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.

Bentley Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		84%	+3%	87%	70.5%	N
High standards Level 4+		33%	+2%	35%	42.6%	Y
Proficiency Level 3+ in AYP subgroups						
	White	92%	+3%	95%	80.0%	N
	Black	63%	+2%	65%	50.5%	N
	Hispanic	86%	+2%	88%	66.7%	N
	ELL	76%	+2%	78%	43.5%	N
	SWD	75%	+5%	80%	55.9%	N
	ED	75%	+2%	77%	60.0%	N
Learning Gains		66%	+2%	68%	67.8%	N
Lowest 25% making Learning Gains		53%	+2%	55%	66.3%	Y
Learning Gains Levels 4/5		65%	+3%	68%	85.7%	Y
Learning Gains in AYP subgroups						
	White	66%	+2%	68%	69.9%	Y
	Black	58%	+2%	60%	57.4%	N
	Hispanic	73%	+2%	75%	67.7%	N
	ELL	56%	+4%	60%	70.6%	Y
	SWD	57%	+3%	60%	66.2%	Y
	ED	61%	+4%	65%	63.0%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		87%	+2%	89%	69.9%	N
High standards Level 4+		37%	+3%	40%	36.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	93%	+2%	95%	78.3%	N
	Black	73%	+2%	75%	49.0%	N
	Hispanic	86%	+2%	88%	67.4%	N
	ELL	91%	+2%	93%	52.2%	N
	SWD	88%	+2%	90%	56.8%	N
	ED	81%	+2%	83%	59.9%	N
Learning Gains		71%	+3%	74%	67.4%	N
Lowest 25% making Learning Gains		80%	+2%	83%	48.7%	N

		71%	+3%	74%	88.5%	Y
Learning Gains Levels 4/5						
Learning Gains in AYP subgroups						
	White	71%	+2%	73%	71.7%	Y
	Black	69%	+3%	72%	59.0%	N
	Hispanic	71%	+1%	72%	65.6%	N
	ELL	78%	+2%	80%	68.8%	N
	SWD	75%	+3%	78%	67.6%	N
	ED	68%	+2%	70%	62.8%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		83%	+2%	85%	83.4%	N
High standards Score 6.0		3%	+2%	5%	1.6%	N
Proficiency Score in AYP subgroups						
	White	89%	+1%	90%	86.2%	N
	Black	82%	+3%	85%	72.5%	N
	Hispanic	78%	+2%	80%	82.2%	Y
	ELL	71%	+4%	75%	55.6%	N
	SWD	100%	+0%	100%	76.9%	N
	ED	73%	+2%	75%	80.2%	Y
High standards Score 6.0 in AYP subgroups						
	White	3%	+2%	5%	1.1%	N
	Black	7%	+2%	9%	2.5%	N
	Hispanic	2%	+3%	5%	2.2%	N
	ELL	0%	+2%	2%	0.0%	N
	SWD	0%	+2%	2%	5.1%	Y
	ED	4%	+1%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		66%	+2%	68%	58.5%	N
High standards Level 4+		25%	+2%	27%	20.8%	N
Proficiency Level 3+in AYP subgroups						
	White	78%	+2%	80%	67.6%	N
	Black	43%	+2%	45%	48.0%	Y
	Hispanic	68%	+2%	70%	46.9%	N
	ELL	38%	+2%	40%	25.0%	N
	SWD	67%	+3%	70%	44.1%	N
	ED	49%	+1%	50%	47.1%	N
High standards Level 4+ in AYP subgroups						

White	36%	+2%	38%	29.6%	N
Black	13%	+2%	15%	12.0%	N
Hispanic	16%	+2%	18%	6.1%	N
ELL	0%	+0%	0%	0.0%	P
SWD	0%	+0%	0%	17.6%	Y
ED	16%	+2%	18%	8.2%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	25%	+3%	27&	65.3%	Y
Performance in advanced coursework	93%	+2%	95%	100.0%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black Students	17%	-2%	15%	18.0%	N
Out-of-school suspensions (unduplicated) Subgroup: Black Students	38%	-8%	30%	41.0%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	91%	+4%	95%	96.7%	Y
At-Risk students graduating or advancing with age-level peers	88%	+2%	90%	95.0%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Safety Patrols - ED	36%	+10%	46%	42%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase the Number of Dividends	77%	+8%	85%	76%	N

