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.

Markham Woods Middle School

School Improvement Plan 2012-2013

TABLE OF CONTENTS

TABLE OF CONTENTS continued

EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		81.1%	+3%	84.1%	74.3%	N
High standards Level 4+		49.5%	+3%	52.5%	44.2%	N
Proficiency Level 3+ in AYP subgroups						
	White	89%	+3%	92.0%	85.2%	N
	Black	52.5%	+5%	57.5%	38.9%	N
	Hispanic	74.8%	+3%	77.8%	71.9%	N
	ELL	44.4%	+5%	49.4%	33.3%	N
	SWD	80%	+3%	83.0%	72.0%	N
	ED	61.4%	+3%	64.4%	49.7%	N
Learning Gains		68.2%	+3%	71.2%	72.7%	Y
Lowest 25% making Learning Gains		57.6%	+5%	62.6%	70.0%	Y
Learning Gains Levels 4/5		58.6%	+5%	63.6%	89.0%	Y
Learning Gains in AYP subgroups						
	White	72.8%	+3%	75.8%	73.8%	N
	Black	57.3%	+5%	62.3%	68.6%	Y
	Hispanic	65.5%	+3%	68.5%	69.1%	Y
	ELL	48.0%	+5%	53.0%	66.7%	Y
	SWD	66.0%	+3%	69.0%	74.7%	Y
	ED	59.2%	+5%	64.2%	65.5%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		82.4%	+3%	85.4%	69.2%	N
High standards Level 4+		56.3%	+3%	59.3%	50.6%	N
Proficiency Level 3+ in AYP subgroups						
	White	88.8%	+3%	91.8%	81.3%	N
	Black	56.1%	+5%	61.1%	30.6%	N
	Hispanic	77.6%	+3%	80.6%	61.6%	N
	ELL	55.6%	+5%	60.6%	30.0%	N
	SWD	80%	+3%	83.0%	68.3%	N
	ED	62.2%	+3%	65.2%	42.4%	N
Learning Gains		79.3%	+3%	82.3%	72.8%	N
Lowest 25% making Learning Gains		65.9%	+3%	68.9%	50.2%	N

			% +/-	Expected	Actual	Met (Y,N,P)
Learning Gains Levels 4/5		77.8%	+3%	80.3%	95.0%	Y
Learning Gains in AYP subgroups						
	White	83%	+3%	86%	78.7%	N
	Black	68.9%	+3%	71.9%	54.7%	N
	Hispanic	74.1%	+3%	77.1%	62.8%	N
	ELL	64%	+3%	67.0%	50.0%	N
	SWD	68.6%	+3%	71.6%	75.1%	Y
	ED	69.1%	+3%	72.1%	56.3%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		89.5%	+3%	92.5%	87.7%	N
High standards Score 6.0		6.9%	+5%	11.9%	0.0%	N
Proficiency Score in AYP subgroups						
	White	90.3%	+3%	93.3%	92.3%	N
	Black	86.0%	+3%	89.0%	67.3%	N
	Hispanic	89.4%	+3%	92.4%	87.5%	N
	ELL	83.3%	+3%	86.3%	71.4%	N
	SWD	0% *	+10	10%	85.1%	Y
	ED	76.9%	+3%	79.9%	78.8%	N
High standards Score 6.0 in AYP subgroups						
	White	5.9%	+3%	8.9%	0.0%	N
	Black	4.0%	+3%	7.0%	0.0%	N
	Hispanic	6.4%	+3%	9.4%	0.0%	N
	ELL	33.3%	+3%	36.3%	0.0%	N
	SWD	0%	+10	10%	0.0%	N
	ED	2.6%	+3%	5.6%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		69.6%	+3%	72.6%	67.4%	N
High standards Level 4+		8.7%	+3%	11.7%	27.8%	Y
Proficiency Level 3+in AYP subgroups						
	White	78.8%	+3%	81.8%	77.3%	N
	Black	33.3%	+5%	38.3%	25.0%	N
	Hispanic	63.8%	+3%	66.8%	64.5%	N
	ELL	83.3%	+3%	86.3%	28.6%	N
	SWD	0% *	+10%	10%	76.3%	Y
	ED	36.5%	+5%	41.5%	50.0%	Y
High standards Level 4+ in AYP subgroups						
	White	9.8%	+3%	12.8%	29.3%	Y

Black	0%	+10%	10.%	8.3%	N
Hispanic	8.5%	+3%	11.5%	25.8%	Y
ELL	0%	+10%	10.%	0.0%	N
SWD	0%	+10%	10.%	50.5%	Y
ED	0%	+10%	10.%	10.6%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	45.0%	+5%	50.0%	42.6%	N
Performance in advanced coursework	100%	0%	100.%	100.0%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black Students	139%	-10%	129%	270.51%	N
Out-of-school suspensions (unduplicated) Subgroup: Black Students	56%	-10%	46%	50%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97%	+2%	99%	96.1%	N
At-Risk students graduating or advancing with age-level peers	100%	0%	100%	91.0%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup:					
Beta Club participation for Economically Disadvantaged	3.8%	+2%	5.8%	8%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase the use of the 21st Century teaching and learning strategies in our classroom such as voice thread, google.doc, twitter, wiki, blogging, other etc.	Baseline	NA	10%	12%	Y

