

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.



Wekiva Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		94.7%	2	96.7%	80.8%	N
High standards Level 4+		65.9%	2	67.9%	58.3%	N
Proficiency Level 3+ in AYP subgroups						
	White	96.9%	1	97.9%	84.6%	N
	Black	62.5%	3	65.5%	36.4%	N
	Hispanic	91.9%	2	93.9%	75.0%	N
	ELL	77.8%	2	79.8%	38.5%	N
	SWD	96.3%	1	97.3%	67.8%	N
	ED	89.5%	1	90.5%	65.8%	N
Learning Gains		82.0%	2	84.0%	78.4%	N
Lowest 25% making Learning Gains		79.7%	2	81.7%	77.6%	N
Learning Gains Levels 4/5		100.0%	0	100%	90.1%	N
Learning Gains in AYP subgroups						
	White	83.6%	2	85.6%	79.8%	N
	Black	57.1%	2	59.1%	57.1%	N
	Hispanic	82.4%	2	84.4%	80.0%	N
	ELL	62.5%	2	64.5%	66.7%	Y
	SWD	68.8%	2	70.8%	76.9%	Y
	ED	77.6%	2	79.6%	67.6%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		92.2%	2	94.2%	78.9%	N
High standards Level 4+		68.8%	2	70.8%	50.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	94.3%	1	95.3%	82.8%	N
	Black	62.5%	3	65.5%	72.7%	Y
	Hispanic	88.7%	2	90.7%	66.2%	N
	ELL	77.8%	2	79.8%	38.5%	N
	SWD	100.0%	0	100%	70.1%	N
	ED	82.9%	2	84.9%	66.4%	N
Learning Gains		70.5%	5	75.5%	71.0%	N
Lowest 25% making Learning Gains		66.2%	3	69.2%	53.3%	N
Learning Gains Levels 4/5		50.0%	5	55%	88.2%	Y
Learning Gains in AYP subgroups						
	White	72.3%	2	74.3%	74.2%	N
	Black	42.9%	3	45.9%	57.1%	Y
	Hispanic	71.2%	2	73.2%	60.0%	N
	ELL	62.5%	2	64.5%	33.3%	N
	SWD	50.0%	2	52.0%	73.8%	Y
	ED	60.3%	2	62.3%	61.8%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 3.0+		88.7%	2	90.7%	89.8%	N
High standards Score 6.0		1.9%	2	3.9%	0.0%	N
Proficiency Score 3.0+ in AYP subgroups						
	White	93.1%	1	94.1%	90.4%	N
	Black	66.7%	2	68.7%	100.0%	Y
	Hispanic	79.2%	1	80.2%	81.3%	Y
	ELL	100.0%	0	100%	100.0%	Y
	SWD	90.0%	1	91.0%	83.3%	N
	ED	86.7%	1	87%	79.3%	N
High standards Score 6.0 in AYP subgroups						
	White	2.8%	2	4.0%	0.0%	N
	Black	0.0%	1	1.0%	0.0%	N
	Hispanic	0.0%	1	1.0%	0.0%	N
	ELL	0.0%	1	1.0%	0.0%	N
	SWD	0.0%	1	1.0%	0.0%	N
	ED	0.0%	1	1.0%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		78.3%	1	79.3%	67.2%	N
High standards Level 4+		43.3%	2	45.3%	33.6%	N
Proficiency Level 3+in AYP subgroups						
	White	80.2%	2	82.2%	71.1%	N
	Black	50.0%	2	52.0%	50.0%	N
	Hispanic	73.9%	2	75.9%	51.7%	N
	ELL	50.0%	2	52.0%	0.0%	N
	SWD	66.7%	1	67.7%	64.7%	N
	ED	56.0%	2	58.0%	38.5%	N
High standards Level 4+ in AYP subgroups						
	White	50.0%	2	52.0%	41.0%	N
	Black	0.0%	2	2.0%	0.0%	N
	Hispanic	17.4%	1	18.4%	13.8%	N
	ELL	0.0%	1	1.0%	0.0%	N
	SWD	0.0%	1	1.0%	44.1%	Y
	ED	12.0%	1	13.0%	7.7%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	34%	3	37%	66.7%	Y
Performance in advanced coursework	98%	2	100%	100.0%	Y