Goal Summary
Number of Goals Met: __18__
Number Not Met: __51__
Number Partially Met: __1__

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+		70.5%	371 / 526	+1.5	72.0%
2. Proficiency Level 3.0+ in subgroups:					
	White	80.0%	188 / 235	+2.0	82.0%
	Black	50.5%	51 / 101	+1.5	52.0%
	Hispanic	66.7%	94 / 141	+1.3	68.0%
	ELL	43.5%	10 / 23	+1.5	45.0%
	SWD	55.9%	66 / 118	+1.1	57.0%
	ED	60.0%	168 / 280	+2.0	62.0%
3. High Standards Level 4.0+		42.6%	224 / 526	+1.4	44.0%
4. Learning Gains		67.8%	227 / 335	+1.2	69.0%
5. Lowest 25% Making Learning Gains		66.3%	57 / 86	+1.7	68.0%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		34.3%	48 / 335	+1.7	35.0%
7. Learning Gains Levels 4/5		85.7%	120 / 140	+1.3	87.0%
8. Learning Gains in subgroups:					
	White	69.9%	107 / 153	+1.1	71.0%
	Black	57.4%	35 / 61	+1.6	59.0%
	Hispanic	67.7%	63 / 93	+1.3	69.0%
	ELL	70.6%	12 / 17	+1.4	72.0%
	SWD	66.2%	49 / 74	+1.8	68.0%
	ED	63.0%	109 / 173	+2.0	65.0%

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, TII,TIII, t)
Analyze and use FCAT results to determine areas of need	Reading Goal 1-7	Time	(AST), Admin	Baseline	FCAT	ST,TI
Assess all students in grades K-5 with county recommended screening and diagnostic instruments	Reading Goal 1-7	Resources	Teachers Admin	Baseline, mid yr, end of year	DA, Fair	b, im
Monitor progress of all students in K-5 utilizing the school-based assessment	Reading Goal 1-7	Time	Teachers, Admin. Literacy Support	Baseline, Mid Year	DA	b, im, t
Provide an FCAT information meeting for all 3rd, 4th, and 5th grade parents during the first grading period. Distribute FCAT Explorer codes	Reading Goal 1-7	Time	Lack of Parental Involvement	Baseline	Attendance logs	b, tech,
Use the Success maker Lab for students in grades K-5 with extra time to the lowest 25% in grades 3-5	Reading Goal 3-5	Scheduling	Teachers Admin.	Quarterly	Success Maker	b, im, sss, tech,
Use study groups to enhance applications & implementation of differentiated instruction in all classrooms	Reading Goal 1-7	Time for PD	AST	Quarterly	Administrative Walk throughs	im, b
Implement comprehensive toolkit Gr. 1-5	Reading Goal 1-7	Pre-Requisite Skills	Teachers	Daily	Lesson Plans	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 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+		69.9%	367 / 525	+ 1.1	71.0%
2. Proficiency Level 3.0+ in subgroups:					
	White	78.3%	184 / 235	+1.7	80.0%
	Black	49.0%	49 / 100	+ 1.0	50.0%
	Hispanic	67.4%	95 / 141	+1.6	69.0%
	ELL	52.2%	12 / 23	+1.8	54.0%
	SWD	56.8%	67 / 118	+1.2	58.0%
	ED	59.9%	167 / 279	+1.1	61.0%
3. High Standards Level 4.0+		36.0%	189 / 525	+2.0	38.0%
4. Learning Gains		67.4%	225 / 334	+1.6	69.0%
5. Lowest 25% Making Learning Gains		48.7%	38 / 78	+1.3	50.0%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		35.9%	47 / 334	+1.1	37.0%
7. Learning Gains Levels 4/5		88.5%	116 / 131	+1.5	90.0%
8. Learning Gains in subgroups:					
	White	71.7%	109 / 152	+1.3	73.0%
	Black	59.0%	36 / 61	+2.0	61.0%
	Hispanic	65.6%	61 / 93	+1.4	67.0%
	ELL	68.8%	11 / 16	+1.2	70.0%
	SWD	67.6%	50 / 74	+1.4	69.0%
	ED	62.8%	108 / 172	+1.2	64.0%