Goal Summary
Number of Goals Met: <u>**21**</u>
Number Not Met: <u>**49**</u>

READING GOALS

Aligned with Strategic Plan System Initiative B

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

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		74.3%	690 / 929	+4%	78.3%
2. Proficiency Level 3.0+ in subgroups:					
	White	85.2%	483 / 567	+3%	88.2%
	Black	38.9%	74 / 190	+5.1%	44%
	Hispanic	71.9%	64 / 89	+3.1%	75%
	ELL	33.3%	7 / 21	+3%	36.3%
	SWD	72.0%	190 / 264	+3%	75%
	ED	49.7%	174 / 350	+3.3%	53%
3. High Standards Level 4.0+		44.2%	411 / 929	+3%	47.2%
4. Learning Gains		72.7%	635 / 873	+3%	75.7%
5. Lowest 25% Making Learning Gains		70.0%	149 / 213	+3%	73%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		33.6%	131 / 873	+3%	36.6%
7. Learning Gains Levels 4/5		89.0%	347 / 390	+3%	92%
8. Learning Gains in subgroups:					
	White	73.8%	399 / 541	+3%	76.8%
	Black	68.6%	120 / 175	+3%	71.8%
	Hispanic	69.1%	56 / 81	+3%	72.1%
	ELL	66.7%	14 / 21	+3%	69.7%
	SWD	74.7%	192 / 257	+3%	77.7%
	ED	65.5%	213 / 325	+3%	68.5%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (PMA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Provide research-based Intensive Reading instruction emphasizing five reading components: phonemic awareness, phonics, fluency, comprehension, and vocabulary.	1, 2, 3, 4, 5, 7	Funding	Administration, Literacy Specialist, Teachers	Baseline, quarterly, mid-year, end of year	PMAs, FORF, FCAT, Focused walkthroughs by administration and reading coach to observe the frequency of reading components	b/t/im/st
2. Strategically place struggling readers in Research-based Intensive Reading programs based on instructional level rather than grade level.	1, 2, 3, 4, 5, 7	Resources	Administration, Literacy Specialist	Baseline, quarterly, mid-year, end of year	PMAs, FORF, FCAT	b/im/st/t
3. Foster and develop Professional Learning Communities that analyze FCAT 2.0, Edge Member Center, and Discovery Ed progress monitoring data (including common assessments of targeted standards); make adjustments to instruction based on that data; and reduce the variance between classrooms by measuring, analyzing, and planning together using a common standards-based curriculum.	All reading goal	Time for PD, Grading Policies/Practices	Administration, Literacy Specialist, PLCs, Teachers	Quarterly	Focused walkthroughs by administration and reading coach to observe the focus on targeted standard, PLC log will show direction of focus, PMAs	Im/t/or/tech
4. Continue emphasizing the use of our research-based, direct instruction Building Academic Vocabulary program.	All reading goals	Time for PD	Administration, Literacy Specialist, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/t
5. Implement and utilize Standards-Based Language Arts Project curriculum in 7th and 8th grade with fidelity.	All reading goals	Time for PD, Grading Policies/Practices	Administration, Literacy Specialist, PLCs, Teachers	Quarterly	Common assessments, FCAT, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/t

6. Provide professional development in research-based effective instruction through reading and studying *The Art and Science of Teaching* by Robert J. Marzano in PLCs.	All reading goals	Time for PD, funding	Administration, Literacy Specialist, PLCs	Ongoing	Professional development reflection logs and classroom walk-throughs	Im/b/t
7. Continue to provide assistance in Reading in the Content Areas through Reciprocal Teaching training for Social Studies, Science, and Language Arts teachers and through the utilization of a Literacy Specialist.	All reading goals	Time for PD, funding	Teachers, Literacy Specialist	Ongoing	Professional development reflection logs and classroom walk-throughs	St/im/t
8. Utilize technology, including but not limited to FCAT Explorer, FCAT FOCUS, and Study Island, to provide practice opportunities for students at school and at home.	All SIP Academic Goals	Lack of student motivation, Resources, Funding, Transportation	Administration, ETF, Literacy Specialist, Teachers	Ongoing	Reports generated from utilized technology, classroom walk-throughs, lesson plans	St/t/im/tech
9. Provide before and after school tutoring including open lab.	All SIP Academic Goals	Lack of student motivation, Transportation, Resources, Funding	Administration, ETF, Teachers, Guidance	Ongoing	Tutoring sign-in sheets	Tech/st/b
10. Continue implementing and developing instruction that incorporates teaching strategies promoting high levels of cognitive complexity, student engagement, cooperative learning, opportunities to learn, relationships, relevance and rigor.	All SIP Academic Goals	Resources, Funding	Administration, Literacy Specialist, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/b/t
11. Utilize Academic Intervention Program Teacher to meet with small groups of students in the lowest quartile.	All SIP Academic Goals	Lack of teacher participation	Academic Improvement Teacher, Administration	weekly	Review of lesson plans and classroom walkthrough observation	St, b, or, im
12. Recruit mentors and community partners to meet with at-risk students specifically addressing needs of economically disadvantaged students in Reading.	Reading 1, 2, 3, 4, 5, 7	Resources, Lack of Parental Involvement	Administration, Teachers, Community, Parents,	Ongoing	Dividend hours reports, Five-star school portfolio	SSS, or, t
13. Promote school-community relationships and family involvement through school events and educational programs.	All SIP Goals	Lack of Parental Involvement, Resources	Administration, Teachers, Community, Parents	Ongoing	Dividend hours reports, Five-star school portfolio	Or/tech/st/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 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+		69.2%	628 / 907	+3%	72.2%
2. Proficiency Level 3.0+ in subgroups:					
	White	81.3%	452 / 556	+3%	84.3%
	Black	30.6%	56 / 183	+5%	35.6%
	Hispanic	61.6%	53 / 86	+3%	64.6%
	ELL	30.0%	6 / 20	+5%	35%
	SWD	68.3%	179 / 262	+3%	71.3%
	ED	42.4%	143 / 337	+5%	47.4%
3. High Standards Level 4.0+		50.6%	459 / 907	+3%	53.6%
4. Learning Gains		72.8%	626 / 860	+3%	75.8%
5. Lowest 25% Making Learning Gains		50.2%	107 / 213	+3%	53.2%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		34.1%	151 / 860	+3%	37.1%
7. Learning Gains Levels 4/5		95.0%	421 / 443	+3%	98%
8. Learning Gains in subgroups:					
	White	78.7%	421 / 535	+3%	81.7%
	Black	54.7%	94 / 172	+3%	57.7%
	Hispanic	62.8%	49 / 78	+3%	65.8%
	ELL	50.0%	10 / 20	+3%	53%
	SWD	75.1%	193 / 257	+3%	78.1%
	ED	56.3%	179 / 318	+3%	59.3%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (PMAs, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Provide research-based Intensive Math program that includes Inquiry-based Math to support the student's core math class for those who scored less than level 3 on the FCAT as the master schedule can accommodate.	Math 1, 3, 4, 5, 7	Beliefs, Time for PD	Administration, Teachers	Baseline, quarterly, mid-year, end of year	PMAs, FCAT	Tech/ b/ im
2. Educate teachers, students, and parents about benefits of and readiness for advanced mathematic tracks prior to course selection in the winter.	Math 2, 6, 7	Time, Beliefs, Lack of Parental Involvement	Administration, Teachers, Parents,	End of year	Student course selections	st
3. Foster and develop Professional Learning Communities that analyze FCAT 2.0 and Discovery Ed progress monitoring data (including common assessments of targeted standards); make adjustments to instruction based on that data; and reduce the variance between classrooms by measuring, analyzing, and planning together using a common standards-based curriculum.	All SIP Academic Goals	Time for PD, Grading Policies and Procedures	Administration, PLCs, Teachers	Quarterly	Focused walkthroughs by administration to observe the focus on targeted standard, PLC log will show direction of focus.	Im/t/or/tech
4. Continue emphasizing the use of our research-based Building Academic Vocabulary program; embed FCAT 2.0 power words in instruction; and use word walls in standard core curricular classes.	All SIP Academic Goals	Time for PD	Administration, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/t
5. Implement and utilize the district adopted curriculum with fidelity.	All Math Goals	Lack of Student Motivation	Administration, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	t/im/tech

