 DA and FCAT Mathematics data.	1, 2		admin, ct	ongoing	FCAT, DE	or,TI, TIII
2. Provide PRIMES instruction for students scoring a level 4 or above.	1, 2	Resources, Lack of parental involvement	admin, ct	ongoing	FCAT	im, or, TI, TIII
3. Purchase supplemental materials as needed.	1, 2	Funding	ct	ongoing	Purchase orders	b

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	ED	47.3%	30%
2. Out-of-school suspensions (unduplicated)	ED	33.3%	25%

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. Support a Guidance peer-mentoring program.	1, 2	Time	Guidance	as needed		or, b, t
2. Provide the "SUN-SATIONAL Awards program promoting academics, citizenship and improved behavior.	1, 2	Business partners	Admin., teacher	ongoing, as needed	Awards, teacher input	or
3. Provide guidance lessons on character development, bullying and treating others with respect.	1, 2	Lack of cultural awareness	Guidance, Oviedo Police Dept.	ongoing, as needed	Keys to Character, lessons	b, im, TI, TIII
4. Meet with all grade levels throughout the year to review school wide behavior expectations.	1, 2	Teacher expectations of students	Admin	ongoing	School calendar	or, TI, TIII
5. Provide the D.A.R.E program to all 5th grade students in partnership with the Oviedo Police Department.	1, 2	Oviedo Police Dept. funding	Admin., teacher, Oviedo Police Dept.	moy or eoy	D.A.R.E. lessons/book	or, TI, TIII
6. Begin the implementation of Positive Behavior Support school wide.	1, 2		Admin., teacher, Guidance	boy, ongoing	Committee notes	or, t, TI, TIII
7. Provide bully prevention guidance lessons.	1, 2	Resources	Guidance	ongoing	Schedule	or, im, TI, TIII

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers
At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	99.9%	850/851	.1	100
2. At-Risk Promotion Level of Performance	100.0%	234/234	0.0	100

Action Plan

Strategy	Promotion/ At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Identify and track (throughout Elem. School) the lowest quartile students in Reading K-2.	1, 2	Staffing, Funding, Resources	Admin, resource teacher, teacher, ESSS teachers	boy, ongoing	DIBELS, DE, SRI, PASI, SRI, DRA	b, im, or, st, sss, t
Provide extra iii (30 minutes additional) support for students still not showing growth in reading.	1, 2	Staffing, Funding, Resources	Admin, resource teacher	ongoing	DIBELS, DE, SRI, PASI, SRI, DRA	b, im, or, st, sss, t
Provide extra support in class for students who are struggling.	1, 2	Staffing, Funding, Resources	Admin, resource teacher, teacher, ESSS teachers	ongoing	DIBELS, DE, SRI, PASI, SRI, DRA	b, im, or, st, sss, 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
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. To increase the number of students with disabilities participating in SECME.	2/32	2%	10%

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)
Offer SECME applications to all fifth grade students.	1	Outside school extracurricular activities	Teacher	ongoing	Attendance	s, or, im
Encourage students with disabilities to sign up and participate in SECME.	1	Outside school extracurricular activities	Teacher	ongoing	Attendance	s, or

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.
  Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.
                Middle schools – Virtual options, ACCEL, etc.
                High schools – Virtual options, Flex hours, ACCEL, etc.
  Other school defined goals may be added.

Goal #1:   To increase the number of students participating in Primes Math at Evans Elementary.

School Defined Goal	Current	# of #-	% +/-	Expected
1. 5th grade students in Primes	50.3	66 of 131	0	50.3
2. 4th grade students in Primes	29.9	44 of 147	0	29.9

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

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Provide 4th Grade Primes to all students who score Level 5 on FCAT.	Teacher training, resources	Admin., Teacher	EOY	FCAT, DE	b, im
Monitor the success of the 4th grade students to determine the need to expand the program in 2013.	Teacher training, resources	Admin., Teacher	EOY	FCAT, DE	b, im