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, TII,TIII, t)
Evaluate FCAT test results to determine areas of concern	Math Goal 1-7	Identifying areas of weaknesses of students	Teachers, Math Coach Math Council	Baseline	FCAT	Or
Continue to implement flexible grouping within and/or between classes to differentiate instruction and provide intensive interventions in grades 2-5 based on strand test data	Math Goal 1-7	Using Time	Teachers, Math Coach	Baseline, Mid Year	DA	b, im
Investigate and implement transitional classes for low achieving students	Math Goal 1-7	Time and Resources	AST, Admin, Teachers	Weekly	Core Materials	b,im,st,t,
Implement PRIMES Instruction in grade 4 and 5	Math Goal 2	Time and Resources	Teachers	Daily	EOC	im, st, t
Provide remedial math during After-School Tutorial	Math Goal 4-5	Transportation	Teachers, Admin	Bi-weekly	Core Materials	sss, tech
Incorporate the Success Maker Lab as a part of the FCAT prep program	Math Goal 7	Scheduling	Lab Specialist Teachers	Weekly	Success Maker	im, 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)

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing
Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		83.4%	156 / 187	+ 1.6	85.0%
2. Proficiency Score 3.0+ in subgroups:					
	White	86.2%	75 / 87	+1.8	88.0%
	Black	72.5%	29 / 40	+1.5	74.0%
	Hispanic	82.2%	37 / 45	+1.8	84.0%
	ELL	55.6%	5 / 9	+1.4	57.0%
	SWD	76.9%	30 / 39	+1.1	77.0%
	ED	80.2%	77 / 96	+1.8	82.0%
3. High Standards Score 6.0		1.6%	3 / 187	+1.4	3.0%
4. High Standards Score 6.0 in subgroups:					
	White	1.1%	1 / 87	+1.9	3.0%
	Black	2.5%	1 / 40	+1.5	4.0%
	Hispanic	2.2%	1 / 45	+1.8	4.0%
	ELL	0.0%	0 / 9	+1.1	2.0%
	SWD	5.1%	2 / 39	+1.9	6.0%
	ED	0.0%	0 / 96	+1.0	1.0%

*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, TII,TIII, t)
Train teachers in rubric grading of students writing activities	Writing Goal 1-4	Grading Policies and Procedures	Curriculum Leaders, Admin	Annually	PD Logs	b, im, t
Have students respond to two curriculum related prompts per grading period (Gr. 2-5) to be included in the student's notebook/portfolio	Writing Goal 1-4	Lack of student motivation	Teachers	Baseline, Mid Year	Prompts	or, sss
Provide 4th grade students with a series of practice sessions for the FCAT Writing Assessment	Writing Goal 1-4	Lack of student motivation	Teachers	Weekly	Core Materials	im, or, t,
Implement a school-wide written communication program by way of the postal service	Writing Goal 1-4	Resources	Teachers Admin	Weekly	Administrative Monitoring	or, sss, t
Sponsor a Young Author's Writing Conference for students	Writing Goal 1-4	Resources, Funding	Teachers, Admin, PTA, SAC	Annually	Student Published Works	b, or, sss
Provide FAPS (Families as Partners) writing nights for 3rd and 4th grade parents	Writing Goal 1-4	Parental Involvement, Funding	Writing Coach, Teachers	Quarterly	Attendance Log	b, im, st,