6. Provide professional development in research-based effective instruction through reading and studying *The Art and Science of Teaching* by Robert J. Marzano in PLCs.	All SIP Academic Goals	Time for PD, Funding	Administration, PLCs	Ongoing	Professional development reflection logs and classroom walk-throughs	Im/b/t
7. Utilize technology, including but not limited to FCAT Explorer, FCAT FOCUS, Khan Academy, and Study Island, to provide practice opportunities for students at school and at home.	All SIP Academic Goals	Lack of student motivation, Resources, Funding, Transportation	Administration, ETF, Literacy Specialist, Teachers	Ongoing	Reports generated from utilized technology, classroom walk-throughs, lesson plans	St/t/im/tech
8. Provide before and after school tutoring including open lab.	All SIP Academic Goals	Lack of student motivation, Transportation, Resources, Funding	Administration, ETF, Teachers, Guidance	Ongoing	Tutoring sign-in sheets	Tech/st/b
9. Continue implementing and developing instruction that incorporates teaching strategies promoting high levels of cognitive complexity, student engagement, cooperative learning, opportunities to learn, relationships, relevance and rigor.	All SIP Academic Goals	Resources, Funding	Administration, Literacy Specialist, PLC Coordinator, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/b/t
10. Recruit mentors and community partners to meet with at-risk students specifically addressing needs of Economically Disadvantaged, English Language Learners, and Students with Disabilities in Mathematics.	Math 1, 3, 4, 5, 7	Resources, Lack of Parental Involvement	Administration, Teachers, Community, Parents,	Ongoing	Dividend hours reports, Five-star school portfolio	SSS/ or/ t
11. Promote school-community relationships and family involvement through school events and educational programs.	All SIP Goals	Lack of Parental Involvement, Resources	Administration, Teachers, Community, Parents	Ongoing	Dividend hours reports, Five-star school portfolio	Or/tech/st/t
12. Conduct horizontal team meeting of all math teachers (including ESE math teachers) to analyze data from the previous year's FCAT.	2 ,3 and 5	Lack of teacher participation	Math Teachers, Administration	Monthly	Review of PLC and department meeting logs	Im, tr, or
13. Utilize Academic Improvement Program Teacher to meet with small groups of students in the lowest quartile.	2 ,3 and 5	Lack of teacher participation	Academic Improvement Teachers, Administration	weekly	Review of lesson plans and classroom walkthrough observation	St, b, or, im
14. Provide opportunities for students to engage in math activities outside of the classroom including Math Counts and Math Festival.	All Math goals	Lack of teacher participation, lack of student motivation	Math Teachers, Administration	quarterly	Activity sign in sheets	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+	98.3%	169 / 172	+1.7%	100.0%
2. Proficiency Level 3+ in subgroups:				
White	98.4%	127 / 129	+1.6%	100.0%
Black	88.9%	8 / 9	+3.1%	92%
Hispanic	100.0%	13 / 13	0	100.0%
ELL	100.0%	1 / 1	0	100.0%
SWD	98.2%	56 / 57	+1.8%	100.0%
ED	92.9%	26 / 28	+3.1%	96%
3. High standards 4+	69.2%	119 / 172	+3%	72.2%
4. Learning Gains	94.7%	160 / 169	+3%	97.7%
5. Lowest 25% making Learning Gains	100.0%	4 / 4	0	100.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	42.1%	45 / 107	+3%	45.1%
7. Learning Gains Levels 4/5	92.2%	107 / 116	+3%	95.2%
8. Learning Gains in subgroups:				
White	92.9%	117 / 126	+3.1%	96%
Black	100.0%	9 / 9	+0%	100.0%
Hispanic	100.0%	13 / 13	+0%	100.0%
ELL	100.0%	1 / 1	+0%	100.0%
SWD	94.7%	54 / 57	+3%	97.4%
ED	85.7%	24 / 28	+3%	88.7%

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (PMAs, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Foster and develop Professional Learning Communities that analyze FCAT 2.0 and Discovery Ed progress monitoring data (including common assessments of targeted standards); make adjustments to instruction based on that data; and reduce the variance between classrooms by measuring, analyzing, and planning together using a common standards-based curriculum.	All SIP Academic Goals	Time for PD, Grading Policies and Procedures	Administration, PLCs, Teachers	Quarterly	Focused walkthroughs by administration to observe the focus on targeted standard, PLC log will show direction of focus.	Im/t/or/tech
2. Continue implementing and developing instruction that incorporates teaching strategies promoting high levels of cognitive complexity, student engagement, cooperative learning, opportunities to learn, relationships, relevance and rigor.	All SIP Academic Goals	Resources, Funding	Administration, Literacy Specialist, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/b/t
3. Utilize technology, including but not limited to Khan Academy, FCAT FOCUS, and Study Island, to provide practice opportunities for students at school and at home.	All SIP Academic Goals	Lack of student motivation, Resources, Funding, Transportation	Administration, ETF, Literacy Specialist, Teachers	Ongoing	Reports generated from utilized technology, classroom walk-throughs, lesson plans	St/t/im/tech
4. Provide before and after school tutoring including open lab.	All SIP Academic Goals	Lack of student motivation, Transportation, Resources, Funding	Administration, ETF, Teachers, Guidance	Ongoing	Tutoring sign-in sheets	Tech/st/b
5. Provide for math enrichment programs including Mu Alpha Theta and Math Counts.	All Math goals	Lack of student motivation, lack of teacher participation	Administration, Teachers	Quarterly	Activity sign-in sheets	Im/or

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+		87.7%	257 / 293	+3%	90.7%
2. Proficiency Score 3.0+ in subgroups:					
	White	92.3%	168 / 182	+3%	95.3%
	Black	67.3%	33 / 49	+3%	70.3%
	Hispanic	87.5%	28 / 32	+3%	90.5%
	ELL	71.4%	5 / 7	+3%	74.4%
	SWD	85.1%	80 / 94	+3%	88.1%
	ED	78.8%	78 / 99	+3%	81.8%
3. High Standards Score 6.0		0.0%	0 / 293	+3%	3%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 182	+1%	1%
	Black	0.0%	0 / 49	+1%	1%
	Hispanic	0.0%	0 / 32	+1%	1%
	ELL	0.0%	0 / 7	+1%	1%
	SWD	0.0%	0 / 94	+1%	1%
	ED	0.0%	0 / 99	+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.