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
Differentiated Instruction Book Study	Reading 1-8, Math 1-8,	2012-2013	Provide Team Leaders PD to positively impact student performance	K-5, ESSS, CAMP, Resource	11		Administration
Determining Text Complexity	Reading 1-8, Science 1-4l	10/19/12	Provide teachers PD to positively impact student performance	K-5, ESSS, CAMP, Resource	62		Administration, Team Leader
Formative Assessment Probes With A Purpose	All	10/19/12	Provide teachers PD to positively impact student performance	K-5, ESSS, CAMP, Resource	62		Administration, Team Leader
Analyzing Assessment Data In Math	All	9/2012	Provide teachers PD to positively impact student performance	K-5	44		Administration, Team Leader
Learning Goals and Scales	Reading 1-8, Math 1-8, Writing 1-4, Science 1-4	10/19/12	Provide teachers PD to positively impact student performance	K-5	44		Administration, Team Leader
Edmoto Training	Reading 1-8, Math 1-8,	10/19/12	Provide teachers PD to positively impact student performance	K-5	44		Administration, Team Leader
PLC Collaborative Meetings	Reading 1-8, Math 1-8, Writing 1-4, Science 1-4	2012-2013	Provide teachers PD to positively impact student performance	K-5, ESSS, CAMP, Resource	62		Administration, Team Leader
PBS	Discipline 1-2	2012-2013	Provide faculty and staff training to positively impact student behavior	School Wide	100		PBS Team
Book Study	Reading 1-8, Math 1-8, Writing 1-4, Science 1-4	2012-2013	Provide Team Leaders PD to positively impact student performance	K-5, ESSS, CAMP, Resource	11		Administration

Vertical Articulation	Reading 1-8, Math 1-8, Writing 1-4, Science 1-4	2012-2013	Provide teams PD to positively impact student performance	K-5, ESSS, CAMP, Resource	62		Administration, Team Leader
Kagan Strategies	Reading 1-8, Math 1-8, Writing 1-4, Science 1-4	2012-2013	Provide teams PD to positively impact student performance	K-5, ESSS, CAMP, Resource	62		Administration, Team Leader
PD Rotations	Reading 1-8, Math 1-8, Writing 1-4, Science 1-4	2012-2013	Provide teams PD to positively impact student performance	K-5, ESSS, CAMP, Resource	62		Administration, Team Leader

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	805.00
Adjustment:	2071.00
Carry Over:	3172.65
Total Income:	6048.65

EXPENDITURES	ACTUAL COST	BALANCE	
Beginning Balance		6048.65	Start with your beginning
Color Nooks	1461.40	4587.25	
Epson Projector	1134.41	3452.84	
Supplies	15.79	3437.05	

CARRY OVER:

Total carry over for 2012-2013: $3437.05

This carry over will be spent on computers, interactive whiteboards, and PD.

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*.

Robert Navarro – Principal   Paula Skiles – Guidance Counselor
Martina Herndon – Assistant Principal   CarolLynn Everett – Reading Coach
MaryJo Antelek – SLD   Classroom Teacher
Heather Eichler – Resource

2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The members of the MTSS Leadership team (principal, assistant principal, guidance counselor, reading coach, SLD teacher, classroom teacher) meet as needed to review student data and monitor growth. Each member of the team is a professional who uses student data to drive decisions that will enhance student learning.

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

The team will provide numerous opportunities to the instructional staff to understand the MTSS model. Training for the MTSS model and interventions will be conducted through staff meetings, grade level meetings and team leader meetings. Teachers may ask for assistance from the MTSS Leadership team. The team will offer researched based strategies for academics as well as behaviors. The team can assist the teacher in writing progress monitor plans and behavior plans for students needing further interventions. If all provided interventions are not successful, the team can refer the teacher to the Student Study team to request additional testing and or special education services.

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 use PSI, PASI, FCAT, SRI, Discovery Learning and other data available. Student discipline records will also be used. The MTSS Leadership team along with the instructional staff will continue to monitor students in each tier through the 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.

Training for the MTSS model and interventions will be conducted through staff meetings, grade level meetings and team leader meetings.

6. Describe the plan to train staff on MTSS.

Training for the MTSS model and interventions will be conducted through staff meetings, grade level meetings and team leader 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).

