

# *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.*



## **Forest City Elementary School**

School Improvement Plan 2012-2013

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# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

| <b>Reading Goals</b> (accountability group) |          | <b>Current</b> | <b>% +/-</b> | <b>Expected</b> | <b>Actual</b> | <b>Met (Y,N,P)</b> |
|---|----------|----------------|--------------|-----------------|---------------|--------------------|
| Proficiency Level 3+                        |          | 86.1%          | +3           | 89.1%           | 68.5%         | N                  |
| High standards Level 4+                     |          | 46.1%          | +3           | 49.1%           | 37.2%         | N                  |
| Proficiency Level 3+ in AYP subgroups       |          |                |              |                 |               |                    |
|   | White    | 88.9%          | +3           | 91.9%           | 73.8%         | N                  |
|   | Black    | 75.7%          | +3           | 78.7%           | 51.2%         | N                  |
|   | Hispanic | 84.0%          | +3           | 87.0%           | 62.0%         | N                  |
|   | ELL      | 73.3%          | +3           | 76.3%           | 56.5%         | N                  |
|   | SWD      | 85.7%          | +3           | 88.7%           | 54.8%         | N                  |
|   | ED       | 83.7%          | +3           | 86.7%           | 62.5%         | N                  |
| Learning Gains                              |          | 73.7%          | +2           | 75.7%           | 70.7%         | N                  |
| Lowest 25% making Learning Gains            |          | 64.1%          | +2           | 66.1%           | 68.1%         | Y                  |
| Learning Gains Levels 4/5                   |          | 80.0%          | +2           | 82.0%           | 95.9%         | Y                  |
| Learning Gains in AYP subgroups             |          |                |              |                 |               |                    |
|   | White    | 74.1%          | +2           | 76.1%           | 71.5%         | N                  |
|   | Black    | 75.9%          | +2           | 77.9%           | 74.1%         | N                  |
|   | Hispanic | 72.2%          | +2           | 74.2%           | 64.8%         | N                  |
|   | ELL      | 50.0%          | +2           | 52.0%           | 84.6%         | Y                  |
|   | SWD      | 58.5%          | +2           | 60.5%           | 69.1%         | Y                  |
|   | ED       | 74.7%          | +2           | 76.7%           | 70.7%         | N                  |

| <b>Math Goals</b> (accountability group) |          | <b>Current</b> | <b>% +/-</b> | <b>Expected</b> | <b>Actual</b> | <b>Met (Y,N,P)</b> |
|--|----------|----------------|--------------|-----------------|---------------|--------------------|
| Proficiency Level 3+                     |          | 81.9%          | +3           | 84.9%           | 60.0%         | N                  |
| High standards Level 4+                  |          | 42.5%          | +3           | 45.5%           | 25.4%         | N                  |
| Proficiency Level 3+ in AYP subgroups    |          |                |              |                 |               |                    |
|  | White    | 87.5%          | +3           | 90.5%           | 62.8%         | N                  |
|  | Black    | 70.3%          | +3           | 73.3%           | 46.3%         | N                  |
|  | Hispanic | 77.6%          | +3           | 80.6%           | 53.7%         | N                  |
|  | ELL      | 40.0%          | +3           | 43.0%           | 43.5%         | Y                  |
|  | SWD      | 85.7%          | +3           | 88.7%           | 46.4%         | N                  |
|  | ED       | 77.0%          | +3           | 80.0%           | 54.2%         | N                  |
| Learning Gains                           |          | 72.9%          | +2           | 74.9%           | 58.2%         | N                  |
| Lowest 25% making Learning Gains         |          | 70.3%          | +2           | 72.3%           | 41.2%         | N                  |

|                                 |          |       |    |       |       |   |
|---------------------------------|----------|-------|----|-------|-------|---|
| Learning Gains Levels 4/5       |          | 58.3% | +2 | 60.3% | 93.7% | Y |
| Learning Gains in AYP subgroups |          |       |    |       |       |   |
|                                 | White    | 75.9% | +2 | 77.9% | 57.7% | N |
|                                 | Black    | 65.5% | +2 | 67.5% | 51.9% | N |
|                                 | Hispanic | 72.2% | +2 | 74.2% | 58.0% | N |
|                                 | ELL      | 70.0% | +2 | 72.0% | 46.2% | N |
|                                 | SWD      | 61.0% | +2 | 63.0% | 50.9% | N |
|                                 | ED       | 71.5% | +2 | 73.5% | 55.7% | N |

| Writing Goals (accountability group)      |          | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|----------|---------|-------|----------|--------|-------------|
| Proficiency Score                         |          | 83.2%   | +2    | 85.2%    | 74.4%  | N           |
| High standards Score 6.0                  |          | 0.9%    | +1    | 1.9%     | 0.0%   | N           |
| Proficiency Score in AYP subgroups        |          |         |       |          |        |             |
|   | White    | 87.8%   | +2    | 89.8%    | 78.7%  | N           |
|   | Black    | 84.6%   | +2    | 86.6%    | 50.0%  | N           |
|   | Hispanic | 78.9%   | +2    | 80.9%    | 75.0%  | N           |
|   | ELL      |         |       | 50.0%    | 88.9%  | Y           |
|   | SWD      | 100.0%  | 0     | 100%     | 48.3%  | N           |
|   | ED       | 82.8%   | +2    | 84.8%    | 72.1%  | N           |
| High standards Score 6.0 in AYP subgroups |          |         |       |          |        |             |
|   | White    | 0.0%    | +1    | 1.0%     | 0.0%   | N           |
|   | Black    | 0.0%    | +1    | 1.0%     | 0.0%   | N           |
|   | Hispanic | 0.0%    | +1    | 1.0%     | 0.0%   | N           |
|   | ELL      | 0.0%    | 0.0   | 0.0%     | 0.0%   | Y           |
|   | SWD      | 0.0%    | 0.0   | 0.0%     | 0.0%   | Y           |
|   | ED       | 1.6%    | +0.4  | 2.0%     | 0.0%   | N           |

| Science Goals (ES and MS accountability groups) |          | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|----------|---------|-------|----------|--------|-------------|
| Proficiency Level 3+                            |          | 50.9%   | +5    | 55.9%    | 63.4%  | Y           |
| High standards Level 4+                         |          | 21.4%   | +3    | 24.4%    | 24.8%  | Y           |
| Proficiency Level 3+in AYP subgroups            |          |         |       |          |        |             |
|   | White    | 63.0%   | +5    | 68.0%    | 65.7%  | N           |
|   | Black    | 36.4%   | +5    | 41.4%    | 50.0%  | Y           |
|   | Hispanic | 43.1%   | +5    | 48.1%    | 59.6%  | Y           |
|   | ELL      | 12.5%   | +5    | 17.5%    | 66.7%  | Y           |
|   | SWD      | 50.0%   | +5    | 55.0%    | 53.6%  | N           |
|   | ED       | 40.6%   | +5    | 45.6%    | 57.7%  | Y           |
| High standards Level 4+ in AYP subgroups        |          |         |       |          |        |             |
|   | White    | 23.9%   | +3    | 26.9%    | 24.3%  | N           |

|  |          |       |    |       |       |   |
|--|----------|-------|----|-------|-------|---|
|  | Black    | 27.3% | +3 | 30.3% | 21.4% | N |
|  | Hispanic | 19.6% | +3 | 22.6% | 21.3% | N |
|  | ELL      | 0.0%  | +3 | 3%    | 33.3% | Y |
|  | SWD      | 0.0%  | +3 | 3%    | 21.4% | Y |
|  | ED       | 15.9% | +3 | 18.9% | 20.6% | Y |

| Advanced Coursework Goals            | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|--------------------------------------|---------|-------|----------|--------|-------------|
| Participation in advanced coursework | 26.0%   | +4    | 30%      | 90.6%  | Y           |
| Performance in advanced coursework   | 89.0%   | +5    | 94%      | 100.0% | Y           |