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

*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+		58.5%	93 / 159	+1.5	60.0%
2. Proficiency Score 3.0+ in subgroups:					
	White	67.6%	48 / 71	+1.4	69.0%
	Black	48.0%	12 / 25	+ 2.0	50.0%
	Hispanic	46.9%	23 / 49	+1.1	48.0%
	ELL	25.0%	2 / 8	+ 2.0	27.0%
	SWD	44.1%	15 / 34	+1.9	46.0%
	ED	47.1%	40 / 85	+ 1.9	49.0%
3. High Standards Score 4.0+		20.8%	33 / 159	+1.2	22.0%
4. High Standards Score 4.0+ in subgroups:					
	White	29.6%	21 / 71	+1.4	31.0%
	Black	12.0%	3 / 25	+2.0	14.0%
	Hispanic	6.1%	3 / 49	+1.9	8.0%
	ELL	0.0%	0 / 8	+1.0	1.0%
	SWD	17.6%	6 / 34	+1.4	19.0%
	ED	8.2%	7 / 85	+1.8	10.0%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TII,TIII, t)
Integrate science and literacy by teaching reading in the content area during the 90 minute reading block using science test in conjunction with Harcourt Series	Science Goal 1-3	Teachers, expectations of students	Teachers	Daily	Core Materials	im, or
Provide demonstrations and experiments that teach concepts and help students connect personal discoveries of science text.	Science Goal 1-3	Funding	Teachers	Daily	Core Materials	b, sss, tech
Incorporate science vocabulary into content reading instruction and add vocabulary to existing word walls	Science Goal 1-4	Resources	Teachers	Weekly	FCAT	im, sss
Purchase additional Science resources for hands-on concept explorations and demonstration lessons to fill gaps in current inventory	Science Goal 2-4	Funding	Science Council, SAC, PTA	Weekly	Science Coach Inventory	im, sss, t
Implement Inquiry-based Science (Engage, Explore, Explain, Elaborate, Evaluate)	Science Goal 2-4	Time for PD	Science Coach, Teachers	Daily	Core Materials	im, sss, 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	65.3%	32/49	+1.7	67.0%
2. Level of Performance	100.0%	32/32	+0.0	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, TII,TIII, t)
Initiate regular data assessment for all PRIMES students	Math Goal 2	Time	Classroom Teachers	Baseline	DA	tech, im
Purchase additional math software/manipulatives for enrichment and practice activities in algebraic thinking	Math Goal 1-2	Funding	Classroom Teachers, Admin, ETF, SAC	Annually	Math Coach Inventory	b, or, tech
Encourage participation in SECME	Math Goal 1	Lack of Student Motivation	Classroom Teachers, Admin, Guidance	Annually	Sign-up logs	sss
Implement the NGSSS (Next Generation Sunshine State Standards) and Common Core in K-1.	Math Goal 1-2	Pre-requisite Skills & Knowledge	Admin, Teachers, Math Coach	Daily	FCAT, DA	im, t

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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*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)	Blacks	18.0%	-2.0	16.0%
2. Out-of-school suspensions (unduplicated)	Blacks	41.0%	-3.0	38.0%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TII,TIII, t)
Train staff on procedure and use of discipline referrals. Focus Life Skills program on managing aggressive behavior and classroom disruptions	Discipline Goal 1	Time for PD	Admin, Life Skills Instructor	Quarterly	Number of referrals	st, tech
Implement Second Steps, PBS, violence prevention program, and Keys to Character, during Town Meetings, TV news show, and scroll throughout the day on TV	Discipline Goal 1	Funding, Resources	Teachers, SAC	Daily	Number of Referrals	b, im
Plan regular Principal Chats with K-5 students	Discipline Goal 1	N/A	Admin	Trimester	Administrative Walk Through	t, st
Review and implement school wide Positive Behavior Support (PBS)	Discipline Goal 1	Beliefs	Admin, Behavioral Committees	Weekly	Administrative Walk Through	t, st
Increase the use of positive incentives through the school-wide ABC Award Program, Trading post, etc	Discipline Goal 1	Resources, Funding	Admin, Teachers	Weekly	PTA Award List	sss
Create a task force to research and plan the implementation of effective instructional strategies for black students	Discipline Goal 1	Teacher Expectation of students	Family School Liaison	Annually	Results on AYP	t, st
Continue the multicultural committee to create as SES diversity plan	Discipline Goal 2	Funding	Admin, SAC	Annually	Committee's Self-Evaluation	st
Increase staff awareness of cultural difference through culturally diverse activities and resource speakers i.e. Ruby Payne	Discipline Goal 2	Lack of Cultural Awareness	Teachers	Quarterly	Participation & PD Attendance	t

Monitor discipline data on a monthly basis and analyze disparity in discipline rates between black and non-black students	Discipline Goal 2	Time	Admin, Data Entry, Personnel, Behavior Resource Teacher	Monthly	Referral log	or, tech

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	96.7%	961/994	+1.3	98.0%
2. At-Risk Promotion Level of Performance	95.0%	495/521	+2.0	97.0%

Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TII,TIII, t)
Provide programs for students to rejoin their age appropriate cohort	Goal 2	Grading Policies& Procedures	Admin	Each Trimester	FAIR, DA	b, st
Align activities with SCPS interventions and student engagements	Goal 1 & 2	Teacher Expectation	Literacy Team	Weekly	Teacher Assess	b, im, st
Provide opportunities for participation in Program of Rigorous Integrated Mathematics for Elementary Students (PRIMES)	Goal 1	Lack of Rigor	Teachers	Annually	FCAT	st, 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: Safety Patrol	13 of 31	42%	+10.0	52%

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, TII,TIII, t)
Target 4th grade habitually tardy students	Goal 1	Lack of student motivation	Family Liaison	Baseline	Attendance records	or, st, tech
Select students based on teacher assessment of SES	Goal 1	Resources	Family Liaison	Baseline	Student Demographics	or, st
Examine student demographics as they apply to participate	Goal 1	Lack of student motivation	Admin	Baseline	Student Demographics	or, tech

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:   Increase the number of PRIMES students at grade 4.

School Defined Goal	Current	# of #-	% +/-	Expected
Increase the number of PRIMES students at grade 4	25%	44 of 174	0.0%	25%

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

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TII,TIII, t)
Analyze 2012 FCAT, SRI, DA, and end of year grades	PRIMES Math Goal 1-2	Background knowledge	Administrative Support Staff Teachers	Baseline, Mid-year, end of year	FCAT, DE
Provide enrichment and project based learning activities	PRIMES Math Goal 1-2	Time	Administrative Support Staff Teachers	Throughout the year	FCAT, DE

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
Curriculum Updates	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	8/8/12	Update teachers on curriculum	School Wide	70	70	Admin
SIP Committees	Science 1-4 Discipline 1-2	8/29/12	School Improvement, Behavioral Leadership	School Wide	70	70	Leadership Team Behavioral Team
Deliberate Self Practice Assessment	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	9/5/12	Self reflection for teachers, Improving student achievement	School Wide	70	70	Admin
Repacking the Standards	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	10/10/12	Instructional needs, Reading, Math, Science, Writing improving student achievement	School Wide	70		Admin, Reading and Math Coaches
Repacking the Standards	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	10/10/12	Instructional needs, Reading, Math, Science, Writing improving student achievement	School Wide	70		Admin, Reading and Math Coaches
Marzano Scale Training	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	11/7/12	Instructional needs, Reading, Math, Science, Writing improving student achievement	School Wide	70		Admin
Primary Comprehension Toolkit K-2	Reading1-8 Science1-4	11/28/12	Instructional needs in the content, improving student achievement	Primary Teachers	30		Admin, Reading Coach
Math Next Generation Sunshine State Standards	Math 1-8	11/28/12	Math data improving student achievement	Intermediate Teachers	40		Admin, Math Coach
Intermediate Comprehension Tool Kit 3-5	Reading 1-8 Science1-4	12/5/12	Instructional needs in the content area, improving student achievement	Intermediate Teachers	40		Admin, Reading Coach
Math Common Core Standards	Math 1-8	12/5/12	Math data, improving student achievement	Primary Teachers	30		Admin, Math Coach

Writing Instruction 3 -5	Writing 1-4	1/23/13	Writing data analysis/ Instruction, improving student achievement	Intermediate Teachers	40		Admin, Reading Coach
Primary Technology K-2	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	1/23/13	Embedding Technology in content areas	Primary Teachers	30		Admin, Technology
Primary Writing Instruction K-2	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	1/30/13	Writing data analysis/ Instruction, improving student achievement	Primary Teachers	30		Admin, Reading Coach
Intermediate Technology 3-5	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	1/30/13	Embedding Technology in content areas	Intermediate Teachers	40		Admin., Technology
Primary Technology K-2	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	2/13/13	Embedding Technology in content areas	Primary Teachers	30		Admin, Technology
Intermediate FCAT Specs 3-5	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	2/13/13	Data analysis, instruction, improving student achievement	Intermediate Teachers	40		Admin., Reading and Math Coach
Intermediate Technology 3-5	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	2/20/13	Embedding Technology in content areas	Intermediate Teachers	40		Admin, Technology
Primary Common Core K-2	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	2/20/13	Instruction, Improving Student Achievement	Primary Teachers	30		Admin, Reading and Math Coaches
Intermediate Repacking the Standards 3-5	Reading 1-8	03/13/13	Increasing Student Achievement	Intermediate Teachers	40		Admin, Reading Coach
Primary Repacking the Standards K-2	Math 1-8	03/13/13	Increasing Student Achievement	Primary Teachers	30		Admin, Math Coach
Intermediate Repacking the Standards 3-5	Math 1-8	03/20/13	Increasing Student Achievement	Intermediate Teachers	40		Admin, Math Coach
Primary Repacking the Standards K-2	Reading 1-8	03/20/13	Increasing Student Achievement	Primary Teachers	30		Admin, Reading Coach
FCAT Training 3-5	Reading 1-8 Writing 1-4 Math 1-8 Science 1-4	04/20/13	Increasing Student Achievement	Intermediate Teachers	40		Admin
Data Analysis K-2	Math 1-8	05/01/13	DE Data analysis, instruction, improving student achievement	Primary Teachers	30		Admin, Math Coach