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (PMAs, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Align the curriculum with the district K-12 writing framework.	All Writing Goals	Time	Administration, District curriculum specialist, PLCs, Curriculum leader, Teachers	Baseline, mid-year, end of year	PMAs, FCAT, Focused walkthroughs by administration	Im/ or
2. Provide FCAT 2.0 Writes Rubric training to core and elective teachers and recommend Content Area PLC's design writing assignments that are scored with the FCAT 2.0 Writes Rubric.	All Writing Goals	Time for PD, Beliefs	Administration, Curriculum leader	ongoing	PMAs, FCAT	t/ im
3. Implement the Standards-Based Language Arts Project Curriculum in 7th and 8th grade with fidelity.	All Writing Goals	Beliefs, Grading Policies and Procedures	Administration, Teachers, PLCs, Curriculum leader	ongoing	PMAs, FCAT, Focused walkthroughs by administration	Im/ t
4. Provide opportunities for 6th and 7th grade Language Arts PLCs to discuss and analyze the SB-LAP 7 & 8 Curriculum's focus on the reading and writing connection in order to adjust 6th and 7th grade lessons for smoother vertical alignment.	All Writing Goals	Time for PD	Administration, Teachers, PLCs, Curriculum leader	onging	6th and 7th grade writing simulation scores	Im/ or/ t
5. Continue emphasizing the use of our research-based Building Academic Vocabulary program.	All Writing Goals	Time	Administration, Teachers	ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/t
6. Continue to emphasize use of the Six (6) Traits of Writing, focusing on Ideas, Organization, Word Choice, Sentence Fluency, Voice, and Conventions, and identify mastery levels for each trait at each grade level.	All Writing Goals	Time for PD, Resources	Administration, Teachers	Baseline, mid-year, end of year	PMAs, FCAT, Focused walkthroughs by administration	Im/t

7. Provide multiple opportunities for students to work through the writing process and publish for authentic audiences.	All Writing Goals	Lack of Student Motivation, Resources	Administration, Teachers	ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Or/ tech
8. Administer, score (using FCAT 2.0 rubric) and analyze results of 6th- 7th grade FCAT Writes simulations in order to monitor writing progress of all students, specifically our Economically Disadvantaged students.	Writing Goals 3 and 4	Time	Administration, Teachers	Baseline, mid-year, end of year	PMAs, FCAT	Tech/ t
9. Continue implementing and developing instruction that incorporates teaching strategies promoting high levels of cognitive complexity, student engagement, cooperative learning, opportunities to learn, relationships, relevance and rigor.	All SIP Academic Goals	Time for PD	Administration, teachers	ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/ t
10. Engage students in the scoring process using anonymous and anchor papers comparing and contrasting examples from each level.	All Writing Goals	Beliefs, time	Administration, teachers	ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	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.

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+		67.4%	194 / 288	+3%	70.4%
2. Proficiency Score 3.0+ in subgroups:					
	White	77.3%	140 / 181	+3%	80.3%
	Black	25.0%	12 / 48	+5%	30%
	Hispanic	64.5%	20 / 31	+3%	67.5%
	ELL	28.6%	2 / 7	+3%	31.6%
	SWD	76.3%	71 / 93	+3%	79.3%
	ED	50.0%	47 / 94	+5%	55%
3. High Standards Score 4.0+		27.8%	80 / 288	+3%	30.8%
4. High Standards Score 4.0+ in subgroups:					
	White	29.3%	53 / 181	+3%	32.3%
	Black	8.3%	4 / 48	+3%	11.3%
	Hispanic	25.8%	8 / 31	+3%	28.8%
	ELL	0.0%	0 / 7	+3%	3%
	SWD	50.5%	47 / 93	+3%	53.5%
	ED	10.6%	10 / 94	+3%	13.6%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (PMAs, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Provide support for training and PLC initiatives that include, but are not limited to, constructing horizontal and vertical alignment and focusing on Sunshine State Standards, Common Core, and assessed benchmarks.	All Science Goals	Time, beliefs	Administration, PLCs	ongoing	PLC reflection logs	t/tech/im/b
2. Administer and analyze results of 6th-7th grade FCAT Science Simulation to determine adjustments for greatest impact.	All Science Goals	Time, resources	Administration, PLCs, Teachers	Baseline and end of year	FCAT Science Simulations	or/im/tech
3. Identify students scoring Level 1 or 2 in both Reading and Math within each science classroom, and provide support for modified strategies that assist struggling students in understanding scientific concepts and assessed benchmarks.	Science Goal 1 and 3	Lack of student motivation, time	Administration, PLCs, Science Teachers	End of year and ongoing	FCAT Science scores, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	st/sss/im/or/b
4. Continue to implement the district-wide science curriculum and assessments with fidelity.	All Science Goals	Time, beliefs	Administration, PLCs, Teachers	ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	im/or/t
5. Foster and develop Professional Learning Communities that analyze FCAT 2.0 and Discovery Ed progress monitoring data (including common assessments of targeted standards); make adjustments to instruction based on that data; and reduce the variance between classrooms by measuring, analyzing, and planning together using a common standards-based curriculum.	All SIP Academic Goals	Time for PD, Grading Policies and Procedures	Administration, PLCs, Teachers	Quarterly	Focused walkthroughs by administration to observe the focus on targeted standard, PLC log will show direction of focus.	Im/t/or/tech
6. Provide professional development in research-based effective instruction through reading and studying *The Art and Science of Teaching* by Robert J. Marzano in PLCs.	All Science Goals	Resources, time	Administration, PLCs, Teachers	ongoing	PLC reflection logs, Focused walkthroughs by administration	im/b

7. Continue implementing and developing instruction that incorporates and promotes high levels of cognitive complexity, student engagement, cooperative learning, opportunities to learn, relationships, relevance and rigor.	All SIP Academic Goals	Time for PD	Administration, teachers	ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategies	Im/ t
8. Provide before and after school tutoring, including open lab.	Science Goals 1 and 3	Transportation, resources, lack of student motivation	Teachers, Administration, Guidance	ongoing	Tutoring sign-in sheets	im/b/or/st/ tech
9. Utilize technology, including but not limited to FCAT Explorer, FCAT FOCUS, Discovery Ed, and Study Island, to provide practice opportunities for students at school and at home.	All Science Goals	Resources, time, transportation	Administration, Teachers	ongoing	Reports generated from utilized technology, classroom walk-throughs, lesson plans	st/or/ tech/t/ im
10. Provide opportunities for ESE science teachers to meet with regular education teachers to align curriculum.	All Science Goals	Time	Administration, Teachers	monthly	PLC reflection logs	st
11. Provide school community with Family Science Night incorporating the school-wide science fair.	Science Goals 2 and 4	Transportation, Resources, Lack of Parent Involvement	Administration, community, Guidance, Teachers	Mid- year	Sign-in sheets	Or/ tech/ st
12. Identify and make recommendations to subgroups to join SECME, robotics and other science related extracurricular activities.	Science Goals 3 and 4	Lack of student motivation, Transportation	Teachers, Guidance	ongoing	Activity rosters	St/ or
13. Assess and analyze the grading policies and procedures to decrease the number of D's and F's in science and increase grading focus on benchmark mastery.	Science Goals 2 and 4	Lack of teacher participation	Science Teachers, Administration, Curriculum Leaders	ongoing	PMAs, review of Skyward grade data.	Or/ st/tech