| Discipline Goals  | Male     |       |          |        |             | Female  |       |          |        |             |   |
|---|----------|-------|----------|--------|-------------|---------|-------|----------|--------|-------------|---|
|   | Current  | % +/- | Expected | Actual | Met (Y,N,P) | Current | % +/- | Expected | Actual | Met (Y,N,P) |   |
| Reduce disparity between AYP subgroups receiving discipline referrals (unduplicated).<br>Subgroup(s):         |          |       |          |        |             |         |       |          |        |             |   |
|   | White    | 40.0% | 0.0      | 40.0%  | 47.6%       | N       | 28.5% | 0        | 28.5%  | 40.0%       | N |
|   | Black    | 35.0% | -10      | 25.0%  | 9.5%        | Y       | 28.5% | -10      | 18.5%  | 0.0%        | Y |
|   | Hispanic | 25.0% | +5       | 30.0%  | 42.8%       | N       | 43.0% | -5       | 37.5%  | 20.0%       | Y |
|   | ELL      | 10.0% | -2       | 8.0%   | 0.0%        | Y       | 0.0%  | 0.0%     | 0.0%   | 0.0%        | Y |
|   | SWD      | 20.0% | -5       | 15.0%  | 57.0%       | N       | 42.8% | -10      | 32.8%  | 20.0%       | Y |
|   | ED       | 75.0% | -15      | 60.0%  | 76.0%       | N       | 71.0% | -10      | 61.0%  | 40.0%       | Y |
| Maintain disparity between AYP subgroups receiving out-of-school suspensions (unduplicated): Subgroup(s): SWD |          | 0.00  | +0       | 0%     | 57.1%       | N       | 0.00% | +0%      | 0%     | 50.0%       | N |

| Graduation/On-Time Promotion/At-Risk Graduation Goals         | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|---|---------|-------|----------|--------|-------------|
| Students graduating or advancing with age-level peers         | 96%     | +1    | 97%      | 98.9%  | Y           |
| At-Risk students graduating or advancing with age-level peers | 96%     | +1    | 97%      | 99.4%  | Y           |

| Extracurricular Activities Goal(s)                  | Current        | % +/-          | Expected | Actual | Met (Y,N,P) |     |   |
|---|----------------|----------------|----------|--------|-------------|-----|---|
| Reduce disparity in representation of AYP subgroups |                |                |          |        |             |     |   |
| Activity and subgroup:                              | <b>10-11 %</b> | <b>11-12 %</b> |          |        |             |     |   |
| Chorus (Gr. 4-5)                                    | White (55%)    | 48%            | 37%      | +10    | 47%         | 43% | N |
|   | Black (14%)    | 9%             | 12%      | +1     | 13%         | 6%  | N |
|   | Hispanic (46%) | 33%            | 41%      | +2     | 43%         | 40% | N |
| News (Gr. 5)  | White (44%)    | 48%            | 50%      | 0.0    | 50%         | 42% | N |
|   | Black (14%)    | 10%            | 11%      | +1     | 12%         | 6%  | N |
|   | Hispanic (42%) | 32%            | 39%      | +3     | 42%         | 42% | Y |
| Safety Patrol (Gr. 5)                               | White (44%)    | 48%            | 49%      | 0.0    | 49%         | 52% | Y |
|   | Black (14%)    | 10%            | 10%      | +1     | 11%         | 9%  | N |
|   | Hispanic (42%) | 32%            | 42%      | 0.0    | 42%         | 35% | Y |

|                           |                |     |     |     |     |     |   |
|---------------------------|----------------|-----|-----|-----|-----|-----|---|
| Student Council (Gr. 3-5) | White (59%)    | 49% | 37% | +10 | 47% | 57% | Y |
|                           | Black (15%)    | 11% | 10% | +1  | 11% | 7%  | N |
|                           | Hispanic (47%) | 31% | 46% | 0   | 46% | 26% | N |

| School Defined Goal(s)   | Current | % +/- | Expected | Actual | Met (Y,N,P) |
|--|---------|-------|----------|--------|-------------|
| Integration of 21 <sup>st</sup> Century Learning Skills and Technology training for instructional staff. | 80%     | +20   | 100%     | 100%   | Y           |

**Goal Summary**

**Number of Goals Met: 34**

**Number Not Met: 59**

**Number Partially Met: —**

## 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+  |          | 68.5%   | 267 / 390 | +5%   | 73.5%    |
| 2. Proficiency Level 3.0+ in subgroups:                              |          |         |           |       |          |
|  | White    | 73.8%   | 141 / 191 | +3%   | 76.8%    |
|  | Black    | 51.2%   | 21 / 41   | +5%   | 56.2%    |
|  | Hispanic | 62.0%   | 75 / 121  | +5%   | 67.0%    |
|  | ELL      | 56.5%   | 13 / 23   | +5%   | 61.5%    |
|  | SWD      | 54.8%   | 46 / 84   | +5%   | 59.8%    |
|  | ED       | 62.5%   | 158 / 253 | +5%   | 67.5%    |
| 3. High Standards Level 4.0+   |          | 37.2%   | 145 / 390 | +5%   | 42.2%    |
| 4. Learning Gains  |          | 70.7%   | 186 / 263 | +5%   | 75.7%    |
| 5. Lowest 25% Making Learning Gains                                  |          | 68.1%   | 47 / 69   | +5%   | 73.1%    |
| 6. Learning Gains Increase a Level<br>(Level 3 to 4, 4 to 5, 3 to 5) |          | 17.1%   | 45 / 263  | +10%  | 27.1%    |
| 7. Learning Gains Levels 4/5   |          | 95.9%   | 93 / 97   | +1    | 96.9%    |
| 8. Learning Gains in subgroups:                                      |          |         |           |       |          |
|  | White    | 71.5%   | 88 / 123  | +3%   | 74.5%    |
|  | Black    | 74.1%   | 20 / 27   | +3%   | 77.1%    |
|  | Hispanic | 64.8%   | 57 / 88   | +5%   | 69.8%    |
|  | ELL      | 84.6%   | 11 / 13   | +2%   | 86.6%    |
|  | SWD      | 69.1%   | 38 / 55   | +3%   | 72.1%    |
|  | ED       | 70.7%   | 123 / 174 | +3%   | 73.7%    |



**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. Maintain, analyze and utilize student data sheets to plan instruction.   | 1-8                    | Funding, resources, staff             | Administration, Reading Coach, Teachers      | Baseline, Mid Year, OPM, End of Year                        | DA, FCAT, PSI, PASI, DIBELS, DAR                  | or/t   |
| 2. Schedule reading Focus Groups five days per week which emphasize both intervention and acceleration to increase learning gains for all students.   | 1-8                    | Funding, resources, staff, training   | Administration, Reading Coach, Teachers      | Baseline, Mid Year, OPM, End of Year                        | DA, FCAT, PSI, PASI, DIBELS, DAR                  | or/t   |
| 3. Deepen K-5 comprehension skills utilizing activities for students to read and respond through reflective thinking, oral and written responses, and using strategies from the comprehension tool kit. | 1-8                    | Funding, resources, staff,            | Administration, Reading Coach, Teachers      | OPM   | DA, FCAT, PSI, PASI, DIBELS, DAR                  | im/or/t  |
| 4. Increase reading acceleration by creating an active literacy environment to enhance collaborative learning and thinking where students are facilitators of learning.                                 | 1-8                    | Funding, training                     | Administration, Reading Coach, Teachers, SAC | Baseline, Mid Year, OPM, End of Year                        | DA, FCAT, PSI, PASI, DIBELS, DAR                  | b/im/or/t  |
| 5. Teach 21 <sup>st</sup> Century learning skills and strategies.   | 1-8                    | Funding, resources, staff, technology | Reading Coach, Teachers, ETF                 | Baseline, Mid Year, OPM, End of Year                        | DA, FCAT, PSI, PASI, DIBELS, DAR                  | or/tech/t  |
| 6. Offer reading enrichment programs, such as, Reading Counts, Sunshine State Books, and Great Books to build comprehension skills and promote the importance of reading for enjoyment and learning.    | 1-8                    | Funding, resources, staff             | Reading Coach, Teachers, Media Specialist    | Baseline, Mid Year, OPM, End of Year                        | DA, FCAT, PSI, PASI, DIBELS, DAR                  | or/tech/t  |
| 7. Utilize a variety of authentic texts and other resources, beyond the Harcourt basal series, to facilitate a meaningful reading environment for all students.   | 1-8                    | Funding, resources, staff             | Reading Coach, Teachers,                     | Baseline, Mid Year, OPM, End of Year                        | DA, FCAT, PSI, PASI, DIBELS, DAR                  | or/tech/t  |
| 8. Utilize The Daily 5 reading structure to enhance reading instruction.  | 1-8                    | Funding, resources, staff             | Reading Coach, Teachers,                     | Baseline, Mid Year, OPM, End of Year                        | DA, FCAT, PSI, PASI, DIBELS, DAR                  | or/tech/t  |
| 9. Implement Successmaker with fidelity as an instructional tool and a predictor in both reading and math.  | 1-8                    | Time, Number of computers             | Reading Coach, Teachers, ETF                 | Baseline, Mid Year, OPM, End of Year                        | DA, FCAT, PSI, PASI, DIBELS, DAR, SME Reports     | or/tech/t  |
| 10. Provide job embedded professional development by making time available for teachers to observe model lessons and classrooms.  | 1-8                    | Funding, resources, staff             | Administration, Teachers, Math Coach         | OPM   | DA, FCAT, PSI, PASI, DIBELS, DAR                  | 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