Data Analysis 3-5	Reading 1-8	05/01/13	DE Data analysis, instruction, improving student achievement	Intermediate Teachers	40		Admin, Reading Coach
Data Analysis K-2	Reading 1-8	05/08/13	DE Data analysis, instruction, improving student achievement	Primary Teachers	30		Admin, Reading Coach
Data Analysis 3-5	Math 1-8	05/08/13	DE Data analysis, instruction, improving student achievement	Intermediate Teachers	40		Admin, Math Coach

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$990.00
Adjustment:	$2,362.00
Carry Over:	$593.88
Total Income:	$3,945.88

EXPENDITURES	ACTUAL COST	BALANCE	
		$3,945.88	Start with your beginning
Kinder Kamp for students and parents	$3,945.88	0.00	

CARRY OVER:

Total carry over for 2012-2013:   0.00

ADDENDUM 1
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1.Identify the members of your school's *MTSS Leadership Team*.

>   *Ron Nathan, Principal; Mary Lambert, Asst. Principal; Melissa Nelson, Guidance Counselor; Fanita McNeal, Reading Coach; Samantha Neff, Math/Science Coach; Quinn Byrd, Behavior Resource Teacher; Jackie Grimes, ESSS Teacher; and other Student Study Team representatives as needed.*

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?

- **Melissa Nelson, Guidance Counselor**   **– Case Manager**
- **Mary Lambert, Assistant Principal**   **– Administrator**
- **Fanita McNeal, Reading Coach**   **– Reading Interventions**
- **Samantha Neff, Math Coach**   **- Math Interventions**
- **Dr. Colleen Bennett, Speech/Language**   **- Language Intervention**
- **Camielle Cha, Speech/Language**   **- Language Intervention**
- **Mary Diaz, School Psychologist**   **- Behavior Intervention**

> *Our MTSS Leadership Team meets weekly as a Team and bi-weekly with each grade level team as needed.*

3.Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.
> *A. Mobilizes the efforts of various school personnel to take an in-dept look at student's academic and behavioral needs:*
> *B. Develops individualized intervention plans.*

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.
> Discovery Education, *Progress Monitoring Assessments, Success Maker Lab data, and FCAT Results*

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.
> *2012 – Continue focus on how the Tier (1,2 &3) model works; assessment plan; delivery model; and establishment of processes for using data. Training of staff and identification of students begin.   2013 -2014 – Focus on full implementation, innovations, and sustainability model.*

6. Describe the plan to train staff on MTSS.

> *Professional Development is scheduled by teacher-tier groups based on need through Wednesday In-Service and by grade during the duty day.*

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).**

   Ron Nathan, Principal – Team Facilitator   *Lyzette Soto-Wolcott, Teacher – ESOL Intervention Teacher*
   Mary Lambert, Asst. Principal - Team Co-Facilitator   *Leslie Jephson – Lab Facilitator*
   Fanita McNeal, Teacher – Reading Coach   *Valena Harsh, Teacher – Educational Tech Facilitator*
   Samantha Neff, Teacher – Math/Science Coach   *Quin Byrd, Teacher – Family/School Liaison*

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

   The LLT meeting will be chaired by the Team Facilitator. Weekly meetings will focus on implementation of our School Improvement Plan.
   Accountability for each meeting will be documented through a predetermined agenda and minutes.