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

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

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

Middle School: High school level coursework

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	42.6%	127/298	+3%	45.6%
2. Level of Performance	100.0%	127/127	+0%	100.0%

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (PMAs, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Provide Cooperative Learning training for the staff focused on educating all students.	Adv Course 1 and 2	Time for PD	Administrators, PLCs, Teachers	ongoing	PD reflection logs, Focused walkthroughs by administration	t/ im
2. Use FCAT 2.0, PMA, GPA data, and/or teacher recommendations to identify prospective students for placement in advanced courses.	Adv Course 1 and 2	Lack of student motivation, Lack of parent involvement	Administration, PLCs, Guidance, Teachers	Baseline, end of year	FCAT, EOC	or/tech/sss
3. Provide tutoring opportunities for students before and after school, including an open lab.	Adv Course 1 and 2	Transportation, Resources	Administration, Teachers	ongoing	FCAT, tutoring sign-in sheets	b/ st/ im/ or
4. Identify and meet with students at-risk of failing advanced classes before the end of each quarter to assist them in overcoming difficulties.	Adv Course 2	Time, Lack of student motivation	Science Teachers, Guidance	quarterly	Meeting logs	Or/ st
5. Request a parent/teacher conference for any student in an advanced course who falls below a C average at any point during the school year.	Adv Course 2	Lack of parent involvement, Transportation	Teachers	quarterly	Conference logs	St/ tech
6. Articulate with MKMS feeder elementary schools and high schools to increase efforts in recruiting all curriculum students for advanced courses.	Adv Course 1	Time, Resources	Teachers, Administration, Guidance	ongoing	Meeting notes	Or/ st/ b
7. Provide opportunities for all students to participate in the extracurricular math activities (Mu Alpha Theta, Math Counts, and Middle School Math Festival).	Goal 1	Unmotivated students	Advanced Placement Teachers and Guidance Counselor, administration	Quarterly	Review of Math class rosters	St/ or

8. Provide vertical alignment or course progression maps to students to help them set advanced coursework goals.	Goal 1	Time, Resources	Teachers, Administration, Guidance	ongoing	Registration forms	St/ 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)	Black	270.51%	265.51%
2. Out-of-school suspensions (unduplicated)	Black	50%	45%

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. Continue Positive Behavior Support school-wide discipline program	Goals 1 and 2	Beliefs	Teachers, Staff, Dean, Administrators	Ongoing	Review of discipline data	Im, or, t
2. Include infomercials on CCTV that emphasizes expectations and goals of Positive Behavior Support.	Goals 1 and 2	Technological issues	Teachers, Staff, Dean, Administrators	Quarterly	Review of discipline infractions from discipline data	or
3. Facilitate small groups of students who have had discipline issues in the past to set goals for academics and behavior.	Goals 1 and 2	Lack of student participation	Teachers, Staff, Dean, Guidance Counselors, Administrators	weekly	Review of discipline data	or
4. Establish process to identify Tier 2 and 3 students and share information with staff.	Goals 1 and 2	Lack of staff participation	Teachers, RTI team, Staff, Dean, Administrators	weekly	Review of discipline data	St, or
5. Pair students who had repeat offenses with a staff mentor	Goals 1 and 2	Lack of staff participation	Teachers, Staff, Dean, Administrators	biweekly	Review of discipline data	St, or
6. Recognize students for model behavior and/or have shown improvement over previous years.	Goals 1 and 2	Lack of time	Teachers, Staff, Dean, Administrators	weekly	Review of discipline data	Or, tech
7. Provide students with a quarterly behavior goal via CCTV and mini-lessons in classes based on data analysis by the PBS team.	Goals 1 and 2	Unmotivated Staff	Teachers, Staff, Dean, RTI team Administrators	Quarterly	Review of discipline data	Im,, or

8. Provide staff with data at each faculty meeting to indicate where improvement is shown and still needed and opportunities for training with a variety of interventions.	Goals1 and 2	Lack of time	Teachers, Staff, Dean, Administrators	Monthly	Review of discipline data	T, st, or, tech
9. Review discipline data to identify day, time and locations of incidents that result in out of school suspensions.	Goals 1 and 2	Unmotivated Staff	Teachers, Staff, Dean, Administrators	Monthly	Review of discipline data	Or, st, tech
10. Provide interventions for students with Tier 2 and Tier 3 behaviors.	Goals 1 and 2	Lack of training	Teachers, Staff, Dean, RTI team, Administrators	weekly	Review of discipline data	St, or, t
11. Present G.R.E.A.T and Cyber Safety instruction to incoming 6th grade students.	Goal 1 and 2	Lack of trained School Resource Deputy	Teachers, Staff, School Resource Deputy, Dean, Administrators	Monthly	Classroom walkthrough observations, review of lesson plans	Or, tech

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

Middle School: Percent of students non-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	96.1%	951/990	+3%	99.1%
2. At-Risk Promotion Level of Performance	91.0%	333/366	+3%	94%

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. Continue the AIP program where students can be assigned to the next grade after success in the first quarter, students work with a guidance counselor and mentor, and students are monitored during the entire school year.	Grad/Prom Goals 1 and 2	Funding, Resources, Lack of student motivation	Administration, Guidance, Teacher	Every week during 1st quarter, bi-monthly for 2nd through 4th quarters	1st quarter report card, end of year GPA	B/ im/ or/ st/ sss
2. Continue to identify at-risk students before the end of the first semester and provide mentor teachers.	Grad/Prom Goals 1 and 2	Lack of student motivation	Guidance, Teachers	Quarterly	GPA	Or/ tech
3. Provide a Truancy team to ensure students attend school regularly.	Grad/Prom Goals 1 and 2	Lack of student motivation	Dean, Teachers	Ongoing	Attendance reports	Tech/ or/ sss
4. Identify at-risk students and recommend activities to motivate their school participation including sports and clubs.	Grad/Prom Goals 1 and 2	Lack of student motivation	Guidance, Teachers	Ongoing	GPA	Or
5. Identify students to enroll in summer transition programs for high school transition.	Grad/Prom Goals 1 and 2	Funding	Administration, Guidance	End of year, Start of year	GPA, FCAT	Or
6. Provide mentors for student coming to our school from an elementary transition program.	Grad/Prom Goals 1 and 2	Funding	Administration, Guidance	End of year, Start of year	GPA, FCAT	Or
7. Identify students for advanced coursework prior to student registration for the upcoming school year.	Grad/Prom Goals 1 and 2	Time, Lack of parent involvement	Guidance, Teachers	Mid-year	FAIR, FCAT, PMA, GPA	Tech/ 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