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

| Math Goals 1 thru 8   |          | Current | # of #    | % +/- | Expected |
|---|----------|---------|-----------|-------|----------|
| 1. Proficiency Level 3.0+   |          | 60.0%   | 234 / 390 | +10%  | 70.0%    |
| 2. Proficiency Level 3.0+ in subgroups:                           |          |         |           |       |          |
|   | White    | 62.8%   | 120 / 191 | +10%  | 72.8%    |
|   | Black    | 46.3%   | 19 / 41   | +14%  | 60.0%    |
|   | Hispanic | 53.7%   | 65 / 121  | +12%  | 65.7%    |
|   | ELL      | 43.5%   | 10 / 23   | +10%  | 53.5%    |
|   | SWD      | 46.4%   | 39 / 84   | +14%  | 60.4%    |
|   | ED       | 54.2%   | 137 / 253 | +13%  | 67.2%    |
| 3. High Standards Level 4.0+                                      |          | 25.4%   | 99 / 390  | +15%  | 40.4%    |
| 4. Learning Gains   |          | 58.2%   | 153 / 263 | +12%  | 70.2%    |
| 5. Lowest 25% Making Learning Gains                               |          | 41.2%   | 28 / 68   | +19%  | 60.2%    |
| 6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5) |          | 12.2%   | 32 / 263  | +13%  | 25.2%    |
| 7. Learning Gains Levels 4/5                                      |          | 93.7%   | 59 / 63   | +2%   | 95.7%    |
| 8. Learning Gains in subgroups:                                   |          |         |           |       |          |
|   | White    | 57.7%   | 71 / 123  | +15%  | 72.7%    |
|   | Black    | 51.9%   | 14 / 27   | +15%  | 66.9%    |
|   | Hispanic | 58.0%   | 51 / 88   | +15%  | 73.0%    |
|   | ELL      | 46.2%   | 6 / 13    | +15%  | 61.2%    |
|   | SWD      | 50.9%   | 28 / 55   | +15%  | 65.9%    |
|   | ED       | 55.7%   | 97 / 174  | +15%  | 70.7%    |

**Action Plan**

| Strategy   | Math Goal Number(s) | Anticipated Barriers      | Person(s) Responsible                                    | Evaluation Schedule (baseline, mid-year, end of year, etc.) | Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)                 | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|--|---------------------|---------------------------|--|---|---|--|
| 1. Differentiate instruction for math within all classes. Implement ability grouping by skill development and/or specific need. Emphasis will be placed on acceleration for those learners who grasp concepts quickly. | 1-8                 | Funding, resources, staff | Administration, Teachers, Math Coach                     | Baseline, Mid Year, OPM, End of Year                        | Math DEA, Go Math Beg., Middle and End of Year exams              | st   |
| 2. Expand the use of FCAT Explorer and FOCUS, ThinkCentral, Brainpop.com (Grades 3-5), Brainpopjr.com (Grades K-2), and the 21 <sup>st</sup> Century technologies in all grades to enhance curriculum.                 | 1-8                 | Funding, resources, staff | Administration, Teachers, ETF                            | Baseline, Mid Year, OPM, End of Year                        | Math DEA, Go Math Beg., Middle and End of Year exams              | tech/b/or  |
| 3. Administer Discovery Math and Go Math assessments and analyze data to inform instruction.   | 1-8                 | Funding, resources, staff | Administration, Teachers, Math Coach, Title I Math Coach | Baseline, Mid Year, OPM, End of Year                        | Math DEA, Go Math Beg., Middle and End of Year exams              | or/t/tech  |
| 4. Provide training on the use of manipulatives, math software and auxiliary materials that accompany the Go Math series.  | 1-8                 | Funding, resources, staff | Administration, Teachers, Math Coach                     | OPM   | Math DEA, Go Math Beg., Middle and End of Year exams              | im/tech /t   |
| 5. Provide job embedded professional development by making time available for teachers to observe model lessons and classrooms.  | 1-8                 | Funding, resources, staff | Administration, Teachers, Math Coach                     | OPM   | Math DEA, Go Math Beg., Middle and End of Year exams              | st/t   |
| 6. Implement Successmaker with fidelity as an instructional tool and a predictor in both reading and math.   | 1-8                 | Time, Number of computers | Math Coach, Teachers, ETF                                | Baseline, Mid Year, OPM, End of Year                        | Math DEA, Go Math Beg., Middle and End of Year exams, SME Reports | or/tech/t  |

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

## WRITING GOALS

Aligned with Strategic Plan System Initiative B

**Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 3.0+) 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 3.0+) 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**

| <b>Writing Goals 1 thru 4</b>             |          | <b>Current</b> | <b># of #</b> | <b>% +/-</b> | <b>Expected</b> |
|---|----------|----------------|---------------|--------------|-----------------|
| 1. Proficiency Score 3.0+                 |          | 74.4%          | 96 / 129      | +5%          | 79.4%           |
| 2. Proficiency Score 3.0+ in subgroups:   |          |                |               |              |                 |
|   | White    | 78.7%          | 48 / 61       | +3%          | 81.7%           |
|   | Black    | 50.0%          | 6 / 12        | +10%         | 60.0%           |
|   | Hispanic | 75.0%          | 33 / 44       | +5%          | 80.0%           |
|   | ELL      | 88.9%          | 8 / 9         | +1%          | 89.9%           |
|   | SWD      | 48.3%          | 14 / 29       | +10%         | 58.3%           |
|   | ED       | 72.1%          | 62 / 86       | +5%          | 77.1%           |
| 3. High Standards Score 6.0               |          | 0.0%           | 0 / 129       | +2%          | 2.0%            |
| 4. High Standards Score 6.0 in subgroups: |          |                |               |              |                 |
|   | White    | 0.0%           | 0 / 61        | +2%          | 2.0%            |
|   | Black    | 0.0%           | 0 / 12        | +2%          | 2.0%            |
|   | Hispanic | 0.0%           | 0 / 44        | +2%          | 2.0%            |
|   | ELL      | 0.0%           | 0 / 9         | +2%          | 2.0%            |
|   | SWD      | 0.0%           | 0 / 29        | +2%          | 2.0%            |
|   | ED       | 0.0%           | 0 / 86        | +2%          | 2.0%            |

\*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. Schedule vertical articulation meetings to share objectives, strategies, activities and data to foster a consistent approach and expectations in teaching writing across all grade levels. | 1-4                    | Funding, resources, staff | Administration, Teachers      | Baseline, Mid Year, OPM, End of Year                        | District Writing Prompts, FCAT, 6+1 Rubric and Beg. Writers Continuum | or/t   |
| 2. Expand the use of inter-rater reliability and collaboration between grade levels.  | 1-4                    | Funding, resources, staff | Administration, Teachers      | Baseline, Mid Year, OPM, End of Year                        | District Writing Prompts, FCAT, 6+1 Rubric and Beg. Writers Continuum | or/t   |
| 3. Increase the use of the Elmo to model and analyze writing skills.  | 1-4                    | Funding, resources, staff | Administration, Teachers, ETF | Baseline, Mid Year, OPM, End of Year                        | District Writing Prompts, FCAT, 6+1 Rubric and Beg. Writers Continuum | b/tech   |
| 4. Make available 6+1 Traits professional development.  | 1-4                    | Funding, resources, staff | Administration, Teachers      | Baseline, Mid Year, OPM, End of Year                        | District Writing Prompts, FCAT, 6+1 Rubric and Beg. Writers Continuum | b/t  |
| 5. Utilize Mentor Texts to show examples of the 6+1 Traits of writing and other writing crafts through various resources including writingfix.com and Trait Crates.                           | 1-4                    | Funding, resources, staff | Administration, Teachers      | Baseline, Mid Year, OPM, End of Year                        | District Writing Prompts, FCAT, 6+1 Rubric and Beg. Writers Continuum | im/or/tech/ t  |