   Duties will be as follows:
   • Analyze school-wide academic data to determine strengths and weaknesses to set goals. Discuss & develop the Instructional Calendar as pertains to the specific   grade level /subject.
   • Assist teachers and be knowledgeable about the District Reading Curriculum, Language Arts Standards and other academic related information.
   • Be knowledgeable about the Continuous Improvement Model.
   • Assist in planning and organizing school-wide academic-related events and professional development in-services.

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. The results indicated a need to focus on Reading:

   3rd grade – Comparisons/Reference/Research, including but not limited to similarities/differences, cause/effect, comparison and contrast.

   4th grade – Comparisons including but not limited to similarities/differences, cause/effect, comparison, and contrast.

   5th grade – Words and Phrases, antonyms, synonyms, and inferences

ADDENDUM 3 –LESSON STUDY

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

Lesson Study is a high quality Professional Development that deepens teachers' content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Bentley Elementary School uses the Professional Learning Communities framework for our curriculum and grade level teams. By embedding lesson study into the PLC we will develop a common and consistent view of quality instruction. In 2012–13, administrators and coaches at Bentley Elementary School will assure that our Professional Learning Communities focus on student learning using the Lesson Study Model. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLC. The Lesson Study format implemented in a PLC setting will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Administrators will coordinate and monitor all study sessions as they occur throughout the year.
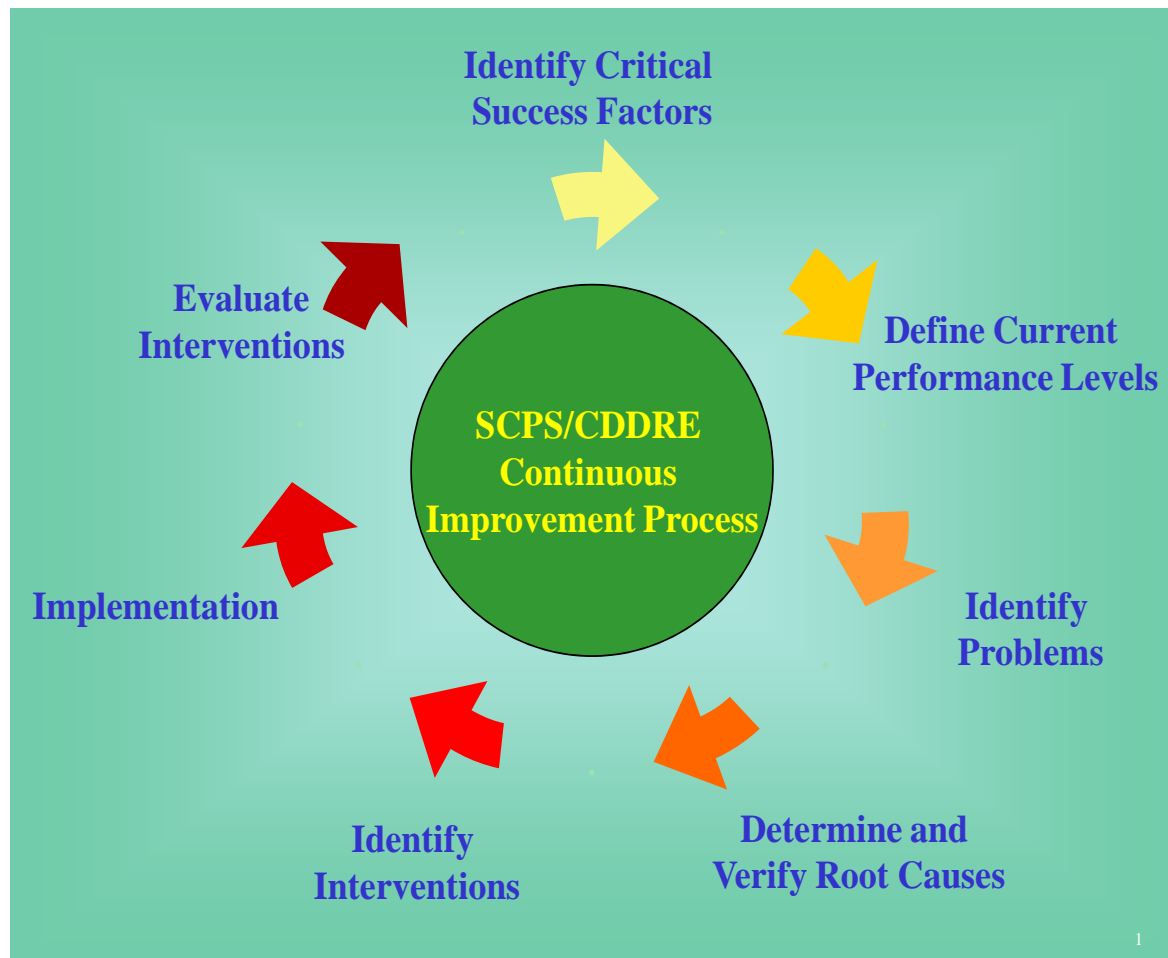
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Parents registered for Parent Portal	36.2%	357/985	+25%	61.2%