1a. Activity: To continue BETA Club at MKMS and include 5% of Economically Disadvantaged students to participate in BETA Club in 2012-2013 school year.
Subgroup   Economically Disadvantaged
        2011 Current Level of Participation   3.8%
        2012 Expected Level of Participation 5.8%

1b. Activity: To increase the number of Black students participating in volleyball
Subgroup   Black students
        2011 Current Level of Participation   6%
        2012 Expected Level of Participation 9%

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. Identify students interested in extracurricular activities and recommend they participate.	1a. 1b.	Transportation, Funding, Lack of parent involvement	Teachers, Guidance	Ongoing	Interest surveys, Club rosters	or
2. Examine participation trends to identify disparity.	1a. 1b.	Time	Guidance, Administration	Yearly	Skyward Reports	Tech/or
3. Educate sponsors and coaches regarding the options available to students who cannot pay for activities.	1a.	Funding, Time	Administration	Ongoing	Skyward Reports	Or/t/st/b
4. Identify and utilize community members who will sponsor an Economically Disadvantaged student in activities.	1a.	Resources, Lack of parental involvement	Community, Administration	Ongoing	Skyward Reports	Or/t

SCHOOL DEFINED GOAL

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

School Defined Goal #1: To increase the number of students enrolled in both Markham Woods Middle School on-campus classes and Seminole Virtual School classes concurrently.

2011 Current Level of Performance: Baseline (1 student)
2012 Expected Level of Performance: 5 students

Action Plan

Strategy	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. Make a Seminole Virtual School course list available to students through guidance.	1	Time	Guidance, Administration	Semester 2, ongoing	Provide at Spring Orientation	Tech, im
2. Incorporate a virtual course as part of our MKMS Curriculum Guide.	1	Time, beliefs.	Guidance, Administration	Semester 2, ongoing	Provide at Spring Orientation	Tech, im
3. Provide flexible scheduling of time and location to facilitate students desiring a virtual course while on campus.	1	Time, resources, beliefs.	Tech Fac., Administration	Semester 2, ongoing	Master schedule	Tech, or, st
4. Identify and schedule students most interested or most likely to benefit from a virtual course on campus.	1	Time, lack of student motivation, beliefs.	Guidance, teachers, parents	ongoing	Interest survey	Tech, im, or, st

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
Reciprocal Teaching in the Content Areas	Reading, Writing, Math, and Science goals	September-December	Helping Students Interact with, Practice and Deepen Knowledge by using Comprehension Strategies	Science, Social Studies, Language Arts, and various PLCs	28		Administrators, District Personnel
Discovery Education Instructional Tools and Item Analysis Training	Reading Math, EOC, and Science goals	September-April	Tracking Student Progress	All PLCs	70		ETF, Administrators
Advanced Springboard	Math goals	September-December	Improving Standard Mathematics Instruction	Standard Math teachers	4		Administrators, District Personnel
Edge Member Center	Reading goals	September-December	Tracking Student Progress in Reading Edge	Reading Teachers	6		Administrators, District personnel
Building Academic Vocabulary	All academic goals	September-December	Helping Students Interact with, Practice and Deepen Knowledge through Direct Vocabulary Instruction	All PLCs	70		Administrators, Literacy Specialists, Curriculum Leaders
Writing in the content area with FCAT 2.0 Writing Rubric	Writing and ESOL goals	September-December	Developing a Common Language and Expectations of Student Writing and Tracking Writing Progress	Language Arts, Social Studies, and other departments	12+		Administrators, District Personnel, Curriculum Leaders
PLCs: Learning, Collaborating, Analyzing Results	All academic areas	August-June	Identifying what we want students to learn (Curriculum). Determining how we will know if they learned it (Assessments). Developing and acting on a plan for what to do when they don't learn it. (Remediation/Revisiting) Developing and acting on a plan for what to do when they do get it. (Enrichment/Extension)	All PLCs	70		Administrators, Curriculum Leaders

Webb's Depth of Knowledge	All academic goals	October-March	Helping Students Interact with, Practice and Deepen Knowledge through questioning techniques and tiered tasked on varying levels of complexity.	All PLCs	70		Administrators, Literacy Specialist
Learning Goals and Scales	All academic goals	September-November	Communicating Learning Goals to Students and Providing Feedback	Science teachers, and other departments	8+		Administrators, District Personnel
Cooperative Learning	All academic goals	October-March	Helping Students Interact with, Practice, and Deepen Knowledge by Organizing Student Groups	All PLCs	70		Administrators, Curriculum Leaders, Literacy Specialist
Instructional Technology	All academic goals	October-June	Planning and Preparing for Use of Resources and Technology	All PLCs	70		ETF, Administrators
Curriculum Support Team	Math and EOC goals	November 1st and 2nd	Helping Students Interact with, Practice, and Deepen New Knowledge through Concept Development Strategies	Math teachers	10		Administrators, District Personnel
iLearn In-service	Math goals	October	Using technology to assist in student learning	Math teachers of ESE	3+		Administrators, District Personnel

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$1,045.00
Adjustment:	
Carry Over:	$3,565.16
Total Income:	$4,610.16

EXPENDITURES	ACTUAL COST	BALANCE
		$4,610.16
Projector/Installation	$1,995.68	$2,614.48
LCD Projector Bulbs	$615.00	$1,999.48
Books for Ms. Parks	$48.99	$1950.49
Read to Lead, Mrs. Erickson	$160.00	$1,790.49
Office Depot Cameras	$435.49	$1,355.00
Catalina Bohorquez	$300.00	$1,055.00
Read to Lead, Ms. Moye, Ms. Edmond	$180.00	$875.00
Robotics, Ms. Voke, Mr. Caldwell	$380.00	$495.00
Balance as of May 1st		$495.00

CARRY OVER:
Total carry over for 2012-2013: $495.00

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

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

The members of the Response to Intervention Team are:
Kaela Cromer-Guidance Counselor/RTI Coordinator
Rasha Pernal-Guidance Counselor/RTI Coordinator
Kristen Brundidge-Dean
Audrey Morales-ESE Teacher
Kim Picard-Literacy Coach
Randy Shuler-Assistant Principal
Etty Martinez-Social Worker
Tara Medel   -School Psychologist

2. **Describe how your school's *RtI Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?**
    Markham Woods RtI team is scheduled to meet weekly for one hour every Tuesday. Prior to the meeting an agenda is supplied to each team member by the RtI coach. The RtI referral process is initiated after reviewing school wide data from various assessments and then identifying the lowest quartile. At that point the committee and the school psychologist select students for whom individual data will be gathered. Student data is provided for the committee through the use of student data folders. Every RtI student is included in data folders which contain an informational sheet that is updated weekly and reviewed by the RtI team on a monthly basis. Progress monitoring for RtI students is completed by reviewing data forms monthly and then based on the number of data points, the outcome of the intervention is determined. The progress monitoring of this data determines the general effectiveness of the intervention. Documentation for meetings is provided through the use of minutes taken by the Guidance Counselor which are then retained in a historical binder for future reference.