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

## 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+                  |          | 63.4%   | 92 / 145 | +5%   | 68.4%    |
| 2. Proficiency Score 3.0+ in subgroups:    |          |         |          |       |          |
|  | White    | 65.7%   | 46 / 70  | +3%   | 68.7%    |
|  | Black    | 50.0%   | 7 / 14   | +10%  | 60.0%    |
|  | Hispanic | 59.6%   | 28 / 47  | +6%   | 65.6%    |
|  | ELL      | 66.7%   | 2 / 3    | +3%   | 70%      |
|  | SWD      | 53.6%   | 15 / 28  | +7%   | 60.6%    |
|  | ED       | 57.7%   | 56 / 97  | +8%   | 65.7%    |
| 3. High Standards Score 4.0+               |          | 24.8%   | 36 / 145 | +10%  | 34.8%    |
| 4. High Standards Score 4.0+ in subgroups: |          |         |          |       |          |
|  | White    | 24.3%   | 17 / 70  | +3%   | 27.3%    |
|  | Black    | 21.4%   | 3 / 14   | +3%   | 24.4%    |
|  | Hispanic | 21.3%   | 10 / 47  | +3%   | 24.3%    |
|  | ELL      | 33.3%   | 1 / 3    | +3%   | 36.3%    |
|  | SWD      | 21.4%   | 6 / 28   | +3%   | 24.4%    |
|  | ED       | 20.6%   | 20 / 97  | +3%   | 23.6%    |

**Action Plan**

| Strategy  | Science Goal Number(s) | Anticipated Barriers          | Person(s) Responsible         | Evaluation Schedule (baseline, mid-year, end of year, etc.) | Evaluation Tools/Strategies (DEA, FCAT, EOC, etc.) | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|---|------------------------|-------------------------------|-------------------------------|---|--|--|
| 1. Use consistent terminology for the scientific method throughout grades K-5.  | 1-4                    | Funding, resources, staff     | Administration, Teachers, SAC | Baseline, Mid and End of Year                               | Fusion Tests, DEA, FCAT                            | b/im/t   |
| 2. Expand use of technology, such as online labs from ThinkCentral, to increase student engagement                          | 1-4                    | Funding, resources, staff     | Administration, Teachers, SAC | Baseline, Mid and End of Year                               | Fusion Tests, DEA, FCAT                            | b/im/tech  |
| 3. Make resources and materials available for science experiments and explorations that support the science curriculum.     | 1-4                    | Funding, resources, staff     | Administration, Teachers, SAC | Baseline, Mid and End of Year                               | Fusion Tests, DEA, FCAT                            | b/im/or/t  |
| 4. Provide on-site grade level professional development that encourages inquiry based thinking activities in the classroom. | 1-4                    | Funding, resources, staff     | Teachers                      | Baseline, Mid and End of Year                               | Fusion Tests, DEA, FCAT                            | b/or/t   |
| 5. Implement LEAF.  | 1-4                    | Funding, resources, staff     | Administration, Teachers      | Baseline, Mid and End of Year                               | Fusion Tests, DEA, FCAT                            | or/t   |
| 6. Initiate Lego Robotics and SECME programs.   | 1-4                    | Staff, Time, Student Interest | Administration, Teachers      | Baseline, Mid and End of Year                               | Fusion Tests, DEA, FCAT                            | b/or/im/tech/t   |

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

## 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         | 90.6%     | 29/32  | +3%   | 93.6%      |
| 2. Level of Performance           | 100%      | 29/29  | +0%   | 100%       |

### Action Plan

| Strategy   | Advanced Coursework Goal Number(s) | Anticipated Barriers         | Person(s) Responsible                | Evaluation Schedule (baseline, mid-year, end of year, etc.) | Evaluation Tools/Strategies (Skyward)           | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|--|------------------------------------|------------------------------|--------------------------------------|---|---|--|
| 1. Establish an Acceleration Committee to promote and model best practices across all grade levels and subjects.             | 1-2                                | Time, staff                  | Administration, Teachers, Math Coach | Baseline, Mid Year, End of Year                             | Data Sheets and 2012 FCAT Data                  | im/st/tech/t   |
| 2. Implement the District’s 2012-2013 PRIMES curriculum instructional plan for advanced course completion in grades 4 and 5. | 1-2                                | Funding, resources, training | Administration, Teachers, Math Coach | Baseline, Mid Year, End of Year                             | Math DA, Go Math exams, Springboard tests, FCAT | im/st/t  |
| 3. Add creative problem-solving activities to PRIMES classes beyond the text, by using resources like Math Counts.           | 1-2                                | Funding, resources, training | Administration, Teachers, Math Coach | Baseline, Mid Year, End of Year                             | Math DA, Go Math exams, Springboard tests, FCAT | b/im/st/t  |
| 4. Expand math enrichment activities to challenge high performing students across all grade levels.                          | 1-2                                | Funding, resources, training | Administration, Teachers, Math Coach | Baseline, Mid Year, End of Year                             | Math DA, Go Math exams, Springboard tests, FCAT | b/im/or/t  |



## DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

**Discipline Goal #1: To reduce the disparity of Students with Disabilities receiving disciplinary referrals (duplicated)**

**Discipline Goal #2: To reduce the disparity of Students with Disabilities 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)        | SWD      | 50%       | 35%        |
| 2. Out-of-school suspensions (unduplicated) | SWD      | 90%       | 75%        |

### 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. Provide classroom instruction on behavior procedures and conduct ongoing reviews of expectations.   | 1-2                       | Funding, resources, staff | Administration, Teachers                         | Analyze discipline data every six weeks | Discipline Data             | or/t   |
| 2. Make available professional development on Positive Behavior Support (PBS) to meet MTSS/RtI requirements.   | 1-2                       | Funding, resources, staff | Administration, Guidance Counselor, Teachers     | Analyze discipline data every six weeks | Discipline Data             | b/st/t   |
| 3. Incorporate a school wide positive reinforcement based behavior program to reward the children that are going above and beyond the expected behaviors.  | 1-2                       | Funding, resources, staff | Administration, Discipline Committee             | Analyze discipline data every six weeks | Discipline Data             | b/or/t   |
| 4. Maintain a bully free zone by empowering students to report bullying, actively investigating all allegations and taking appropriate action. Make available assemblies or videos on bullying awareness and prevention. Display bully free posters and keys to character. | 1-2                       | Funding, resources, staff | Administration, Guidance Counselor, Teachers     | Analyze discipline data every six weeks | Discipline Data             | im/b/t   |
| 5. Make available training on Functional Behavior Assessment and Behavior Intervention Plans.  | 1-2                       | Time                      | Administration, Guidance Counselor, ESE Teachers | Analyze discipline data every six weeks | Discipline Data             | im/b/or/t  |
| 6. Utilize ESSS Behavioral Team member to assist and train ESE teachers as needed.   | 1-2                       | Time                      | Administration, Guidance Counselor, ESE Teachers | Analyze discipline data every six weeks | Discipline Data             | im/b/or/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<br>Level of Performance | 98.9%     | 816/825 | +1.1  | 100%       |
| 2. At-Risk Promotion<br>Level of Performance | 99.4%     | 502/505 | +0.6  | 100%       |