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, TII,TIII, t)
Provide parents with information regarding Skyward Family Access via school newsletters and synervoice.	Parent Involvement Goal 1	Transportation Computer Access Time	Administration Support Staff	Mid-year End of Year	Sign in sheets Parent Forms	St, b
Utilize PTA, School Advisory, and office staff to encourage family access participation	Parent Involvement Goal 1	Computer Access Time	Administration support Staff	Mid-year End of year	Sign in sheets	St, 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.

Currently, 25 students participate in our SECME program for increasing interest in Science, Technology, Engineering & Math; and 10 students participate in the Robotics Club for designing, constructing, and operating Robots and computer systems. We will increase the number of students participating in STEM Education Programs by 5 in SECME and by 16 in Robotics this school year.

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, TII,TIII, t)
1. Promote student participation in SECME and Robotics	Time and Transportation	Administration Support Staff Teachers	Throughout the year	FCAT, DE	St, tech, sss, b, im
2. Solicit community volunteers to support STEM Education Programs	Time	Administration Support Staff Teachers	Throughout the year	FCAT, DE	St, tech, sss, b, im

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.

Students at Bentley currently participate in the morning news TV show daily. We also provide before school and after school clubs such as ART, Music, Dance, SECME and Robotics. For the 2012-2013 school year, we will provide opportunities for students to participate in Broadcasting, Robotics, SECME, and Odyssey of the Mind.

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, TII,TIII, t
1. Provide opportunities for students to participate in Career and Technical Education/Vocational Programs	Time, Transportation Limited Personnel	Administration Support Staff Teachers	Throughout the year	FCAT, DE, Attendance records	st, tech, sss, b, im
2. Invite more people from the Technology field to our annual Teach-In	Time	Classroom Teachers	1st Trimester	Attendance report	im, or, st

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	**68**	**70**	**73**	**76**	**79**	**81**	**84**
American Indian							
Asian	68	79	73	76	79	81	84
Black/African-American	46	50	55	60	64	69	73
Hispanic	69	66	74	77	79	82	85
White	79	79	83	84	86	88	90
English Language Learners	54	43	62	66	69	73	77
Students with Disabilities	39	40	49	54	59	64	70
Economically Disadvantaged	56	60	63	67	71	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	**72**	**69**	**77**	**79**	**81**	**84**	**86**
American Indian							
Asian	82	83	85	87	88	90	91
Black/African-American	53	49	61	65	69	73	77
Hispanic	70	67	75	78	80	83	85
White	81	78	84	86	87	89	91
English Language Learners	68	52	73	76	79	81	84
Students with Disabilities	49	44	58	62	66	70	75
Economically Disadvantaged	59	60	66	69	73	76	80

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	INSTRUCTIONAL	DATE
Ron Nathan	10/23/12	Keith Jankech	10/23/12	LaTeisha Carter-Dixon	10/23/12
INSTRUCTIONAL		Joy Fieulleteau	10/23/12	Sue Dietrich	10/23/12
Carol Kenner	10/23/12				
		Mardel Gull	10/23/12		
Diane McConnell	10/23/12				
		Carlos Landazuri	10/23/12		
Barbara Burrell	10/23/12				
		Jamie Eckert	10/23/12		
Kathleen Squier	10/23/12				
		Rodney Harrison	10/23/12		
Pamela James	10/23/12				
		Michael Fields	10/23/12		
Donna Shamblin	10/23/12				
NON-INSTRUCTIONAL					
Linda Esposito	10/23/12				