

# *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.*



## **Millennium Middle School**

School Improvement Plan 2012-2013

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# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		77.8%	3	80.8%	67.0%	N
High standards Level 4+		41.3%	6	47.3%	39.0%	N
Proficiency Level 3+ in AYP subgroups						
	White	86.6%	2	88.6%	78.1%	N
	Black	59.1%	4	63.1%	43.9%	N
	Hispanic	75.6%	3	78.6%	65.9%	N
	ELL	52.5%	5	57.5%	34.0%	N
	SWD	46.0%	5	51.4%	59.1%	Y
	ED	66.2%	4	70.2%	56.0%	N
Learning Gains		65.3%	4	69.3%	66.0%	P
Lowest 25% making Learning Gains		63.4%	4	67.4%	58.3%	N
Learning Gains Levels 4/5		43.8%	6	49.8%	87.8%	Y
Learning Gains in AYP subgroups						
	White	68.2%	3	71.2%	71.0%	P
	Black	57.1%	4	61.1%	56.8%	N
	Hispanic	67.4%	3	70.4%	63.7%	N
	ELL	76.5%	3	79.5%	57.7%	N
	SWD	45%	5	50.0%	66.1%	Y
	ED	62.2%	4	66.2%	61.5%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		73.8%	3	81.3%	65.9%	N
High standards Level 4+		40.1%	6	46.1%	34.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	84.9%	2	86.9%	76.5%	N
	Black	64.0%	4	68.0%	42.7%	N
	Hispanic	75.8%	3	78.8%	66.4%	N
	ELL	50%	5	55%	32.1%	N
	SWD	44%	5	49.6%	59.3%	N
	ED	68.5%	4	72.5%	54.8%	N
Learning Gains		75.0%	3	78.0%	64.1%	N

Lowest 25% making Learning Gains		69.6%	4	73.6%	53.6%	N
Learning Gains Levels 4/5		62.3%	4	66.3%	87.8%	Y
Learning Gains in AYP subgroups						
	White	78.9%	3	81.9%	68.3%	N
	Black	70.6%	3	73.6%	52.3%	N
	Hispanic	71.0%	3	74.0%	66.3%	N
	ELL	68.6%	4	72.6%	44.2%	N
	SWD	42.0%	5	47.8%	61.2%	Y
	ED	72.6%	3	75.6%	58.5%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		88.4%	2	90.4%	80.0%	N
High standards Score 6.0		9.2%	6	15.2%	0.2%	N
Proficiency Score in AYP subgroups						
	White	92.6%	4	96.6%	85.3%	N
	Black	83.7%	2	85.7%	69.1%	N
	Hispanic	83.0%	2	85.0%	77.7%	N
	ELL	66.7%	4	70.0%	46.7%	N
	SWD	91.0%	1	92.0%	61.0%	N
	ED	73.0%	4	87%	73.9%	N
High standards Score 6.0 in AYP subgroups						
	White	12.3%	5	17.3%	0.4%	N
	Black	9.2%	3	12.2%	0.0%	N
	Hispanic	4.5%	5	9.5%	0.0%	N
	ELL	0.0%	2	2%	0.0%	N
	SWD	0.9%	1	2%	1.0%	P
	ED	6.4%	4	10.4%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		48.7%	5	53.7%	49.2%	P
High standards Level 4+		2.6%	4	6.6%	14.4%	Y
Proficiency Level 3+in AYP subgroups						
	White	60.1%	4	64.1%	63.1%	P
	Black	23.5%	6	29.5%	23.4%	N
	Hispanic	47.2%	6	53.2%	45.0%	N
	ELL	6.7%	4	10.7%	6.7%	P
	SWD	25.0%	5	30.0%	46.5%	Y
	ED	31.9%	5	36.9%	33.6%	P
High standards Level 4+ in AYP subgroups						

	White	3.9%	2	5.9%	20.3%	Y
	Black	1.0%	2	3.0%	5.8%	Y
	Hispanic	0.9%	2	2.9%	9.9%	Y
	ELL	0.0%	2	2.0%	0.0%	N
	SWD	0.0%	2	2.0%	34.3%	Y
	ED	1.3%	2	3.3%	7.7%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	35%	5	40%	40.5%	Y
Performance in advanced coursework	100%	0	100%	99.4%	P

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Black	211.74%	-21.74%	190.00%	171.80%	Y
Out-of-school suspensions (unduplicated) Subgroup:	24.32%	6.32%	18.00%	12.69%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	100%	0	100%	100.0%	Y
At-Risk students graduating or advancing with age-level peers	100%	0	100%	100.0%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: BETA Club	33%	7	40%	43	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase enrollment of Family Access in Skyward	50	50	100	74	P

**Goal Summary**

**Number of Goals Met: 18**

**Number Not Met: 43**

**Number Partially Met: 9**

## 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+		67.0%	1074 / 1604	3.3	70.3
2. Proficiency Level 3.0+ in subgroups:					
	White	78.1%	575 / 736	2.2	80.3
	Black	43.9%	179 / 408	5.6	49.5
	Hispanic	65.9%	242 / 367	3.4	69.3
	ELL	34.0%	18 / 53	6.6	40.6
	SWD	59.1%	163 / 276	4.1	63.2
	ED	56.0%	518 / 925	4.4	60.4
3. High Standards Level 4.0+		39.0%	625 / 1604	6.1	45.1
4. Learning Gains		66.0%	1030 / 1560	3.4	69.4
5. Lowest 25% Making Learning Gains		58.3%	236 / 405	4.2	62.5
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		31.4%	191 / 1560	6.9	38.3
7. Learning Gains Levels 4/5		87.8%	534 / 608	1.2	89.0
8. Learning Gains in subgroups:					
	White	71.0%	508 / 715	2.9	73.9
	Black	56.8%	226 / 398	4.3	61.1
	Hispanic	63.7%	226 / 355	3.6	67.3
	ELL	57.7%	30 / 52	4.2	61.9
	SWD	66.1%	179 / 271	3.4	69.5
	ED	61.5%	552 / 898	3.9	65.4