### Action Plan

| Strategy   | Graduation/<br>Promotion<br>Goal<br>Number(s) | Anticipated<br>Barriers    | Person(s)<br>Responsible                              | Evaluation<br>Schedule<br>(end of year,<br>etc.)   | Evaluation<br>Tools/Strategies     | Resources<br>(b, im, or, st,<br>sss, tech, TI,<br>TII, TIII, t) |
|--|---|----------------------------|---|--|------------------------------------|---|
| 1. Review SCPS Student Progression Plan with teachers.   | 1-2   | None                       | Administration,<br>Guidance<br>Counselor,<br>Teachers | Beginning and<br>End of Year                       | PLC Meetings<br>and<br>Observation | im/or/t   |
| 2. Make available tutorial services for students who are performing below grade level.   | 1-2   | Funding,<br>Transportation | Administration,<br>Guidance<br>Counselor,<br>Teachers | On-going<br>Progress<br>Monitoring,<br>End of Year | DA, FAIR, SRI,<br>FCAT             | b/st  |
| 3. Implement the SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) and Making Meaning reading programs, for struggling Tier 3 readers. | 1-2   | Time, Training             | Administration,<br>Guidance<br>Counselor,<br>Teachers | On-going<br>Progress<br>Monitoring,<br>End of Year | FAIR, SRI,<br>FCAT                 | im/st/t   |
| 4. Utilize Successmaker in grades 2-5.   | 1-2   | Scheduling                 | Administration,<br>Teachers                           | On-going<br>Progress<br>Monitoring,<br>End of Year | Successmaker<br>Reports            | im/or/st/t  |

## EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

**Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities**

Elementary: chorus, safety patrol, student council, TV production

Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

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

\*School provided data

| Extracurricular Activity Goal #1 | Subgroup | Current % | Expected % |
|----------------------------------|----------|-----------|------------|
| 1. Activity: Chorus              | Black    | 6%        | 12%        |
| 2. Activity: Safety Patrol       | Black    | 9%        | 12%        |

### 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 all students to participate in extracurricular activities throughout the school year.  | 1-2                            | Funding, staff, transportation, time                    | Administration, Teachers, Sponsors | Monitor enrollment every 12 weeks                           | Observation and meetings with sponsors | b/or/st  |
| 2. Rotate groups of students through the different extracurricular activities to ensure they have more than one opportunity to participate. | 1-2                            | Funding, staff, transportation, time                    | Administration, Teachers, Sponsors | Monitor enrollment every 12 weeks                           | Observation and meetings with sponsors | b/or/st  |
| 3. Provide information about extracurricular activities to parents through newsletters, emails and school website.                          | 1-2                            | Funding, staff, transportation, time                    | Administration, ETF, Teachers      | Monitor enrollment every 12 weeks                           | Observation and meetings with sponsors | b/or/st  |
| 4. Develop leadership skills through teamwork activities in the classroom.  | 1-2                            | Training, Consistent implementation of group activities | Teachers                           | Monitor enrollment every 12 weeks                           | Observation and meetings with sponsors | b/im/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.

**Goal #1: To reduce the number of students with ten or more tardies.**

**Goal #2: To reduce the number of students with ten or more absences.**

| School Defined Goal       | Current | # of #-    | % +/- | Expected |
|---------------------------|---------|------------|-------|----------|
| 1. Tardies (ten or more)  | 26.0%   | 213 of 820 | -10%  | 16.0%    |
| 2. Absences (ten or more) | 27.4%   | 225 of 820 | -7.4% | 20.0%    |

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

### Action Plan

| Strategy   | School Defined Goals Number(s) | Anticipated Barriers      | Person(s) Responsible                   | Evaluation Schedule (end of year) | Evaluation Tools/Strategies | Resources (b, im, or, st, sss, tech, TI, TII, TIII, t) |
|--|--------------------------------|---------------------------|---|-----------------------------------|-----------------------------|--|
| 1. Monitor and post attendance data.   | 1-2                            | None                      | Administration, Guidance, Teachers      | Monthly, End of Year              | Attendance Reports          | b/or   |
| 2. Develop a schoolwide incentive program to recognize attendance and on time arrival.   | 1-2                            | Parent and student apathy | Administration, Guidance, Teachers      | Monthly, End of Year              | Attendance Reports          | b/or/t   |
| 3. Increase home-school communication via the Management of Behavior form to warn parents after the third tardy and issue a consequence after the fifth tardy. | 1-2                            | Parent and student apathy | Administration, Guidance, Teachers      | Daily, End of Year                | Attendance Reports          | b/or/t   |
| 4. Adhere and enforce the SCPS Truancy Policy by working closely with school social worker, guidance counselor and parents.                                    | 1-2                            | Parent and student apathy | Administration, Guidance, Teachers      | Daily, End of Year                | Attendance Reports          | b/or/t   |
| 5. Provide teachers with training on the SCPS Truancy Policy.  | 1-2                            | None                      | Administration, Guidance, Social Worker | End of Year                       | Attendance Reports          | b/or/t   |

**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  |
|--|--|----------------------|--|--|----------------------------|-----------------------|--|
| Kagan Strategies for Differentiating Instruction   | Math/Reading/Writing/Science (all goals) | 10/24/12<br>On-going | Improving student achievement                      | School-wide  | 65                         |                       | Administration, Teachers   |
| Marzano: Art and Science of Teaching Indicators, Deliberate Practice and Reflection                | Math/Reading/Writing/Science (all goals) | On-going             | Teaching strategies and SCPS Evaluation            | School-wide  | 65                         |                       | Administration, Teachers, Instructional Coaches                  |
| Positive Behavior Support  | Discipline (1-2)                         | On-going             | PBS strategies and RtI                             | Schoolwide   | 65                         |                       | Administration, Behavior Specialist                              |
| Comprehension Toolkit  | Reading (1-8)                            | On-going             | Reading Foundation                                 | PLC  | 65                         |                       | Reading Coach  |
| ESE Services and Inclusion   | Math/Reading/Writing/Science (all goals) | 10/10/12             | Build understanding of legal issues and strategies | School-wide  | 65                         |                       | Administration<br>Guidance Counselor,<br>ESE Teachers            |
| MTSS/RtI   | Math/Reading/Writing/Science (all goals) | On-going             | Build understanding of Tier system and procedures  | School-wide  | 65                         |                       | Administration,<br>Guidance Counselor,<br>Instructional Coaches  |
| Strategies for using manipulatives to teach math   | Math (1-8)                               | TBA                  | Improve student achievement                        | PLC  | 65                         |                       | Math Coach<br>Title I Math Coach                                 |
| Scientific Inquiry Method: 5 E   | Science (1-4)                            | TBA                  | Improve instruction                                | School-wide  | 65                         |                       | Administration   |
| Technology and 21 <sup>st</sup> Century Tools (including Skyward, EdInsight and interactive tools) | Math/Reading/Writing/Science (all goals) | 12/5/12<br>On-going  | Data input and analysis, online testing            | Grade level PLC<br>School-wide                                   | 65                         |                       | ETF  |
| Successmaker implementation and data analysis  | Reading and Math (1-8)                   | On-going             | Improve student achievement, data analysis         | Grade level PLC  | 65                         |                       | Administration,<br>Reading Coach, ETF,<br>Title I representative |
| Transition to Common Core Standards  | Math/Reading/Writing (all goals)         | TBA                  | Improve instruction                                | Grade Level PLC  | 65                         |                       | Administration,<br>Instructional Coaches                         |
| NCUST  | All Goals                                | Monthly              | Improve instruction and data analysis              | Administration   | 1                          |                       | Administration   |

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

|                      |           |
|----------------------|-----------|
| Original Allocation: | \$810.00  |
| Adjustment:          | \$2009.00 |
| Carry Over:          | \$5053.68 |
| Total Income:        | \$7872.68 |

| EXPENDITURES                                    | ACTUAL COST | BALANCE   |
|---|-------------|-----------|
|   |             | \$7872.68 |
| 1. Epson Short Throw LCD Projectors             | \$5226.01   | 2646.67   |
| 2. Epson Short Throw Interactive LCD Projectors | \$1484.25   | 1162.42   |

**CARRY OVER:**

Total carry over for 2012-2013:      \$1,162.42

This carry over will be spent on technology, Reading Counts and/or incentives for PBS or Reading Counts.