Discipline Goals	Current %	Male				Female				
		% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: ESE	14.0%	4	10.0%	8/87 = 9%	Y	2.0%	1	1%	1/87 = 1%	Y
Out-of-school suspensions (unduplicated) Subgroup: ESE	6.0%	1	5.0%	5/87 = 5.7%	P	4.0%	1	3.0%	0/87 = 0%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	98.0%	1	99.0%	98.4%	N
At-Risk students graduating or advancing with age-level peers	97.0%	1	98.0%	96.4%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Musickidz - Black	4.0%	1%	5.0%	4/75=5.3%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To promote the enrollment of parents into the Parent Portal of Skyward.	0%	50	50%	50.3%	Y

Goal Summary

Number of Goals Met: 14

Number Not Met: 55

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+	80.8%	273 / 338	+5	85
2. Proficiency Level 3+ in subgroups:				
White	84.6%	198 / 234	+5	89
Black	36.4%	4 / 11	+40	76
Hispanic	75.0%	51 / 68	+5	80
ELL	38.5%	5 / 13	+20	58
SWD	67.8%	59 / 87	+8	75
ED	65.8%	73 / 111	+10	75
3. High standards Level 4+	58.3%	197 / 338	+12	70
4. Learning Gains	78.4%	181 / 231	+4	82
5. Lowest 25% making Learning Gains	77.6%	38 / 49	+2	79
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	22.5%	52 / 231	+10	32
7. Learning Gains Levels 4/5	90.1%	127 / 141	+2	92
8. Learning Gains in subgroups:				
White	79.8%	130 / 163	+5	84
Black	57.1%	4 / 7	+13	70
Hispanic	80.0%	36 / 45	+2	82
ELL	66.7%	6 / 9	+9	75
SWD	76.9%	50 / 65	+5	81
ED	67.6%	46 / 68	+8	75

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)
Analyze FCAT, Discovery, SRI and weekly benchmark or common assessment data to identify students and areas in need of improvement.	1,2,3,4,5,7	Technology, student mobility	Administration, Reading Teacher, Classroom Teachers	Baseline, Midyear , End of Year, Weekly	SRI, Discovery, FCAT, Cold Comprehension and Fluency Assessments	im, or, st, tech, t
Communicate FCAT data indicating performance levels and areas in need of improvement to students and parents.	1,2,3,5	Lack of Parental Involvement	Teachers, Administration, Parents	Annually	FCAT scores are reviewed and parent conferences or parent nights are held	St, sss, t, b
Utilize technology and available software to promote reading comprehension and fluency.	1-7	Lack of technological resources	ETF, Reading and Classroom Teachers	Ongoing	FCAT Explorer, ThinkCentral, AR, & others, Reading Eggs	Tech, or, im, b,
Support Students with Disabilities by providing additional intervention as needed to increase learning gains and tutorial.	7	Lack of resources, personnel, funding	Administration, Guidance, Reading, ETF, Teachers	Ongoing	Benchmark assessments; SRI; Discovery; FCAT	B, im, or, st, sss, tech,
PLC meetings to monitor student progress, reflect on effectiveness of instruction, complete lesson study, and plan differentiated instruction.	1-7	Time, staff involvement	Administration, Teachers	Ongoing	Administration will monitor PLC's and conduct classroom walkthroughs	Im, or,

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

*A mid-year data analysis will be submitted as an addendum.