**Action Plan**

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Require a yearlong reading course focusing on phonemic awareness, phonics, fluency and vocabulary for Level 1 and Level 2 students who test into corrective Reading.	3, 5	Prerequisite skills, Background knowledge	Administration Guidance, Literacy coach, Teachers	3 times per year, Quarterly, Annually	FORF Mastery test, Discovery Ed testing, FCAT Reading	b, im, st, t
2. Require a yearlong reading course focusing on fluency, vocabulary, and comprehension for Level 1 or Level 2 students who scored above 137 words per minute on the FORF.	3, 5	Prerequisite skills, Background knowledge	Administration, Guidance, Literacy coach, Teachers	3 times per year, Quarterly, Annually	FORF Mastery test, DISCOVERY ED testing, FCAT Reading	b, im, st, t
3. Support the SRA and Reading Edge reading programs.	3, 5	Teacher expectations of students, Lack of rigor	Administration, Teachers, Literacy coach	3 times per year, Quarterly, Annually	FORF Mastery test, DISCOVERY ED testing, FCAT Reading	b, im, st, t
4. Provide staff development in best practices in literacy strategies.	1, 3, 4	Funding, Time for PD,	Administration, Teachers, Literacy coach	Ongoing	Administrators will monitor this program by reviewing the daily log sheet.	b, im, st, t, tech
5. Provide Family Literacy nights with parent training for literacy strategies.	4, 7		Administration, Literacy coach, Writing coach	Ongoing	Administration will review sign-in sheets.	b, im, st, t
6. Provide literacy and writing coaches to implement the school literacy plan across all content areas.	4, 7	Funding, Teacher expectations of students	Principal	Quarterly, Annually	DISCOVERY ED testing, FCAT Reading	b, t
7. Provide inclusion specialist to monitor the support of students and to communicate the needs of students with ESE and regular education teachers.	3, 5	Funding, Teacher expectations of students	Principal	Quarterly, Annually	DISCOVERY ED testing, FCAT Reading	b, st, sss
8. Encourage reading through weekly SSR opportunities, book reviews, and reading incentives via CCTV.	4, 5, 7	Student motivation,	Literacy coach, Technology facilitator, Teachers	Ongoing	Administration and Reading coach will randomly ask students what they are reading	st, tech
9. Provide incentives for monthly reading challenge winners.	4, 5, 7	Funding	Literacy coach	Ongoing	Reading coach will monitor the number of winners	or



10. Train teachers in data analysis and the Continuous Improvement Model.	4, 5, 7	Time for PD, Fidelity to the Improvement Model	Administration, Literacy coach, Teachers	Ongoing	Focused walkthroughs by administration and reading coaches to observe classroom strategies being used.	b, st, t
11. Require a Building Academic Vocabulary program in all content areas.	4	Teacher expectations of students, Grading Policies/ Practices	Administration, Literacy coach, Teachers	Ongoing	Focused walkthroughs by administration and reading coach.	b, im, st, t
12. Provide in-school intervention through RISE (Response through Intervention for Student Excellence).	3, 4, 5, 7	Funding, Resources, Lack of student motivation	Administration Academic Intervention Teacher, Teachers	Ongoing	Administrators will monitor this program by reviewing the daily log sheet	b, st, t
13. Implement professional learning communities to strengthen teacher's content knowledge and critically examine instructional practices, standards and curriculum.	4, 5, 7	Lack of teacher motivation, Resources	Administration Literacy coach, Teachers	Ongoing	Administrators will review attendance logs and make periodically sit in on sessions	im, st, t
14. Implement SB-LAP 8 and SB-LAP 7 curriculum with fidelity as well as the grade 6 instructional focus calendar and monitor efficacy.	4, 5, 7	Lack of teacher motivation, Lack of student motivation	Administration, Literacy coach, Teachers	Ongoing	Focused walkthroughs by administration and reading coach.	b, st, t
15. Support mentoring program for the lowest quartile.	3, 4, 5	Funding, Lack of student motivation	Administration Guidance, Literacy coach	Ongoing	Guidance will monitor the number of hours mentors meet with their mentees.	b, st, 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)

## MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

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

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

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

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

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

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

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

<b>Math Goals 1 thru 8</b>		<b>Current</b>	<b># of #</b>	<b>% +/-</b>	<b>Expected</b>
1. Proficiency Level 3.0+		65.9%	1058 / 1605	3.4	69.3
2. Proficiency Level 3.0+ in subgroups:					
	White	76.5%	563 / 736	2.4	78.9
	Black	42.7%	175 / 410	5.7	48.4
	Hispanic	66.4%	243 / 366	3.4	69.8
	ELL	32.1%	17 / 53	6.8	38.9
	SWD	59.3%	163 / 275	4.1	63.4
	ED	54.8%	509 / 928	4.5	59.3
3. High Standards Level 4.0+		34.7%	557 / 1605	6.5	41.2
4. Learning Gains		64.1%	998 / 1558	3.6	67.7
5. Lowest 25% Making Learning Gains		53.6%	218 / 407	4.6	58.2
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		29.0%	157 / 1558	7.1	36.1
7. Learning Gains Levels 4/5		87.8%	475 / 541	1.2	89.0
8. Learning Gains in subgroups:					
	White	68.3%	487 / 713	3.2	71.5
	Black	52.3%	209 / 400	4.8	57.1
	Hispanic	66.3%	234 / 353	3.4	69.7
	ELL	44.2%	23 / 52	5.6	49.8
	SWD	61.2%	164 / 268	3.9	65.1
	ED	58.5%	525 / 898	4.2	62.7