3. **Describe the role of your school's RtI Leadership Team in the development and implementation of the SIP.**
    Randy Shuler-Administration - • Set the vision for problem-solving process • Ensure compliance with RtI procedure • Ensure fidelity of instruction • Participate on RtI Committee • Monitor results of assessments and screening • Monitor staff supports/climate

    Kaela Cromer and Rasha Pernal-RTI Coordinator/ Guidance - • Ensure pre-meeting preparation • Facilitate movement through process • Set follow-   up schedule/ communication • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on RtI Committee • Assign to intervention groups

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

    Kim Picard-Resource/Coach - • Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on RtI Committee • Assist in data analysis • Modifications to unsuccessful interventions

Audrey Morales-Teacher - • Regular Ed and ESE • Administer assessments and screenings • Progress monitor students at Tier II and III • Implement and document interventions • Complete referral packet

Kristen Brundidge-Dean- Distribute assessment, screening, and progress monitoring materials • Collect results • Participate on RtI Committee • Assist in data analysis • Modifications to unsuccessful interventions

The role of the RtI team at Markham Woods Middle School is to remain current on RtI information and processes and assist teachers in understanding and implementing RtI effectively. The RtI team will also be aware of the students not performing at grade level (academically and/or behaviorally) and support the teachers in providing appropriate interventions.

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

The management system used by Markham Woods Middle School to summarize tiered data begins with the individual student intervention folders. Each student has a folder that includes assessment results and lists specific intervention information, including intervention skill, intervention teacher and time spent in intervention. The RtI Leadership Team also keeps an RtI Data Binder that contains school-wide student information.

5. **Describe the plan to train staff on *RtI*.**

During the first nine weeks of school, the guidance counselor-RtI committee member will be presenting an overview of the RtI process for the instructional staff. This training will include a refresher on the process necessary for referring a student, functions of the RtI committee, and district/state requirements. Further support and training will be facilitated as needed during grade level and staff meetings. In addition, RtI team members will be holding individual meetings with classroom teachers to address individual student needs.

6. **Outline your plan to achieve school-wide implementation of the RtI process by the start of the 2012-2013 school year.**

Introduce and implement tier two of the PBS program
Develop and train the Leadership Team on the SCPS Continuous Improvement Model (CIM)
Review school-wide data related to discipline and academics related to Critical Factors related to CIM
Review monthly with the staff effective use of PBS
Inform parents and school community regarding PBS and CIM
Fulfill action plans to meet School Improvement Objectives and address Critical Success Factors

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).

Literacy Coach-Kim Picard

Administration-Breezi Erickson

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?

- Check for fidelity to programs.

- Modeling and co-teaching SRA and Reading Edge lessons

- Facilitate BAV for new teachers

- Follow BAV with model lessons for Social Studies , Science and Language Arts

- Continue to facilitate data conversations with teachers to include guided questions, problem solving, action plan development and reteaching opportunities for students.

- Specifically look at those students not achieving in SRA and / or EDGE to implement interventions that work for them.

- Develop quality based lesson plans by planning high level questioning techniques and to drive student instruction.

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.

Markham Woods Middle School teachers will participate in lesson studies to enhance differentiation of instruction in reading, mathematics, social studies and science. Lesson study will be implemented through grade level/subject area Professional Learning Communities (PLC). Staff development opportunities will be provided at the school by the literacy coach, department heads, and by district personnel with district wide professional development offerings. Initial and follow up sessions will be scheduled to facilitate development and improvement of instruction related to the discoveries made by PLCs through their lesson study.
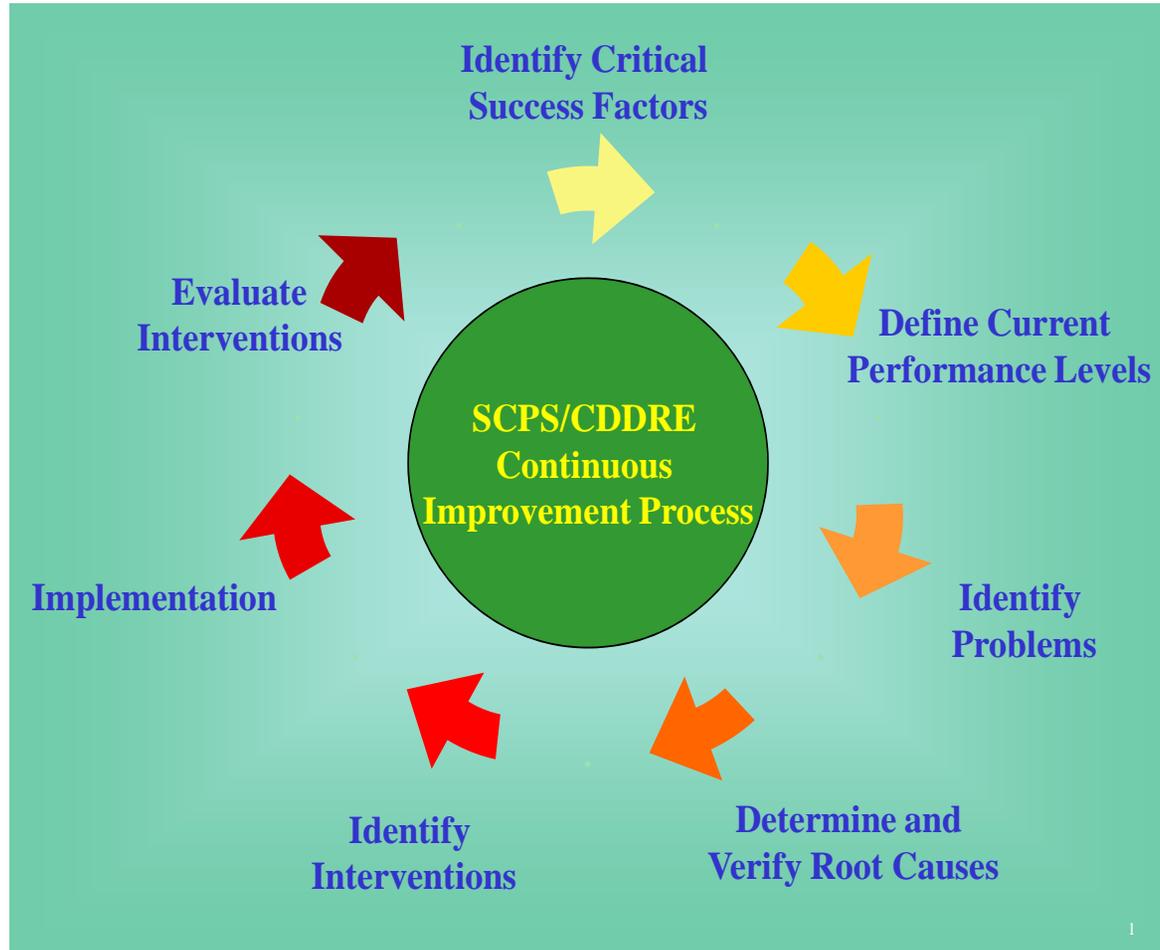
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