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+	78.9%	266 / 337	+8	86
2. Proficiency Level 3+ in subgroups:				
White	82.8%	193 / 233	+3	85
Black	72.7%	8 / 11	+4	76
Hispanic	66.2%	45 / 68	+4	70
ELL	38.5%	5 / 13	+20	58
SWD	70.1%	61 / 87	+5	75
ED	66.4%	73 / 110	+9	75
3. High standards 4+	50.7%	171 / 337	+10	60
4. Learning Gains	71.0%	164 / 231	+5	76
5. Lowest 25% making Learning Gains	53.3%	24 / 45	+17	70
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	20.7%	48 / 231	+10	30
7. Learning Gains Levels 4/5	88.2%	105 / 119	+1	89
8. Learning Gains in subgroups:				
White	74.2%	121 / 163	+2	76
Black	57.1%	4 / 7	+13	70
Hispanic	60.0%	27 / 45	+5	65
ELL	33.3%	3 / 9	+20	53
SWD	73.8%	48 / 65	+2	75
ED	61.8%	42 / 68	+10	71

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)
Analyze FCAT Mathematics subtest data to identify student areas in need of improvement.	1,2,3	None	Administration, Classroom Teachers	Baseline, Midyear, End of Year, Weekly	DA, FCAT, Chapter Tests, FASTT Math, ThinkCentral	im, or, st, tech,
Communicate FCAT data indicating performance levels and areas in need of improvement to students and parents.	1-7	Lack of Parental Involvement	Teachers, Administration, Parents	Annually	FCAT scores are reviewed and parent conferences or parent nights are held	St, sss, t, b
Provide intervention to those students identified with areas in need of improvement (MTSS I or III), including tutorial, technology, peer counselors and Dividend volunteers.	3,5,7	Funding, Lack of personnel, Time	Teachers, Administration	Ongoing	Benchmark Assessment data	B, im, or, tech, sss, st, t
Maintain and Improve on math enrichment at each grade level, including PRIMES in 4 th and 5th grade.	1,2,6	Funding, Lack of Resources, Time	Administration, Teachers	Ongoing, End of Year	Benchmark Assessments & FCAT	B, im, or, st, t,
PLC meetings to monitor student progress, reflect on effectiveness of instruction, complete lesson study, and plan differentiated instruction.	1-7	Time, staff involvement	Administration, Teachers	Ongoing	Administration will monitor PLC's and conduct classroom walkthroughs	Im, or, 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)

*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 *4.0+	89.8%	97 / 108	+3	92
2. Proficiency Score *4.0+ in subgroups:				
White	90.4%	75 / 83	+2	92
Black	100.0%	4 / 4	+0	100
Hispanic	81.3%	13 / 16	+4	85
ELL	100.0%	3 / 3	+0	100
SWD	83.3%	25 / 30	+2	85
ED	79.3%	23 / 29	+6	85
3. High standards Score 6.0	0.0%	0 / 108	+10	10
4. High standards Score 6.0 in subgroups:				
White	0.0%	0 / 83	+3.6	3.6
Black	0.0%	0 / 4	+25	25
Hispanic	0.0%	0 / 16	+6.25	6.25
ELL	0.0%	0 / 3	+33	33
SWD	0.0%	0 / 30	+3.3	3.3
ED	0.0%	0 / 29	+3.4	3.4

*2011-2012 Proficiency scores were based on a 3.0 score. The expected percent is based on a proficiency score of 4 for #1 and #2.

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)
Focus on improving 6 Traits instruction school-wide.	1-4	Lack of Resources, teacher training	Administration, Teachers	Baseline, Mid-year, End of Year	Writing DA, FCAT	B, im, or, tech, t
Analyze FCAT Writing data to determine specific areas of improvement. Work with targeted students to improve their writing traits for a Level 6 performance.	2, 4	Lack of student interest in writing	Administration, Teachers	Annually	FCAT	Im, or,
Begin preparing students for new Writing FCAT rubric and inform parents of changes.	1-4	Lack of Resources, Parental Involvement	Administration, Teachers, Parents	Annually	FCAT data is reviewed and parent conferences or parent nights are held	Im, or, st, sss, t,
Utilize differentiated instruction to target skill deficiencies in writing.	1-4	Resources, teacher training and skills	Administration, Teachers, District Trainers	Ongoing	Student writing, both in the content area and on prompts	B, t, im, or
PLC meetings to monitor student progress, reflect on effectiveness of instruction, complete lesson study, and plan differentiated instruction.	1-4	Time, staff involvement	Administration, Teachers	Ongoing	Administration will monitor PLC's and conduct classroom walkthroughs	Im, or,

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

*A mid-year data analysis will be submitted as an addendum.