Robert Navarro – Principal	Steve Jones - Specials
Martina Herndon – Assistant Principal	CarolLynn Everett – Reading Coach
Natalie Lafferty – ESSS	Quin Bernstein - K
Nancy McRory – 1st Grade	Stephanie Fox – 2nd Grade
Carol Osburn – 3rd Grade	Teri Wayne – 4th Grade
Lindsey Ragland – 5th grade	

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. Each member of the team will be given a Literacy folder to collect information and other notes from their grade level. This information will be part of the topics discussed during monthly meetings.

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

The major initiatives of the LLT were determined by analyzing the results from the 2012 FCAT data. The results indicated a need to focus on text complexity and the focus on grade levels analyzing student data on a continual basis to assist in the focus of instruction. Major initiatives for 2012-2013 include:

      1. Differentiating Instruction
      2. Determining Text Complexity
      3. PLC Collaborative Meetings
      4. Cooperative Learning Structures

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.

The Team Leaders at Evans Elementary complete several book studies throughout the school year. The team leaders take the information discussed and use it with their team for discussions.

One Wednesday a month will be used to provide professional development to the instructional staff. The delivery model used will be small group instruction. Topics presented/modeled will include: cooperative learning, learning communities, MTSS, PBS, writing, technology, Intervention, small group instruction, etc.

Grade level teachers will use one duty time a week to focus on curriculum planning. Teachers will collaborate with their peers to provide students with meaningful lessons that tie to state benchmarks.

Send staff members to professional development in the areas of cooperative learning, reading, math and writing so they may come back and implement strategies within their classroom. Teachers sent will be used to teach other staff members the strategies learned through team meetings, Wednesday afternoons or individual need.
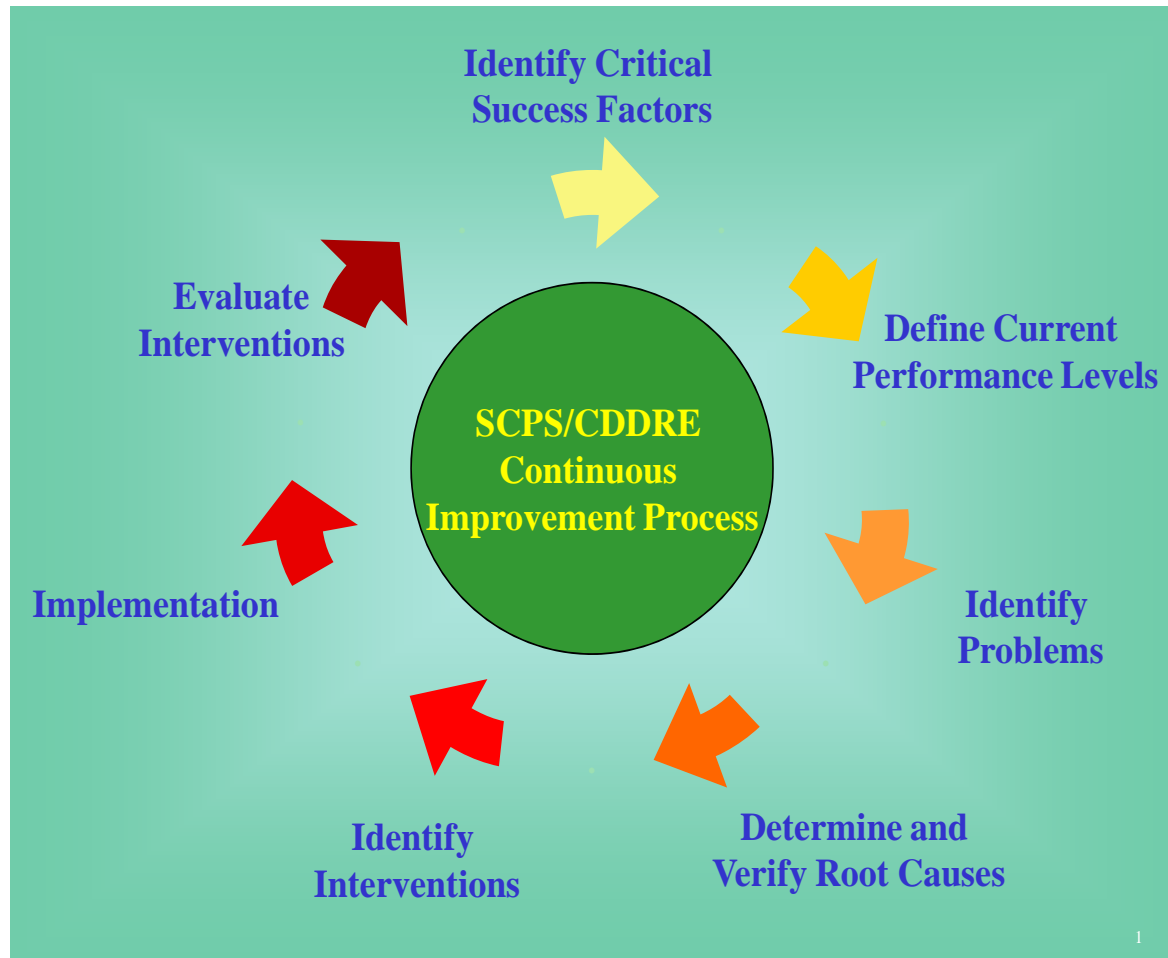
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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	53.1%	450/847	10	63.1