**Action Plan**

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Require Intensive Math classes for all students scoring at Level 1 and all scoring at Level 2 on the 2011 FCAT Math. (6 and 7 grade) (Only Level 1 and some 2's for 8 <sup>th</sup> grade).	1,3,4,5,6,7	Lack of higher order thinking, problem solving opportunities, lack of student motivation	Administration, guidance, teachers	Ongoing for entering students, end of year for students already placed in intensive math, Annually	FCAT Scores, Administrators will monitor the implementation through classroom walkthroughs	b, im, st
2. Implement an Intensive Math program for all grade levels.	1,3,4,5,6,7	Grading policies and practices	Administration, guidance, teachers	Ongoing, mid-year based on scheduling	Students according to created schedule	b, st, t
3. Provide staff development in best practices in math instruction.	1,2,3,4,5, 6,7	Resources, beliefs	Principal, math coach, teachers	Monthly, ongoing	WOW group logs	b, or, st
4. Provide an inclusion specialist to monitor the support of students and to communicate the needs of students with ESE and regular education math teachers.	1,2,3,4,5, 6,7	Funding, lack of cultural awareness	Administration	Ongoing	Administrators will monitor the implementation through classroom walkthroughs	b, st, or
5. Ensure math curriculum alignment.	1,2,3,4,5, 6,7	beliefs	Principal, department chairs, teachers, math coach	Ongoing	Administrators will monitor the implementation through classroom walkthroughs and lesson plans	b, st, im, sss
6. Train teachers in data analysis and Continuous Improvement Model.	1,2,3,4,5, 6,7	Beliefs	Administration, math coach	Ongoing	Administrators will monitor WOW group logs and faculty meeting logs	b, st, or
7. Support student participation in the district Math Festival and Math Counts competitions. Algebra 1 and Geometry students will participate in Mu Alpha Theta honor society and competitions.	1,2,3,4,5, 6,7	Transportation and lack of student motivation	Administration, teachers	Ongoing	Competitions, log of math team practices (with sign in and dates)	b, st, or, sss

8. Provide in-school academic intervention through RISE (Response through Intervention for Student Excellence).	1,2,3,4,5,6,7	Lack of student motivation, grading policies and practice	Administration, Academic Intervention Teacher, teachers	Quarterly	Administrators will monitor this program by reviewing the daily log sheet	b, st, sss, t
9. Implement professional learning communities to strengthen teacher's content knowledge and critically examine instructional practices, standards and curriculum.	1,2,3,4,5,6,7	beliefs	Administration, math/literacy coach, teachers	Monthly, ongoing	WOW group logs faculty meeting logs	b, im, st, t
10. Require a Building Academic Vocabulary program in connection with the Reading program	1,2,3,4,5,6,7,8	Grading practices, beliefs	Administration, coaches	Ongoing	Word walls and Lesson plans	m, 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)

## 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+	88.7%	314 / 354	3.3	92.0
2. Proficiency Level 3+ in subgroups:				
White	90.5%	172 / 190	3.5	94.0
Black	76.7%	46 / 60	3.3	80.0
Hispanic	90.4%	66 / 73	3.6	94.0
ELL	NA	NA		
SWD	95.7%	44 / 46	2.3	98.0
ED	81.3%	135 / 166	3.7	85.0
3. High standards 4+	40.1%	142 / 354	6.0	46.1
4. Learning Gains	85.3%	296 / 347	2.7	88.0
5. Lowest 25% making Learning Gains	100.0%	23 / 23	0.0	100.0
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	11.8%	29 / 245	8.9	20.7
7. Learning Gains Levels 4/5	76.0%	158 / 208	4.0	80.0
8. Learning Gains in subgroups:				
White	83.8%	155 / 185	3.2	87.0
Black	88.1%	52 / 59	2.9	91.0
Hispanic	87.7%	64 / 73	3.3	91.0
ELL	NA	NA		
SWD	84.8%	39 / 46	3.2	88.0
ED	85.2%	138 / 162	3.8	89.0

**Action Plan**

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide staff development in best practices in math instruction.	1,2,3,4,5,6,7	Resources, beliefs	Principal, math coach, teachers	Monthly, ongoing	WOW group logs	b, or, st
2. Ensure math curriculum alignment.	1,2,3,4,5,6,7	beliefs	Principal, department chairs, teachers, math coach	Ongoing	Administrators will monitor the implementation through classroom walkthroughs and lesson plans	b, st, im, sss
3. Train teachers in data analysis and Continuous Improvement Model.	1,2,3,4,5,6,7	Beliefs	Administration, math coach	Ongoing	Administrators will monitor WOW group logs and faculty meeting logs	b, st, or
4. Support student participation in the district Math Festival and Math Counts competitions. Algebra 1 and Geometry students will participate in Mu Alpha Theta honor society and competitions.	1,2,3,4,5,6,7	Transportation and lack of student motivation	Administration, teachers	Ongoing	Competitions, log of math team practices (with sign in and dates)	b, st, or, sss
5. Implement professional learning communities to strengthen teacher's content knowledge and critically examine instructional practices, standards and curriculum.	1,2,3,4,5,6,7	beliefs	Administration, math/literacy coach, teachers	Monthly, ongoing	WOW group logs faculty meeting logs	b, im, st, t
11. Require a Building Academic Vocabulary program in connection with the Reading program	1,2,3,4,5,6,7,8	Grading practices, beliefs	Administration, coaches	Ongoing	Word walls and Lesson plans	m, 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.