SCIENCE GOALS

Aligned with Strategic Plan System Initiative B

Elementary (Grade 5) and Middle School (Grade 8) FCAT

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

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

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

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

Science Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	67.2%	84 / 125	+3	70
2. Proficiency Level 3+ in subgroups:				
White	71.1%	59 / 83	+4	75
Black	50.0%	1 / 2	+5	55
Hispanic	51.7%	15 / 29	+4	55
ELL	0.0%	0 / 6	+33	33
SWD	64.7%	22 / 34	+6	70
ED	38.5%	15 / 39	+10	48
3. High standards Level 4+	33.6%	42 / 125	+10	43
4. High standards Level 4+ in subgroups:				
White	41.0%	34 / 83	+9	50
Black	0.0%	0 / 2	+50	50
Hispanic	13.8%	4 / 29	+10	23
ELL	0.0%	0 / 6	+33	33
SWD	44.1%	15 / 34	+4	48
ED	7.7%	3 / 39	+3	10

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)
Use PLC's to plan integration of science into the reading and math content areas, as well as use of technology resources to promote science curriculum.	1-4	Time, Funding, Technology issues	Administration, Teachers, Lead Science Teacher	Ongoing	Administration will monitor PLC's and conduct classroom walkthroughs	T, im, or, tech
Promote clubs such as SECME, Robotics, and Critter Care to 4 th and 5 th grade students. Survey interest for a Primary Science Club.	1-4	Parent/Student Commitment, Funding	Administration, Club Sponsors, Teachers	Annually	Student Placement in competitions; FCAT	B, st, or, t
Use of Science Lab during Specials rotation to provide complementary instruction and hands-on experimentation for the science curriculum.	1-4	Funding for instructional resources	Lead Science Teacher, Teachers	Ongoing	Science Chapter Tests, DA, FCAT	B, im, or, tech, st, t
Assign teachers to District TASK force to provide instructional leadership and professional development to remainder of staff.	1-4	None	Administration, Teachers	Ongoing	Professional Development Summaries	B, or, st, TI, t
Utilize parent volunteers for the Super Scientist program.	1-4	Parent Commitment	Administration, Lead Science Teacher, Parents	Semi-Annually	Lead Science Teacher Evaluation; FCAT	Or, 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)

*A mid-year data analysis will be submitted as an addendum.

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

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

Elementary School: Middle School level coursework

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	66.7%	32/48	+4	70
2. Level of Performance	100.0%	32/32	0	100

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)
Develop and maintain enrichment activities and increase rigor in mathematics instruction.	1-2	Lack of Resources or Funding	Teachers, Administration	Baseline, Mid-Year, End of Year	Math DA, FCAT	Im, or, tech,
Analyze FCAT Mathematics subtest scores to determine strengths and weaknesses in the strands, and integrate instruction accordingly.	1-2	Student Background knowledge or skill subset; student mobility	Administration, Teachers, Guidance	Baseline, Mid-Year, End of Year	Math DA, FCAT 2012	im, or, tech, st
Continue after school Math Club for math enrichment, as well as provide opportunities for tutorial if needed.	1-2	Parent Commitment	Administration, Club Sponsor	Ongoing	Club Sponsor Evaluation and FCAT	Im, or, b, st,
Use of 2012 - 2013 PRIMES Math Instructional Plan.	1-2	None	Teachers, Administration	Baseline, Mid-Year, End of Year	Math DA, Chapter Tests FCAT	Im, or, tech, st, b, t
Provide Cluster Gifted classrooms. Teachers with gifted endorsement or gifted teacher will work together to accelerate the curriculum and work on gifted units, projects, such as Project Create, and Leadership.	1-2	Gifted classes not offered	Teachers, Gifted Teacher	Ongoing	Project Assessment	Tech., or, Im, t, st