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

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

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Parents registered for Parent Portal	61.8%	596/965	+5%	66.8%

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 multiple opportunities to parents to sign up including at events such as Schedule Pick-up Day, Open House, Literacy Night, Scholastic Book Fair, and Science Fair Night.	1	Transportation, Technology access	Administrators, teachers, technology facilitators	Before and after Open House, Mid-Year, End of Year	Skyward reports	Tech, st
2. Utilize the call out system, website and flyers to promote the advantages of the Parent Portal.	1	Technology access	Administrators, teachers, technology facilitators	Mid-Year, End of Year	Skyward reports	Tech, st

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.

Markham Woods Middle School students experience STEM education to prepare them for the 21st Century workforce through all content areas. Strategies that provide students more opportunities to learn and deepen their knowledge of STEM include the use of WEB 2.0, the 5 E's of inquiry (Engage, Explore, Explain, Elaborate, and Evaluate), and problem solving. Students are also involved in extension of STEM concepts through Robotics, Science Fair and SECME. Our goal is to increase the number of teachers utilizing WEB 2.0, the 5 E's of inquiry and problem solving in content areas and students participating in these extension activities.

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. Provide WEB 2.0 training to all teachers to engage learners and accelerate STEM education.	Technology access	Administrators, ETF	Mid-Year, End of Year	Student products, focused walk throughs	Tech, st
2. Identify students interested in STEM extension activities and provide assistance to access to these activities.	Transportation	Administrators, guidance, teachers	Mid-Year, End of Year	Student products	B, or, st

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.

Markham Woods Middle School students develop technical and career skills through relevant and real-world applications in enrichment classes and extracurricular activities. These courses include Business Applications, Personal Fitness, TV Production, Yearbook, Peer Tutoring with ASD students, and virtual courses including keyboarding. Extracurricular Activities that enhance technical and career skills include Student Government and Robotics. Our goals is to provide additional opportunities for students through virtual classes held on-campus and through developing Business Applications courses of advancing complexity designed to support future workforce needs.

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. Provide time for enrichment teachers to vertically align curriculum to promote skill advancement.	Technology access, time, Lack of teacher motivation	Administrator, teachers, PLCs	Mid-year, end of year	Common assessments, observation, PLC logs	Or,st
2. Highlight the career training students receive in their elective courses to encourage them to take the next level to advance their skills.	Student motivation, scheduling	Administrator, teachers, guidance	Mid-year, end of year	Lesson plans, student survey	tech
3. Offer additional virtual options	Scheduling, staffing	Administrator, guidance	Mid-year, end of year	Curriculum guide, student survey	Tech, st

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	30.0%	6/20	+3%	33%
2. Proficient in Reading	55.0%	11/20	+3%	58%
3. Proficient in Writing	45.0%	9/20	+3%	48%

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. Provide FCAT 2.0 Writes Rubric training to ESOL, core and elective teachers.	All CELLA Goals	Time for PD, Beliefs	Administration, Curriculum leader	ongoing	PMAs, FCAT	t/ im
2. Implement the Standards-Based Language Arts Project Curriculum in 7th and 8th grade with fidelity.	All CELLA Goals	Beliefs, Grading Policies and Procedures	Administration, Teachers, PLCs, Curriculum leader	ongoing	PMAs, FCAT, Focused walkthroughs by administration	Im/ t
3. Provide opportunities for ESOL teacher to meet with 6th and 7th grade Language Arts PLCs to discuss and analyze the SB-LAP 7 & 8 Curriculum's focus on the reading and writing connection.	All CELLA Goals	Time for PD	Administration, Teachers, PLCs, Curriculum leader	onging	6th and 7th grade writing simulation scores	Im/ or/ t

4. Continue emphasizing the use of our research-based Building Academic Vocabulary program.	All CELLA Goals	Time	Administration, Teachers	ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals to assess adherence to strategy.	Im/t
5. Continue to emphasize use of the Six (6) Traits of Writing, focusing on Ideas, Organization, Word Choice, Sentence Fluency, Voice, and Conventions, and identify mastery levels for each trait at each grade level.	All CELLA Goals	Time for PD, Resources	Administration, Teachers	Baseline, mid-year, end of year	PMAs, FCAT, Focused walkthroughs by administration	Im/t
6. Administer, score (using FCAT 2.0 rubric) and analyze results of 6th- 7th grade FCAT Writes simulations in order to monitor writing progress of all students.	All CELLA Goals	Time	Administration, Teachers	Baseline, mid-year, end of year	PMAs, FCAT	Tech/

ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**72**	**74**	**77**	**79**	**81**	**84**	**86**
American Indian							
Asian	86	90	88	90	91	92	93
Black/African-American	40	39	50	55	60	65	70
Hispanic	65	72	71	74	77	80	83
White	82	85	85	87	88	90	91
English Language Learners	28	33	40	46	52	58	64
Students with Disabilities	43	36	53	57	62	67	72
Economically Disadvantaged	46	50	55	60	64	69	73

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	95	88	96	96	97	97	98
Black/African-American	43	31	53	57	62	67	72
Hispanic	67	62	73	75	78	81	84
White	80	81	83	85	87	88	90
English Language Learners	44	30	53	58	63	67	72
Students with Disabilities	33	28	44	50	55	61	67
Economically Disadvantaged	50	43	58	63	67	71	75

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
James Kubis		Nick Benedico		Tara Pingalore	
signed	10/10/12	signed	10/10/12	signed	10/10/12
INSTRUCTIONAL					
Heather Pavich		Lisa Donovan		Diane Rosser	
signed	10/10/12	signed	10/10/12	signed	10/10/12
Suzanne Ward		Beth Dostal			
signed	10/10/12	signed	10/10/12		
Fran Westerfield				Michelle Smith	
signed	10/10/12			signed	10/10/12
Origin Call		Kelly Hart			
signed	10/10/12	signed	10/10/12		
NON-INSTRUCTIONAL					
Aaron Krause		Sonia Hayes			
signed	10/10/12	signed	10/10/12		