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)
Inform parents of Skyward Parent Portal through newsletter, website, Facebook, PTA, SAC, conferences, etc.	1	NA	Admin., Teacher	EOY	Newsletters, website, PTA and SAC minutes, conference forms	b

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.

Evans Elementary has established SECME and Robotics clubs on campus over the last three years. 5th grade students are encouraged to join and participate in the clubs by completing applications. 2012 -2013 will mark the third after school club with and emphasis on science/ critical thinking offered on campus. Odyssey of the Mind will be offered to grades 3, 4, and 5. Students will be selected by an application process and will participate and solve real life challenges with their grade level team.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Offer SECME club to select 5th grade students	Transportation, funding, sponsor	Admin, teacher	EOY	Attendance rate	b, tech
Offer Robotics club to select 5th grade students	Transportation, funding, sponsor	Admin, teacher	EOY	Attendance rate	b, tech
Offer Odyssey of the Mind to select 3rd, 4th, and 5th grade students	Transportation, funding, sponsor	Admin, teacher	EOY	Attendance rate	b, 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.

During the 2011-2012 school year, students were exposed to various careers through Teach In. For 2012-2013, students at Evans Elementary will be offered multiple opportunities to be exposed to career and technical education/vocational education. Careers on Wheels will be resurrected this year to expose K-5 students to the different careers that use vehicles in their occupation. Careers and businesses like FedEx, realty agents, plumbers, electricians, etc. will be contacted by the guidance department for participation. Teach In will have an emphasis on the technical/vocational careers.

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)
Guidance department will set up and facilitate Careers on Wheels	Time, budget, participation, weather	guidance	EOY	Sign In sheets, Schedule	b
Teach In will be set up by the assistant principal. The assistant principal will work with business partners and local families to provide speakers in the technical/vocational careers.	Time, budget, participation	Assistant principal	EOY	Sign In sheets, Schedule	b

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	**84**	**88**	**87**	**88**	**89**	**91**	**92**
American Indian							
Asian	96	100	97	97	97	98	98
Black/African-American	63	71	69	72	75	78	82
Hispanic	80	81	83	85	87	88	90
White	86	90	88	90	91	92	93
English Language Learners	79	90	83	84	86	88	90
Students with Disabilities	59	65	66	69	73	76	80
Economically Disadvantaged	76	80	80	82	84	86	88

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	**82**	**83**	**85**	**87**	**88**	**90**	**91**
American Indian							
Asian	96	88	97	97	97	98	98
Black/African-American	53	55	61	65	69	73	77
Hispanic	75	79	79	81	83	85	88
White	85	87	88	89	90	91	93
English Language Learners	64	70	70	73	76	79	82
Students with Disabilities	55	55	63	66	70	74	78
Economically Disadvantaged	66	74	72	75	77	80	83

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
Robert Navarro	10/17/12	Beth McKnight	10/17/12	Kristi Murphy	10/17/12
INSTRUCTIONAL		Sean Newman	10/17/12	Camaille Shepard	10/17/12
Quin Bernstein	10/17/12				
		Stephanie Wells	10/17/12		
CarolLynn Everett	10/17/12				
Chante Llewellyn	10/17/12				
		`			
NON-INSTRUCTIONAL					
Malinda Olson	10/17/12				