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

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	Male			Female		
	Current %	% +/-	Expected %	Current%	% +/-	Expected %
1. Discipline referrals (duplicated) Subgroup: SWD	14.0%	-4	10.0%	2.0%	-1	1.0%
2. Out-of-school suspensions (unduplicated) Subgroup: SWD	6.0%	-1	5.0%	4.0%	-1	3.0%

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)
Continue implementation of PBS as part of RtI at all grade levels.	1-2	Lack of progress since initial implementation	Administration, Discipline Committee, Teachers	Annual	End of Year Discipline Report; PBS	Or, t
Utilize Discipline Committee and PBS strategies to help solve classroom discipline issues with students who have been referred more than once.	1-2	Creating uniform school-wide procedures; Lack of Parent Involvement	Administration, Discipline Committee, Teachers	Ongoing	Teacher Conference Reports, Discipline Referrals, End of Year Discipline Report	Or, t
Provide small group or one-on-one counseling to encourage students to make positive behavior choices. Counseling sessions will address student relations, problem solving, and conflict resolution skills.	1-2	Student background; parent involvement	Administration, Guidance, Teachers	Ongoing	Teacher Conference Reports; Guidance Referrals	Or, 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)

GRADUATION/ON-TIME PROMOTION AND AT-RISK GRADUATION GOALS

Aligned with Strategic Plan System Initiative A

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

At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating or advancing with their age-level peers

Elementary School: Percent of students completing elementary school in 6 years

Middle School: Percent of students completing middle school in 3 years

High School: Graduation rate (HS Accountability Federal Graduation Rate)

Elementary School: At-Risk is defined as students who qualify for F&R Lunch

Middle School: At-Risk is defined as students in Level 1 or Level 2 in both Reading and Math on the 5th grade FCAT 2.0

High School: At-Risk is defined as students in Level 1 and Level 2 in Reading and Math on the 8th grade FCAT 2.0 (HS Accountability)

Graduation/On-time promotion/At-Risk Graduation Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Graduation/On-time Promotion Level of Performance	98.4%	674/685	+1	99
2. At-Risk Graduation Level of Performance	96.4%	214/222	+1	97

Action Plan

Strategy	Graduation/ Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Identify students at risk of retention (RtI Tier II or III) early, and begin intervention. Progress monitor frequently, and intensify intervention as needed.	1-2	Length of time to establish RtI Tiers; sufficient staffing or resources for intervention	Administration, Reading Teacher, Classroom Teachers, Guidance	Baseline and mid- year	Discovery, SRI	Im, or, tech, st
Assess those students who have previously been retained to see if mid-year promotion would be appropriate.	1-2	Students are still lacking skills for promotion	Administration, Reading Teacher, Classroom Teachers, Guidance	Baseline and Mid- Year	Discovery, SRI	Im, or, tech, st

Third grade students who score Level 1 on FCAT Reading will be given the Reading Portfolio, SAT 10, and offered Summer Learning Camp to try to avoid retention.	1-2	Students fail all attempts at promotion	Administration, Reading Teacher, Classroom Teachers, Guidance	End of Year	FCAT, Portfolio, SAT10	Im, or,
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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)

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

Extracurricular Activity Goal #1	Current %	# of #-	% +/-	Expected %
1. Activity: MusicKidz				
Subgroup: SWD	3	5/161	+5	8
2. Activity: Safety Patrol				
Subgroup: SWD	6	10/161	+5	11

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)
Encourage all students in Grades 4 and 5 to join the Koala MusicKidz program.	1	Students have chosen other interests	Music Teacher	Ongoing	Written invitations, announcement on KNN, second invitation for second half of year	Or,st
Participation in chorus program is simplified by holding rehearsals after school. This allows students to attend who may not be able to arrive early to school for morning rehearsals.	1	Lack of Parent Commitment	Music Teacher	Ongoing	MusicKidz roster and performance attendance	Or,st
Increase the level of student participation in the Safety Patrol club.	2	Students have chosen other interests	PE teacher	Competition	Attendance	Or,st

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

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: Implementation of 4th grade PRIMES classes.