## 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.**

Administration, Guidance Counselor, Behavior Specialist, Reading Coaches, Math Coach, Classroom Teachers, SLD Teacher, SLPs, Gifted Teacher and School Psychologist.

**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 will meet at a minimum of one time per week and as needed to discuss student concerns with the teacher of record. The goal of the team is to support both the student and teacher in the classroom. The team will assist with offering suggestions for intervention strategies, activities, modeling of lessons, data collection and analysis.

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

All members of the MTSS Leadership Team serve on SIP Committees as the chairperson or a member. These committees meet several times per year to analyze data, develop and/or monitor action plans, and to address professional development needs at the school.

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

The MTSS Leadership Team will review data from numerous academic assessments and on-going progress monitoring throughout the 2012-2013 school year, including: Discovery Education assessments, SRI, DRA, Phonics Screener for Intervention, Phonological Awareness Screener for Intervention, and Writing prompts. All teachers are required to maintain updated Student Data sheets throughout the school year. These data sheets will be reviewed frequently during Professional Learning Community meetings with the MTSS Team in order to make informed decisions regarding student progress. Discipline and attendance data from EdInsight will be evaluated every four to six weeks.

**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.)**

Instructional coaches on the MTSS Team will work closely with each other, administration and teachers to align grade level concerns with ongoing progress monitoring data as the basis for topics to address during scheduled PLC meetings. Within these PLC meetings, instructional coaches will work with each grade level team to assess, monitor, schedule, and adjust fluid iii groups within the Walk to Intervention/ Acceleration Model..

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

All teachers will continue to participate in professional development activities throughout the 2012-2013 school year, which will provide general information regarding referrals and MTSS. On-going professional development will occur through Wednesday professional development activities, within PLCs, instructional coaching and modeling, and by attending district sponsored professional development.

## 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).**

Forest City's Literacy Leadership Team will consist of the following members: administration, team leaders, and reading coaches.

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

Forest City's Literacy Leadership Team will meet at least one time per month to review data, grade level concerns, professional development, student achievement, differentiated instruction, and research based practices to ensure that all students maximize their potential.

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

The major initiative for the 2012-2013 school year will be the following:

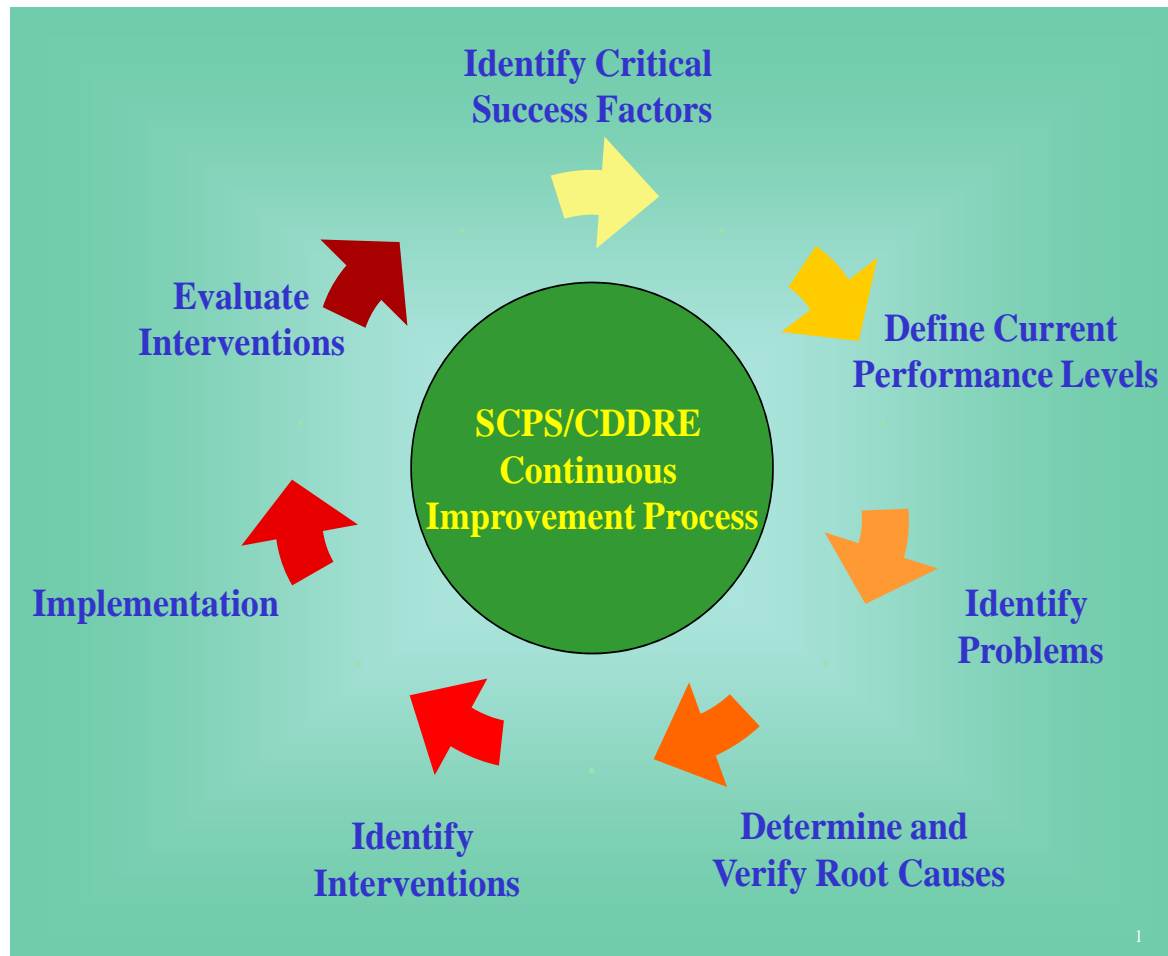
- Analyze school-wide Literacy data to determine strengths and weaknesses to set goals.
- Assist teachers with implementation of the Reading Curriculum, Language Arts Standards and other literacy based information.
- Utilize the Continuous Improvement Model and guide teachers in using this model in the classroom as it pertains to Literacy.
- Discuss and develop professional development calendar and activities.
- Infuse 21<sup>st</sup> Century Learning skills throughout the curriculum.
- Continue use of differentiated instruction for both acceleration and intervention.
- Continue Professional Development with the Comprehension Toolkit.
- Full implementation of Successmaker in grades 2-5.
- Establishment of an Acceleration Committee to assist teachers with enrichment activities in the classroom.
- Focus on student regression.



## ADDENDUM 3 -LESSON STUDY

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

Lesson Study is a high quality Professional Development that deepens teachers’ content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Forest City Elementary School uses the Professional Learning Communities framework for our curriculum and grade level teams. In 2012-13, administrators and coaches at Forest City Elementary School will assure that our Professional Learning Communities focus on data analysis to inform instruction and improve student learning gains. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLCs. The Lesson Study format will be introduced in the PLC setting which will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Initially, our Reading and Math Coaches will model lessons for all teachers, with the ultimate goal of teachers working with their colleagues to observe and provide feedback. Administrators and coaches will work with grade level PLCs to coordinate and monitor all lesson study sessions as they occur during the second and third trimester.