## 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+		80.0%	425 / 531	3.0	83.0
2. Proficiency Score 3.0+ in subgroups:					
	White	85.3%	209 / 245	2.7	88.0
	Black	69.1%	94 / 136	3.1	72.2
	Hispanic	77.7%	87 / 112	3.3	81.0
	ELL	46.7%	7 / 15	5.3	52.0
	SWD	61.0%	61 / 100	3.9	64.9
	ED	73.9%	221 / 299	3.1	77.0
3. High Standards Score 6.0		0.2%	1 / 531	9.9	10.1
4. High Standards Score 6.0 in subgroups:					
	White	0.4%	1 / 245	10.0	10.4
	Black	0.0%	0 / 136	1.0	1.0
	Hispanic	0.0%	0 / 112	1.0	1.0
	ELL	0.0%	0 / 15	1.0	1.0
	SWD	1.0%	1 / 100	9.9	10.9
	ED	0.0%	0 / 299	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, TI, TII, TIII, t)
1. Provide staff development on best practices in the teaching of writing.	1,2,3,4	Beliefs, Identifying areas of weaknesses of students	Administration, Writing coach, teachers	Ongoing	District Assessment, WOW group logs, faculty meeting logs ,classroom walkthroughs	b, im, or, st, t
2. Provide writing prompts across the content curriculum to students for practice.	1,2,3,4	Beliefs, Lack of cultural awareness	Administration, writing coach, teachers	Quarterly	Administration will monitor the implementation of strategies through classroom walkthroughs	b, or, st, im
3. Provide staff development in effective writing strategies to all content area teachers.	1,2,3,4	Beliefs, Grading policies/practices	Administration, writing coach, teachers	Ongoing	WOW group logs, faculty meeting logs ,classroom walkthroughs	b, im, or, st, t
4. Establish Poetry Café opportunities for students to showcase their writing.	1,2,3,4	Transportation, Lack of parental involvement, Teacher expectations of students	Administration, writing coach, teachers	Mid Year	Poetry night reflections	b, or, st,
5. Implement SB-LAP 8 and SB-LAP 7 curriculum with fidelity as well as the grade 6 instructional focus calendars and monitor efficacy.	1,2,3,4	Beliefs, Identifying areas of weaknesses of students	Administration, Writing coach, Teachers	Ongoing	Administration will monitor the implementation of strategies through classroom walkthroughs	b, or, st, im

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



## 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+		49.2%	260 / 528	5.1	54.3
2. Proficiency Score 3.0+ in subgroups:					
	White	63.1%	152 / 241	3.7	66.8
	Black	23.4%	32 / 137	7.7	31.1
	Hispanic	45.0%	50 / 111	5.5	50.5
	ELL	6.7%	1 / 15	9.3	16.0
	SWD	46.5%	46 / 99	5.4	51.9
	ED	33.6%	100 / 298	6.6	40.2
3. High Standards Score 4.0+		14.4%	76 / 528	8.6	23.0
4. High Standards Score 4.0+ in subgroups:					
	White	20.3%	49 / 241	8.0	28.3
	Black	5.8%	8 / 137	9.4	15.2
	Hispanic	9.9%	11 / 111	9.0	18.9
	ELL	0.0%	0 / 15	1.0	1.0
	SWD	34.3%	34 / 99	6.6	40.9
	ED	7.7%	23 / 298	9.2	16.9

**Action Plan**

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide science literacy strategies training to all science teachers.	1,	Teacher motivation, Funding, Time for PD	Administration Literacy Coach, Teachers	Ongoing	Focused walkthroughs by administration and reading coaches to observe classroom strategies being used.	b, im, or, st, t
2. Continue development and implementation of inquiry based instruction on all science classes.	1, 2,3,	Funding, Teacher expectations of students	Administration, Department chair	Ongoing	Focused walkthroughs by administration and reading coaches to observe classroom strategies being used.	b, im, or, st, t
3. Provide staff development in best practices in teaching science and in utilizing cooperative learning, inquiry teaching and hands-on activities.	1, 2, 3	Funding, Teacher expectations of students	Administration, Department chair, Teachers	Ongoing	Focused walkthroughs by administration and reading coaches to observe classroom strategies being used.	b, im,or, st, t
4. Maintain the school-wide Odyssey of the Mind program.	1, 4, 5	Funding, Teacher expectations of students	Administration, teachers	Ongoing	Administration will monitor this program	b, or, st
5. Provide an inclusion specialist to monitor the support of students and to communicate the needs of students with ESE and regular education science teachers.	1, 4, 5	Funding, Teacher expectations of students	Principal	District Assessments FCAT Quarterly Annually	District Assessments FCAT	b, im, or, st, t
6. Provide students with regular access to web-based Study Island science program.	1,4,5	Student motivation]re	Principal, Teachers	Quarterly Annually	District Assessments FCAT	b, or, st, tech
7. Provide in-school academic intervention through the RISE (Response through Intervention for Student Excellence).	1, 4, 5	Funding, Teacher expectations of students, Student motivation	Administration, Intervention specialist, Teachers	Quarterly Annually	District Assessments FCAT	b, or, st, tech
8. Implement professional learning communities to strengthen teacher's content knowledge and critically examine instructional practices, standards and curriculum.	1, 2,3,4,5	Funding, Teacher motivation	Administration, Literacy coach, Teachers	Ongoing	District Assessments FCAT	b, im, 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)

## 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	40.5%	176/435	6.0	46.5
2. Level of Performance	99.4%	175/176	0.6	100.0

### Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Identify students interested and capable of successfully completing advanced courses.	1, 2	Lack of student motivation, prerequisite skills & background knowledge	Administration, Guidance, Teachers	Ongoing	Skyward, Teacher Recommendations	b, st, t
2. Establish and 8 <sup>th</sup> grade student Pre-IB mentoring program for incoming 6 <sup>th</sup> grade students taking advanced courses.	1,2	Resources, transportation	Administration, Guidance, Teachers	Ongoing	Mentor Logs	b, st, t
3. Encourage student participation in SECME and in the Odyssey of the Mind programs.	1,2	Transportation, lack of student motivation	Administration, Teachers	Mid year	Competitions	b, st, t, or
4. Offer free before school tutorial program for students needing academic assistance.	2	Transportation, resources	Administration, Teachers	Ongoing	Academic Intervention student log	b, st, t, 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	52.8	45.0
2. Out-of-school suspensions (unduplicated)	Black	171.8	150.0

### 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, TI, TII, TIII, t)
1. Continue a mentoring program for students with patterns of behavioral problems or other at risk indicators.	1,2	Resources, funding, teacher expectations of students	Administration, Guidance, Teachers	Quarterly	Mentor logs, RISE logs	b, or, st
2. Conduct on-going data review and analysis of discipline statistics.	1,2	Time for PD, resources	Administration, Guidance, Teachers	Quarterly	Skyward, discipline logs	b, or, st
3. Expand the school-wide program to teach, promote and reward positive behaviors. Discipline will reward all students who have not been seen quarterly.	1,2	Lack of cultural awareness, lack of parental involvement	Administration, Guidance, Teachers	Quarterly and Annually	PBS, discipline drawing quarterly and annually for students who have not been to discipline	b, or, st, t

## ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

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

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

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

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	100.0%	1692/1692	0.0	100
2. At-Risk Promotion Level of Performance	100.0%	976/976	0.0	100

### Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Offer free before school tutorial program for students needing academic assistance.	1,2	Transportation, lack of motivation	Administration, guidance, teachers, Academic Intervention Teacher	Ongoing	Progress Reports, Report Cards, Teacher Referrals	b, im, st, or
2. Offer students not meeting requirements, academic contracts	1,2	Lack of parental involvement	Administration, guidance, teachers, Academic Intervention Teacher	Ongoing	Progress Reports, Report Cards,	Or, st, sss, t
3. Offer free after school tutorial program for students needing academic assistance.	1,2	Transportation, lack of motivation	Administration, guidance, teachers, Academic Intervention Teacher	Ongoing	Progress Reports, Reports Cards, Teacher Referrals	B, im, st, or
4. Offer students not able to attend before or after school tutorial an opportunity to have a working lunch session with a group of teachers or Math coach to review needed material not grasped in content areas	1,2	Lack of motivation, beliefs	Teachers, Academic Intervention Teacher	Ongoing	Logs of Student Participation with direct correlation to report cards	B, im, 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 Discovery Ed, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

\*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Beta Club	ED	27	37

### Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Encourage participation in BETA club.	1	Transportation, lack of student motivation	Administration, guidance, teachers	Beginning of year	grades	b, st, t
2. Identify economically disadvantaged students to participate in BETA club.	1	Transportation, lack of student motivation	Administration, guidance, teachers	Beginning of year	Work with teachers to ensure that appropriate referrals are produced for eligible students	b, or, st, t
3. Provide support for BETA club activities.	1	Transportation	Principal, guidance, teachers	Ongoing	Providing staff for support activities	b, or, st, t

## SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

**Goal #1: Increase the number of students involved in at least one virtual class.**

School Defined Goal	Current	# of #-	% +/-	Expected
	2.6%	44 of 1692	5%	7.6%

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

### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Communicate the positive benefits of the Virtual options in Seminole county	Parental motivation, Lack of knowledge	Administration, Guidance, Teachers	Ongoing	Counselors will monitor the enrollment	or, tech
2. Use E-Pathways to encourage students to look for opportunities to benefit from virtual opportunities	Parental motivation, lack of resources	Administrators, EFT, Coaches	Ongoing	Administration will monitor the enrollment	or, tech

## PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
1. Implementing 6 Traits of Writing within the Content Areas.	All Goals/ All Subjects	Monthly during extended plan	Improving student achievement	Grade level and school wide through faculty meetings, WOW groups, video streaming and Wednesday morning broadcasts	95		Administration and Coaches
2. Effective Literacy Strategies in the Content Area.	All Goals/ All Subjects	Monthly during extended plan	Improving student achievement	Grade level and school wide through faculty meetings, WOW groups, video streaming and Wednesday morning broadcasts	95		Administration and Coaches
3. Data Analysis and the Use of data in the Classroom.	All Goals/ All Subjects	Monthly	Improving student achievement	Grade level and school wide through faculty meetings, WOW groups, and video streaming	95		Administration and Coaches
4. Building academic vocabulary refinement.	All Goals/ All Subjects	Monthly	Improving student achievement	Grade level and school wide through faculty meetings, WOW groups, video streaming and Wednesday morning broadcasts	95		Administration and Coaches
5. Anti-Bullying Training for Teachers and Students.	Discipline Goals	Ongoing	Teacher awareness/making environment safe for all students to learn	School wide	95		Administration
6. Scales and Rubrics	All Goals/ All Subjects	Ongoing	Improving Student Achievement	Grade level and school wide through faculty meetings, WOW groups	95		Administration and Coaches
7. Deliberate Practice	All Goals/ All Subjects	Ongoing	Improving Student Achievement	Grade level and school wide through faculty meetings, WOW groups	95		Administration and Coaches



# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	1660.00
Adjustment:	0
Carry Over:	503.63
<b>Total Income:</b>	<b>\$2163.63</b>

EXPENDITURES	ACTUAL COST	BALANCE
		\$2163.63
After school tutorial	2163.63	0

Start with your beginning

**CARRY OVER:**

Total carry over for 2012-2013:      0

## 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.**

Brendan Bess, Betsy Miller, Nicole Farley, Jeanette Malone, Dia Adams, Jody Thackery, Pattie Reda, Joanne Krampferth, New SLP- Nicole??