School Defined Goal	Current %	# of #-	% +/-	Expected
PRIMES 4 – new goal	38	39/103	+10	48
PRIMES 5 – to increase	34	40/119	+10	44

*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)
Use of 2012 - 2013 PRIMES Math Instructional Plans for 4 th and 5 th grade classes.	None	4 th and 5 th Teachers, Gifted Teacher	Baseline, Mid-Year, End of Year	Math Discovery Ed, Chapter Tests, FCAT	Im, or, tech, st, b
Increase awareness of acceleration classes for parents of 3 rd and 4 th grade students for the following school year.	None	3 rd and 4 th grade Teacher and Administration	Mid Year, End of Year	Math Discovery Ed, Chapter Tests, FCAT	Im, or, tech, st, b

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

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
Response to Intervention	Reading and Math Goals #1-8	August 27	Improve student achievement	K-5, ESE	55	43	Reading Coach, Guidance Counselor, and Administration
Writing	Writing #1-4	October 19	Six Traits Grade level Expectations Vertical Writing Charting student progress	K-5, ESE, ELL	55		Administration, District Writing Teacher, Teachers
Kagan, CHAMPs, Cooperative Learning	Reading and Math Goals #1-8, Writing and Science Goals #1-4	2 CHAMPS Trainings - Sept. Kagan Review – Sept. Staff –Nov.	Cooperative Learning Routines Engagement Increase participation and student motivation	K-5, ESE, ELL (School wide)	55		Administration, Teachers, FDLRS
Standards to Scales	Reading and Math Goals #1-8, Writing and Science Goals #1-4	First and Second Semester	Building Checklist and Scales	School-wide teachers	55		Administration, Teachers
MTSS – Multi-Tiered System of Support	Reading and Math Goals #1 – 8	Ongoing	Improve staff awareness on interventions and support	School-wide teachers	55		Administration, Teachers SST Team

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	741.70
Adjustment: May 2012	1646.00
Carry Over:	1646.00
Total Income:	2387.70

EXPENDITURES	ACTUAL COST	BALANCE
		2387.70
Discretionary Fund for Julie Gabrovic , Science Teacher	690.00	
Benefits	51.70	
		\$1646.00

CARRY OVER:

Total carry over for 2012-2013: \$1646.00

ADDENDUM 1

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

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

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

Marjorie Adamczyk (Principal), Kyle Hughes (Assistant Principal), Claire Closson (Guidance Counselor), and Mary DeBonville (Reading Specialist).

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 Wekiva Elementary MTSS Leadership Team focuses on the success of all of our students. The team will meet weekly to review academic and/or discipline data collected by the teachers. This team will focus on a collaborative approach for progress monitoring the academic growth of our student throughout the 2012-13 school year. The MTSS Leadership Team will focus on monitoring students through cross articulation sessions and data analysis, both to measure growth and the students' response to the intervention. The team will also play an integral role for the support and leadership at our Student Study Team Meetings, Team Leaders meetings, Professional Learning Communities, and Articulation Meetings. The Reading Coach and/or the Guidance Counselor take the meeting summary notes and invite other staff members to support the teacher. The Assistant Principal organizes the notes and updates the MTSS spreadsheet. The Reading Coach contacts teachers to check on student's progress.

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

Wekiva's Elementary MTSS Leadership Team mission is to track and monitor the growth of our students. This team will suggest interventions and accommodations, based on each student's individual needs, to enable each student to make gains. Our goal is for all students to continue to make academic and behavioral growth, and the MTSS Leadership Team will be analyzing progress on a regular basis. The team will meet to discuss student data on an ongoing basis, meeting with teachers weekly. Our goals is to keep student in the general education classroom and out of exceptional education services, to the highest degree possible.