ADDENDUM 4 - TITLE I SCHOOLWIDE PROGRAM PLAN  
2012-2013

**School Name:** \_\_\_\_\_

**I. Assurances**

**These items are required elements of your Title I Schoolwide Program. The principal must mark with an “X” each of the assurances to indicate compliance.**

|   |   |
|---|---|
| X | All children will be provided an opportunity to meet the State’s challenging performance standards.   |
| X | The program includes reform strategies based on effective means of improving the achievement of children.   |
| X | The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.   |
| X | The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.   |
| X | The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: <ul style="list-style-type: none"> <li>a. Counseling, pupil services, and mentoring;</li> <li>b. College and career awareness and preparation;</li> <li>c. Personal finance education;</li> <li>d. Service to prepare students for the transition from school to work.</li> </ul> |
| X | The program provides for instruction by highly qualified teachers.  |
| X | Every effort is made to attract high-quality, highly qualified teachers.  |
| X | Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.  |
| X | Comprehensive needs assessment data were analyzed and used in developing this plan.   |
| X | Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.   |
| X | The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.  |
| X | Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.   |
| X | The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.   |
| X | A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.  |

## II. Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

**Students with Academic Deficiencies Initiative(s):** The following reading assessments will be administered at Forest City: FLKRS (KG), Discovery Reading, FCAT, DRA, Phonological Awareness Screener for Intervention (PASI), Phonics Screener for Intervention (PSI), SRI, and DAR. The following math assessments will be administered at Forest City: Discovery Math, Go Math! Florida Beginning, Middle and End of Year Assessments, and FCAT. SuccessMaker will be utilized for both reading and math based upon student needs. All students in grades K-5 will be screened and evaluated using the assessment calendar developed by Seminole County Public Schools (SCPS). Teachers will record these results on their Student Data Sheet. This data will be discussed and analyzed by the teacher and grade level team during PLC meetings scheduled by administration. Results will be utilized to inform instruction, adjust reading Focus Groups for intervention and acceleration and recommend students for MTSS/RtI and/or tutorial services. Students who are identified as MTSS/RtI Tier 2 and 3 will have a portfolio with graphed on-going progress monitoring data and intervention logs. The easyCBM (Curriculum Based Measurement) may be utilized as a progress monitor for Tier 2 and 3 students. Tier 3 students who are deficient in reading will utilize the SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) and/or Making Meaning programs. Additional interventions will be provided through reading and math coaches, tutors and dividends. Deficient students will utilize the GoMath Reteach materials and ThinkCentral website. If Tier 3 interventions are unsuccessful, students may be referred to the Student Study Team for further evaluation and potential placement in special education services.

**School Improvement Goal(s) that support the Initiative(s):** Reading Goals 1-8

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

**Reading Initiative(s):** The scientifically research-based Harcourt Trophies Reading Program is used in addition to the Comprehension Toolkit for the core reading instruction. The grade level toolboxes created by the SCPS Curriculum Department include curriculum maps that are utilized to assist teachers with planning instruction and teaching all of the required standards. The curriculum is derived from the Florida's Next Generation Sunshine State Standards and the Common Core Standards, which are being implemented in Kindergarten and First Grade this year. The toolboxes also include a timeline and suggestions for supplementary resources. Examples of these resources include: leveled readers from Fountas and Pinnell, Newbridge and Red Brick, Time for Kids, Reader's Theater, Six Minute Solution, FAIR fluency passages, FCRR fluency passages, Student Center Materials, etc. An additional 30 minute reading block each day in grades K-5 will address intervention and acceleration based on student needs. These groups are fluid and based upon progress monitoring assessments. Materials such as the Phonics Learning Library, the Benchmark Phonics packets, the Star-Lit Kit, and Junior Great Books are used to support these students in specific areas of need.

**School Improvement Goal(s) that support the Initiative(s):** Reading Goals 1-8

**How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?** Scientifically based reading research provides the foundation of our Title I Schoolwide Program Plan, as does the Just Read, Florida and SCPS Reading Plan. Assessment driven instruction is the cornerstone of our reading program. Forest City Elementary’s implementation of the 90 minute Reading Block emphasizes core instruction, guided reading and differentiated instruction through literature circles and/or reading centers. The 30 minute Immediate Intensive Intervention (iii) Block utilizes current data to form Walk to Intervention/Acceleration groups. Assessment driven instruction is the cornerstone of our reading program. Our Reading Coaches work closely with administration and teachers to make certain that everyone has the training, resources and tools necessary to implement quality reading instruction with fidelity. Through progress monitoring and the use of instructional strategies, our emphasis is on accelerating all students to achieve a Level 4 on FCAT in grades 3-5. To reach this goal, our primary teachers in K-2 play a key role in building this foundation through their development of phonological awareness, phonics and fluency skills. By utilizing the gradual release process (“I do, we do, you do”) model in whole and small group differentiated lessons, our students will be better able to read multisyllabic words, increase fluency rates and build comprehension skills. Greater emphasis is being placed upon vocabulary and comprehension in all grade levels. Finally, the frequent use of fiction and non fiction text as well as the cognitive complexity is being matched to the types of passages found on FCAT Reading.

**Math Initiative(s):** Forest City has a 60 minute math block for K-5 and one Math Coach to support teachers, model lessons, and provide professional development. Conceptual learning is implemented to help students gain an understanding of the concepts and meanings underlying the operations as opposed to merely applying rules. The main tenet of conceptually based mathematics is that when students understand the concepts and reasoning underlying a process, they are more likely to be able to correctly apply that process. They are also more likely to be able to apply that process in learning related new skills and procedures. Our curriculum is derived from Florida’s Next Generation Sunshine State Standards and Common Core Standards being implemented in Kindergarten and First Grade this year. Our core instructional tool for grades K-5 is the Go Math! Florida series by Houghton Mifflin Harcourt. PRIMES will be offered for our high performing fourth and fifth grade math students. The core instructional tools for PRIMES are the Go Math! Florida series and Springboard Mathematics Middle School Book 1 (for fifth grade class). SuccessMaker Math is utilized in grades 2-5 for additional instruction and assessment for those who demonstrate a need for additional support based upon Discovery Education Math results and Go Math! Florida assessments.

**School Improvement Goal(s) that support the Initiative(s):** Math Goals 1-8

3. **Use of Data** - Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

**Use of Data Initiative(s):** All teachers are required to maintain a current Student Data Sheet. Teachers utilize EdInsight, Discovery Education Assessments and other assessments outlined above to chart and analyze student progress. A data board is maintained in the Administrative Conference Room, where PLCs meet. Within PLC Meetings, teams review this data with administration and instructional coaches to plan instruction for both intervention and acceleration.

**School Improvement Goal(s) that support the Initiative:** Reading and Math Goals 1-8 / Writing and Science Goals 1-4

4. **Support for SubGroups** - Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

**Use of Data Initiative(s):** The program described above is designed to meet the individual needs of all learners regardless of their diversity or special needs. Through ongoing assessment and progress monitoring we determine each child's strengths and weaknesses and utilize a variety of teaching strategies to best meet their needs. We utilize a "push-in" and "pull-out" inclusion model. Through support facilitation, our ELL teachers and special education teachers are able to provide support in both the general education classroom, as well as, in small group contained settings. While our classrooms are heterogeneously grouped, we do place these children in small clusters with teachers whose teaching methods best match student learning style. In addition, this allows our support facilitators with more time to spend in the classrooms in which they serve students. These services are driven by the Limited English Proficiency Plan or the Individual Education Plan. Our ELL and special education teachers pull these students for immediate intensive instruction based upon these plans. Children who are identified as homeless or immigrants are assessed and provided full access to all of our instructional programs. In addition, our Guidance Counselor and School Social Worker are called upon to determine what additional needs they may have (food, clothing, school supplies and shelter). Every effort is made to have these children prepared to learn by making sure that their basic needs are being met. Forest City does have a Food Pantry to assist families in need. Our comprehensive program offers a wide variety of strategies, materials and techniques to meet the needs of all students.

**School Improvement Goal(s) that support the Initiative:** Reading and Math Goals 1-8 / Writing and Science Goals 1-4

5. **Extended Day** - Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

**Use of Data Initiative(s):** A tutorial program will be implemented at Forest City that will extend the school day for students based upon their academic needs. In addition, the Media Center will be opened two nights per month for open tutoring sessions, use of computers for research, differentiated instruction websites and Scholastic Reading Counts assessments. Teachers will provide these tutorial services. In addition, our SuccessMaker lab will be open for students who need more time to reach their goals in this program. The computer lab is also open for our SCPS Extended Day Service to access for those who remain after school for day care. Summer Learning Camp will be offered to students based upon the criteria established by SCPS.

**School Improvement Goal(s) that support the Initiative:** Reading and Math Goals 1-8 / Writing and Science Goals 1-4

6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

**Additional School-Level Initiative(s):** Forest City’s Guidance Counselor and Academic-Behavior Coach work together to provide counseling and mentoring to all children, especially those who are at risk. Our MTSS/RtI Team works collaboratively to collect and analyze data to develop, implement and monitor the effectiveness of interventions. Forest City offers both before and after school tutoring.

**School Improvement Goal(s) that support the Initiative:** Reading and Math Goals 1-8; Science and Writing Goals 1-4; Discipline and On-Time Promotion Goals 1-2.