**2. Describe how your school's MTSS Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?** The MTSS Leadership Team meets every Wednesday morning with the purpose of monitoring students currently receiving Tier II and Tier III support and to conduct file reviews of students referred to the MTSS team. The team uses a problem solving approach throughout the process by first identifying the problem through a thorough review of all available data. After the problem has been identified, an analysis is conducted to determine why it is occurring. Based on that outcome, an intervention is designed or put in place to address the issue and the intervention is monitored for effectiveness (RtI). Adjustments are made or additional interventions are implemented as needed. Other school teams are consulted with for assistance with intervention design or implementation when necessary.

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

The MTSS team will use data from the school improvement plan to help to target subgroups and students who score below proficiency on the FCAT. The use of the school improvement data will allow MTSS to help not only address school wide needs of improvement, but will also allow for targeted students to be able to get the interventions that will make them successful within the classroom. By targeting academics and behaviors of the targeted students, MTSS will help to process and assist teachers in understanding and implementing MTSS effectively with the use of interventions.

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

Skyward, EdInsight, and Discovery Education will be utilized as the primary data sources for MTSS. Data for students receiving Tier II or Tier III interventions will be maintained in individualized student folders and will include all relevant academic and behavioral observations. A master list of these students will also be kept to ensure that their progress is monitored appropriately.

**5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.** The MTSS Leadership Team will review and analyze common assessment, progress monitoring, and intensive support data as it becomes available throughout the school year to ensure that interventions in place are meeting the needs of students at all Tiers of support. The team will meet with academic coaches to review strategies being utilized in intensive classes and make adjustments as necessary.

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

All staff members will attend a mandatory training designed to give participants an overview of MTSS, the process used to refer students, and district/state requirements. An overview of Tier I interventions that can be implemented for all students, in all settings, will also be discussed. Small group and individual trainings will be conducted on an as needed basis.

## 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).**

Millennium Middle School's Literacy Leadership Team consists of Kate Eglof (Principal), Dr. Elaine Ehrenberg (Asst. Principal), Jennifer MacDonald (Literacy Coach/Teacher Leader), and Pattie Reda (Reading Coach). The members of this team were chosen because they are responsible for the implementation, and oversight of literacy at Millennium Middle. They will then disseminate information down to grade level WOW group leaders to share with WOW members.

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

The LLT meeting will be chaired by the Principal. Data from Professional Learning Communities will determine the focus of the monthly meetings. Minutes from the weekly meetings will be shared with WOW grade level leaders to disseminate information to all parties held accountable. The grade level WOW leaders will be the liaison between the LLT and the curriculum leaders in the classroom.

Duties will be as followed:

- Analyze school wide Literacy data to determine strengths and weaknesses to set goals for each particular grade level. Monitor the implementation of the Instructional
- Calendar as it pertains to the specific grade level/subject.
- Be able to assist teachers and be knowledgeable about 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.
- Assist in planning and organizing school-wide Literacy events and professional development in-services.

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

The major initiatives of the LLT will be to increase the instructional fidelity of the Reading Edge and SRA programs to help to increase the level of which students of each subgroup will be able to read. They will employ the different instructional practices within reading, writing, and across the content areas to make strides in Literacy. They will use data from Discovery Education testing and common assessment to help to drive decisions that will affect all students. They will focus on common goals, purposes, and strategies for meeting goals and objectives for AYP and SIP. Using data, they will make decisions on instructional practices

## 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.**

School-wide Professional Development Goal:

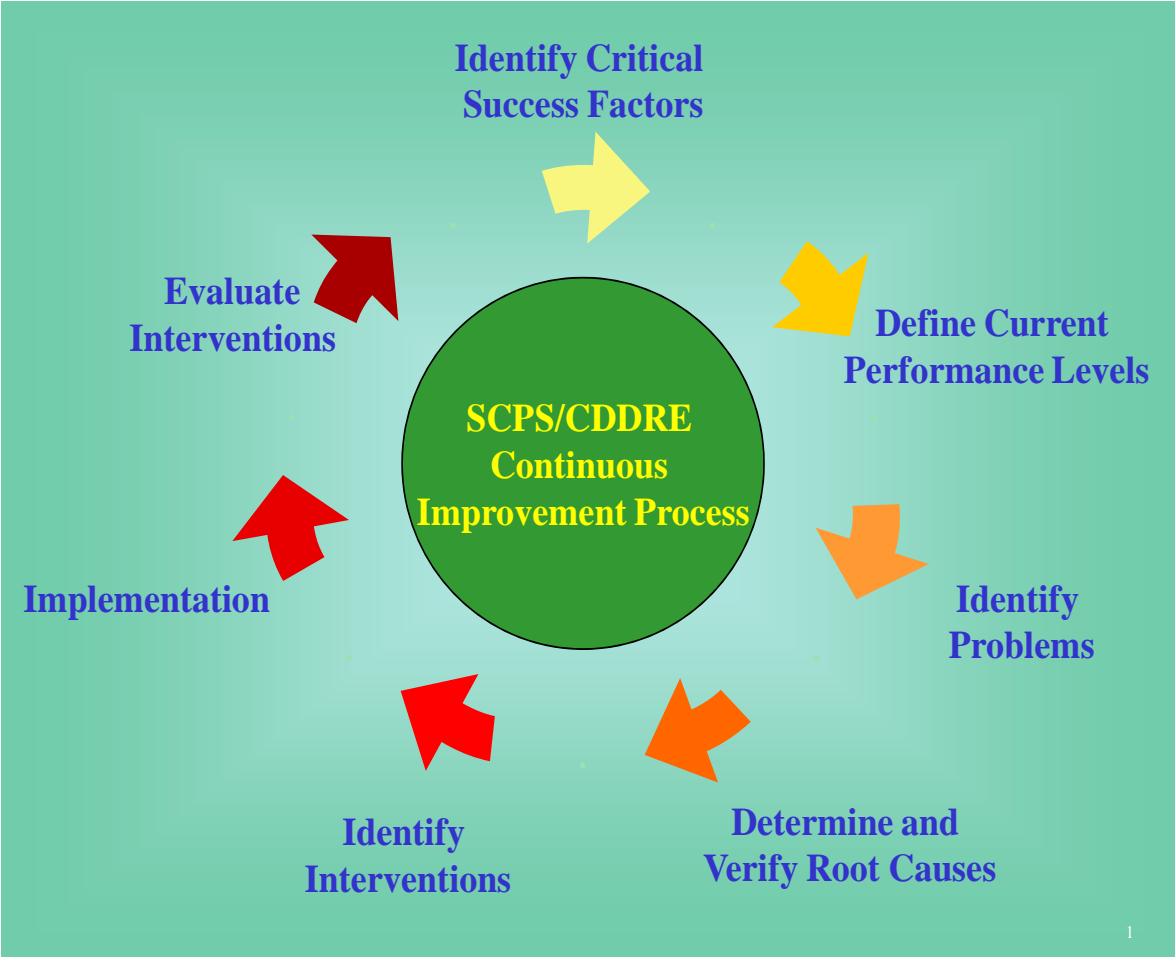
- School-wide Literacy Focus (Monthly) in all classrooms
- Literacy Strategies in the Content Area Classroom (to include: Writing to Learn, Higher-Level-Questioning, Question-Answer Relationship, Webb’s Levels of Complexity, FCAT SR/ER type assessments)
- Core Academic Alignment – Scope and Sequence of instruction and beyond
- Common Curriculum/Assessments
- Marzano’s Building Academic Vocabulary
- Inquiry-Based Mathematics Learning
- School Wide Sustained Silent Reading 45 minutes a week (15 minutes during 5<sup>th</sup> period on Mondays, Tuesdays, and Fridays)
- Data Analysis and the use of data in the classroom

Professional Learning Community Focus:

- PLC focus: Working on the Work Sessions (WOW)
- Has been determined by teachers, in their professional learning communities, based on the state, district, and school focus.
- WOW groups will collaborate in order to improve instruction and to discuss and analyze data and classroom lessons.
- WOW groups will conduct “Lesson Studies” during the school day with the purpose of: designing effective lessons for students, developing higher-order questions and responses, and increasing the level of rigor and relevance of the courses they teach.
- The goal of the “Lesson Study” will be to deepen our teacher’s content knowledge and pedagogical skills to help meet the needs of all students.
- WOW groups will also examine the following question, “How do we know what we are doing is working for the students we teach?” This will include discussing our AYP subgroups, and teaching strategies which will increase student achievement in these areas (closing the achievement gaps).
- Teachers will be researchers; they will be able to test knowledge on how students think, understand the content they teach, and why it is important.

Lesson Study Implementation:

- WOW groups will be grouped into 5-9 teachers from the same/adjacent grade levels.
- WOW groups will focus on developing a “Lesson Study” based on one of the school-wide professional development goals.
- WOW groups will study relevant background material and data on a common focus, collaborate planning of a “research lesson” taught by one team member while others observe and collect data on students.
- WOW groups will have purposeful post lesson discussions in order to discuss student thinking based on the collection of data.
- Administration will support WOW sessions in the implementation of “Lesson Study” by:
  1. Asking the appropriate questions, “What do you know? What do you want to find out? What will you do?”
  2. Meeting with the curriculum leaders of each WOW group leader regularly
  3. Discussing professional articles on “Lesson Study” in order help teachers understand the process.
  4. Providing teachers ample time to plan together by minimizing the amount of meetings we plan for them.
  5. Providing disaggregated data so teachers can make informed decisions on instruction.



## 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 by 4.8% to 57.1%.**

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	52.3%	883/1689	7.7	60.0%

### Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Communicate the positive benefits of the Parent Portal of Skyward	1	Parental motivation,	Administration, Guidance, Teachers	Ongoing	Administration will monitor the enrollment	Or, tech
2. By the end of the first semester, we will have 55% of our parents registered to successfully use Skyward as a home communication tool with parents and the school.	1	Parental motivation, lack of resources	Administrators, EFT, Coaches	Ongoing	Administration will monitor the enrollment	Or, tech
3. Parent communication will be sent using Newsletter, School Website, PTSA Weekly Newsletter, and Email.	1	Parental Motivation	Administrators, EFT, Coaches	Ongoing	Administration will monitor the enrollment	Or, tech

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

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

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.

Students will be offered advanced Math classes to enhance their Math skills. Students will also be offered opportunities to participate in Math and Science clubs. The math clubs will also participate in competitions locally and regionally. All students are offered technology classes on campus as electives to make sure that all students have access and knowledge to technology.

### 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. Support student participation in the district Math Festival and Math Counts competitions. Algebra 1 and Geometry students will participate in Mu Alpha Theta honor society and competitions.	Transportation and lack of student motivation	Administration, teachers	Ongoing	Competitions, log of math team practices (with sign in and dates)	b, st, or, sss
2. Maintain the school-wide Odyssey of the Mind program.	Funding, Teacher expectations of students	Administration, teachers	Ongoing	Administration will monitor this program	b, or, st
3. Support student participation in Science Club.	Transportation and lack of student motivation	Administration, teachers	Ongoing	Competitions, log of math team practices (with sign in and dates)	b, st, or, sss

## 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.

Millennium Middle currently offers several programs that help students explore careers in the workforce. Students are afforded the opportunity to explore varied programs which include graphic design, stage craft, 2D, 3D, and portfolio Art, Television broadcasting, and speech and debate. They can also choose to participate in yearbook and web page design. With all these offerings, we hope to make sure that students can find a program that interest them to make them want to be more involved and acquire skills that will spill over into the regular classroom.