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

Teachers collect formative data through their observations, classroom assignments, and projects. Ongoing progress monitoring results from Discovery, SRI, Writing Prompts, and other assessments gives us academic proficiency data. In addition, the data input of our discipline referral forms into our student information system, and teacher maintenance of individual records of parent contact and classroom consequences, help us to discuss behavioral concerns in the classroom. Conference summaries regarding academics and behavior concerns are reviewed by the Administration. SKYWARD, Discovery, and EdInsight will house data collected throughout the year which will be reviewed during our conversations.

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 Reading Coach provides sign-up sheets for the meetings and during the meeting takes the notes on the past and future interventions. She also notifies other teachers who may need to support the student. Administration works with the Reading Coach to support the time or personnel for intervention changes. The notes reflect the child's tier, initial intervention, continuous intervention and/or future intervention. At the meeting, a time to review intervention is given on the notes based on the type of intervention being considered. Supplemental intervention is usually 4-6 weeks and intensive might be 2-3 weeks. Parents are notified of the intervention by the classroom teacher.

6. Describe the plan to train staff on MTSS. The Literacy Team has been trained formally in MTSS. The Wekiva staff will continue to receive information on MTSS at grade level PLC meetings and Team Leader meetings. Support and communication is the key to MTSS success.

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).

Marjorie Adamczyk, Principal; Kyle Hughes, Assistant Principal; Claire Closson, Guidance Counselor; Mary DeBonville, Reading Specialist, Kindergarten – Stefanie Eger, First – Vanessa Kerlin & Jennifer Pfortner, Second – Emily Pappas & Ashley Bennett, Third – Suzanne Moeser, Fourth – Donna Raby, Fifth – June Perdomo, and ESE/Specials – Peggy Keiffer and Sue Kranz

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

The Literacy Leadership Team share observations and concerns related to patterns in data collected from assessments and ongoing progress monitoring. Resources and personnel assignments maybe adjusted to increase student proficiency. Dialogue focuses on the instructional needs of the students and the changes that can be implemented to increase achievement. All students in Tier I are instructed using the core curriculum as well as differential instruction. If a student does not demonstrate proficiency, they receive Tier II intervention including more targeted interventions in a smaller setting. If these strategies do not allow the child to be successful within a period of time, then a different curriculum may be the determining factor, and the student would be placed on Tier III status.

The Literacy Leadership Team also meets once a month to share new ideas, curriculum insights, lesson plan ideas, reading and writing websites, and reading routines. Team members then go back to their grade level teams to share their conversations or information.