7. **Professional Learning** - Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

**Professional Learning Initiative(s):** At Forest City, our teams meet during pre-planning to discuss professional development needs initially. A team representative then attends the schoolwide Professional Development Committee Meeting. The SIP, Growth Plans and Exit Tickets from staff meetings are also reviewed. All paid professional development activities are paid by district provided funds. We also provide substitutes periodically during the year for half day training opportunities using our Title I funds. Administration will ensure that all professional development opportunities are attended and monitored by sign in sheets.

**School Improvement Goal(s) that support the Initiative(s):** Reading 1-8, Math 1-8, Science 1-4, Writing 1-4, Discipline 1-2

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

**Coordination with Early Learning Initiative(s):** Forest City offers Pre-K VPK and Pre-K Varying Exceptionalities on our campus. In addition, we receive incoming Kindergarten students from a variety of Pre-K programs in the surrounding areas. The students served on our campus have opportunities for inclusion throughout the year through special events, eating in the cafeteria and visiting Kindergarten classrooms during the latter half of the year. All incoming Kindergarten students are invited to our Kindergarten Round Up in April. In addition to registering for school, parents and students are provided a tour of the school. All parents of incoming Kindergarten students are invited to meet their child’s teacher and attend a Kindergarten Orientation in their child’s classroom the week before school starts. This gives them the opportunity to become accustomed to the school policies and to speak with the teacher about individual concerns.

**School Improvement Goal(s) that support the Initiative(s):** On Time Promotion Goals 1-2

9. **Family Engagement** - Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

**Family Engagement Initiative(s):** Forest City PTA hosts numerous events throughout the year to help families become more engaged in the school (i.e., Community Dinner, Skate Nights and Spring Carnival). To support literacy, PTA hosts Scholastic Book Fair, Book Swaps and provides incentives for our Scholastic Reading Counts program. Forest City administration and staff work together to coordinate Curriculum Nights, Backpack Reading Program, Open Media Center Nights for Families, All Pro Dad’s Breakfasts, Mornings with Moms, Concerts, Art Show and School Spirit Nights (hosted by Business Partners).

**School Improvement Goal(s) that support the Initiative:** See Addendum 5: Parent Involvement Goal 1



## 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 | 43.9%   | 355/809 | +10%  | 53.9%    |

**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. Send home Skyward Family Access forms on first day of school.   | 1                                 | Parent Apathy        | Teachers                                 | End of year   | Skyward                     | or   |
| 2. Provide for ongoing Skyward sign-up at Open House, Curriculum Nights and other special events.  | 1                                 | Parent Apathy        | Administration<br>Teachers               | End of year   | Skyward                     | or   |
| 3. Increase home-school communication, utilizing traditional flyers and 21 <sup>st</sup> century tools (email, websites, social networking). | 2                                 | Parent Apathy        | Administration<br>Teachers,<br>PTA Board | End of year   | PTA<br>Membership           | b/or   |

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

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

**STEM Current Practices:** Forest City Elementary School closely monitors all students in math, science and technology to ensure success. We will continue to offer math enrichment and acceleration classes for all of our students in K-5 (PRIMES 4 & 5). All science and math courses are heavily monitored and use differentiated instruction for extra practice. Participation in advanced levels of math is encouraged as well. All students will participate in both Technology and Media for half of the year on the wheel.

**STEM Plan for 2012-2013:** This will be the first year Forest City offers a formal Robotics Club for intermediate students. We will participate in competitions throughout the school year. In addition, we will continue to offer math enrichment, acceleration, and virtual classes for our students. Forest City will continue to offer Math Club, Literature Club and SCPS Extended Day Enrichment Classes. Teachers will plan for 21<sup>st</sup> century workforce skills: critical and creative thinking, cooperative learning/teamwork and computer based learning (differentiated instruction) and integration of technology tools.

### 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. Schedule middle school magnet school assembly for current fifth grade students to learn more about all SCPS options. | None                                 | Guidance Counselor       | Ongoing                                     | Enrollment                  | or,st  |
| 2. Implement Marzano's Common Language of Instruction.  | Time for PD, delivery of instruction | Administrators, teachers | Ongoing                                     | PLC Notes                   | im, or, st, t  |
| 3. Provide virtual school options for students before, during and after school.   | Staff                                | Administration, Teachers | Ongoing                                     | Virtual School Assessments  | b/st/tech  |
| 4. Add Technology as an elective on the wheel for half the year for all grades.   | Staff, Hardware, Funding             | Administration, ETF      | Ongoing                                     | Report Card                 | b/st/tech/im/or  |

## 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.

Current CTE Practices: All elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum.

CTE for 2012-2013: Continue to expose all elementary level students to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum.

### 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. Visit the middle schools during the registration process to recruit students for all middle school vocational programs.                   | Lack of interest, remedial courses as electives | Administration, teachers | Feb., March                                 | Enrollment data             | b,or, st   |
| 2. Ensure all students have opportunities to learn basic 21 <sup>st</sup> Century Skills.  | Time  | Administration, teachers | Feb., March                                 | Lesson Plans                | st, tech   |
| 3. Invite a wide variety of guest speakers for Teach-In and throughout the year to discuss career and technical opportunities with students. | Scheduling, Time                                | Administration, teachers | Nov., March                                 | Sign-In sheets              | im,or  |

## 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<br/>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>63</b>                | <b>68</b>            | <b>69</b>      | <b>72</b>      | <b>75</b>      | <b>78</b>      | <b>82</b>      |
| American Indian            |                          |                      |                |                |                |                |                |
| Asian                      | 100                      | 91                   | 100            | 100            | 100            | 100            | 100            |
| Black/African-American     | 48                       | 51                   | 57             | 61             | 65             | 70             | 74             |
| Hispanic                   | 60                       | 62                   | 67             | 70             | 73             | 77             | 80             |
| White                      | 66                       | 74                   | 72             | 75             | 77             | 80             | 83             |
| English Language Learners  | 48                       | 57                   | 57             | 61             | 65             | 70             | 74             |
| Students with Disabilities | 31                       | 45                   | 43             | 48             | 54             | 60             | 66             |
| Economically Disadvantaged | 57                       | 62                   | 64             | 68             | 71             | 75             | 79             |

| <b>MATH<br/>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>58</b>                | <b>60</b>            | <b>65</b>      | <b>69</b>      | <b>72</b>      | <b>76</b>      | <b>79</b>      |
| American Indian            |                          |                      |                |                |                |                |                |
| Asian                      | 90                       | 91                   | 92             | 93             | 93             | 94             | 95             |
| Black/African-American     | 52                       | 46                   | 60             | 64             | 68             | 72             | 76             |
| Hispanic                   | 56                       | 54                   | 63             | 67             | 71             | 74             | 78             |
| White                      | 59                       | 63                   | 66             | 69             | 73             | 76             | 80             |
| English Language Learners  | 38                       | 43                   | 48             | 54             | 59             | 64             | 69             |
| Students with Disabilities | 31                       | 35                   | 43             | 48             | 54             | 60             | 66             |
| Economically Disadvantaged | 52                       | 54                   | 60             | 64             | 68             | 72             | 76             |

**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> |
|--------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| Tony Arena               | 10/3/12     | Tony Robinson           | 10/3/12     |                         |             |
|                          |             |                         |             |                         |             |
| <b>INSTRUCTIONAL</b>     |             |                         |             |                         |             |
| Melissa Burgess          | 10/3/12     | Lea Winter              | 10/3/12     |                         |             |
|                          |             |                         |             |                         |             |
| Juliette Gjini           | 10/3/12     | Steve Grieger           | 10/3/12     |                         |             |
|                          |             |                         |             |                         |             |
| Jonathan Sullivan        | 10/3/12     | Jennifer Ripple         | 10/3/12     |                         |             |
|                          |             |                         |             |                         |             |
|                          |             | Chris Mendez            | 10/3/12     |                         |             |
|                          |             |                         |             |                         |             |
| <b>NON-INSTRUCTIONAL</b> |             | Josie Pundit            | 10/3/12     |                         |             |
| Sharon Darinzo           | 10/3/12     |                         |             |                         |             |
|                          |             |                         |             |                         |             |
|                          |             |                         |             |                         |             |