### 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. Offer students access to at least one curriculum holding in each department to allow for students to find what interest them.	Lack of knowledge and motivation to offerings	Counselors	Mid-year and end of year	Student schedules and course offerings	Im, or, st
2. E-Pathways to allow students to choose interests	Expectations of students	Counselors	End of year	Student schedules	St, or



## 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	50.0%	18/36	5.0	55.0
2. Proficient in Reading	36.1%	13/36	6.4	42.5
3. Proficient in Writing	41.7%	15/36	5.8	47.5

### 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 inclusion specialist to monitor the support of students and to communicate the needs of students with ELL and regular education teachers.	1,2,3	Funding, Teacher expectations of students	Principal	Quarterly, Annually	CELLA testing, FCAT Reading	b, st, sss
2. Provide writing prompts across the content curriculum to students for practice.	1,2,3,	Beliefs, Lack of cultural awareness	Administration, writing coach, teachers	Quarterly	Administration will monitor the implementation of strategies through classroom walkthroughs	b, or, st, im

3. Provide listening activities and opportunities to students to integrate the English language.	1,2,3	Funding, Teacher expectations of students	Teachers, Coaches	Quarterly	Administration will monitor the implementation of strategies through classroom walkthroughs	b, or, st, im
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## ADDENDUM 9 – FLORIDA ALTERNATIVE ASSESSMENT (FAA) GOALS

**Based on the analysis of 2011-2012 Florida Alternative Assessment data, the following schools will need to complete FAA goals:**

Middle school: Millennium (24 students), Milwee (18 students), Rock Lake (16 students), Greenwood Lakes (22 Students), Indian Trails (15 students)  
 High schools: Lake Mary (21 students), Lyman (23 students) and Winter Springs (38 students)

\*Level 4 is proficient on the Florida Alternative Assessment.

FAA (Accountability Group)	Current	# of #	% + or -	Expected
Reading-Students Scoring Levels 4 and above	54.2%	13/24	4.5	58.7
Reading-Students Scoring Levels 7 and above	29.2%	7/24	7.0	36.2
Reading-Percent of Students Making LG	100.0%	24/24	0	100.0
Math-Students Scoring Levels 4 and above	45.8%	11/24	5.4	51.2
Math-Students Scoring Levels 7 and above	8.3%	2/24	9.2	17.5
Math-Percent of Students Making LG	100.0%	24/24	0	100.0
Writing-Students Scoring Levels 4 and above	33.3%	4/12	6.7	40.0
Writing-Students Scoring Levels 7 and above	16.7%	2/12	8.3	25.0
Science-Students Scoring Levels 4 and above	41.7%	5/12	5.8	47.5
Science-Students Scoring Levels 7 and above	0.0%	0/12	10	10.0

### Action Plan

Strategy	FAA Goal Subject	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 staff development in best practices in literacy strategies.	1, 3, 4	Funding, Time for PD,	Administration, Teachers, Literacy coach	Ongoing	Administrators will monitor this program by reviewing the daily log sheet.	b, im, st, t, tech
2. Require a Building Academic Vocabulary program in all content areas.	4	Teacher expectations of students, Grading Policies/ Practices	Administration, Literacy coach, Teachers	Ongoing	Focused walkthroughs by administration and reading coach.	b, im, st, t

3. Implement professional learning communities to strengthen teacher's content knowledge and critically examine instructional practices, standards and curriculum.	4, 5, 7	Lack of teacher motivation, Resources	Administration Literacy coach, Teachers	Ongoing	Administrators will review attendance logs and make periodically sit in on sessions	im, st, t
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## ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

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

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

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

<b>READING AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>67</b>	<b>67</b>	<b>73</b>	<b>75</b>	<b>78</b>	<b>81</b>	<b>84</b>
American Indian							
Asian	91	92	93	93	94	95	96
Black/African-American	45	45	54	59	63	68	73
Hispanic	65	66	71	74	77	80	83
White	78	78	82	84	85	87	89
English Language Learners	36	35	47	52	57	63	68
Students with Disabilities	39	30	49	54	59	64	70
Economically Disadvantaged	53	56	61	65	69	73	77

<b>MATH AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>67</b>	<b>66</b>	<b>73</b>	<b>75</b>	<b>78</b>	<b>81</b>	<b>84</b>
American Indian							
Asian	91	85	93	93	94	95	96
Black/African-American	47	43	56	60	65	69	74
Hispanic	65	66	71	74	77	80	83
White	77	76	81	83	85	87	89
English Language Learners	34	33	45	51	56	62	67
Students with Disabilities	33	29	44	50	55	61	67
Economically Disadvantaged	55	55	63	66	70	74	78

# SCHOOL ADVISORY COUNCIL SIGNATURES

**2012-2013**

**FINAL COPY**

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Kate Eglof	9/10/12	Ann Sieloff	9/10/12		
<b>INSTRUCTIONAL</b>		Nicole Anderson	9/10/12		
Jennifer Macdonald	9/10/12				
		Bobbie Demme San-Felippo	9/10/12		
Deborah Smith	9/10/12				
		Elizabeth Barber	9/10/12		
Jennifer Stickle	9/10/12				
		Becky Adams			
		Unavailable to sign			
		Ann Clark			
		Unavailable to sign			
<b>NON-INSTRUCTIONAL</b>					
Myra Hayes	9/10/12				