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

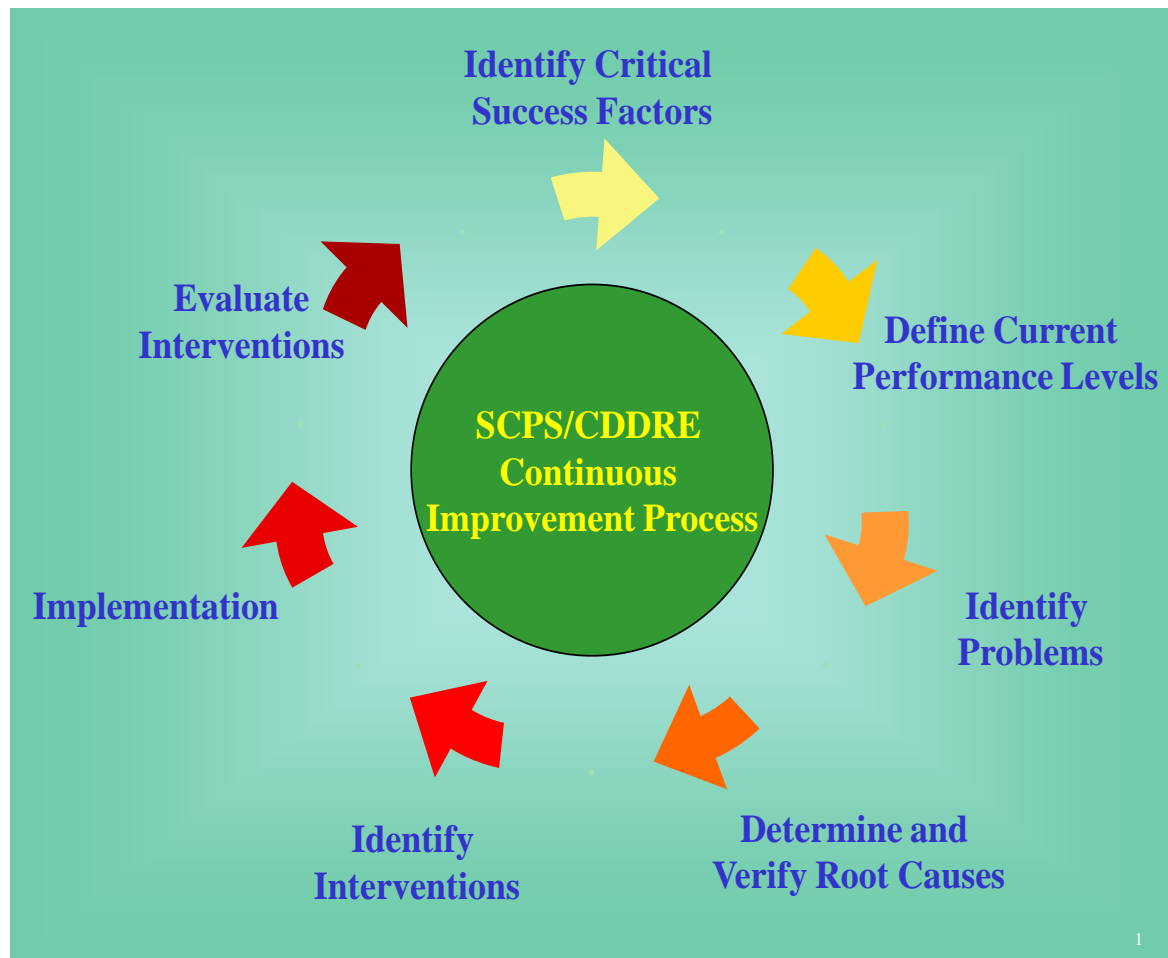
One of the goals of the LLT will be to focus on the Comprehension Toolkit, especially in the primary grades. Intermediate grades will also use the Toolkit but look at building reading stamina and text complexity. These initiatives will help to increase text complexity in the primary grades and decrease regression in our Level 4 and 5 groups in the intermediate grade levels.

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.

Wekiva Elementary is committed to high quality professional development. The teachers will work in Professional Learning Community where student learning is the focus.

Last year, we sent a group of fourth grade teachers to Lesson Study at Goldsboro Elementary School. They completed 2 half-day trainings, and three of them who are still here shared with the staff their findings. This year, teachers will create lesson plans, checklist, and scales together with Administration and in their teams. Teachers will be allowed to observe one another, and/or visit other classrooms where lessons are created together. Teachers will collect the data to inform practice. Providing substitutes will help this initiative.



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.
Goal #2: Increase male parent involvement.

Parent Involvement Goal(s)	Current %	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	50.3%	326/648	+5	55%
2. Male parents	2%	13/648	+3	5%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Inform parents of the SKYWARD reporting system.	1	Lack of technology	Administration, Teachers	End of year	SKYWARD and front office records	Or, tech
To increase the number of male parents on campus.	2	Parents are working	Administration, SAC, PTA	End of year	Sign in sheets	Or, tech
Inform parents of the need for male involvement at school through newsletters, conferences, and meetings.	2	None	Wekiva Staff, SAC, PTA	End of year	Volunteer information program	st, tech

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

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.

Current STEM practices: Wekiva has a very active STEM program. Students are given opportunities to prepare for the STEM workforce such as, Robotics, Project Create, Science Expo, Lego Club, ECO Club, and Super Scientist activities. Teachers invite speakers in the math or science professions to promote and attract students to the STEM activities.

Plan for 2012-2013: Wekiva will continue to offer the same STEM opportunities as last year. The partnership with Wekiva State Park will continue to attract and retain more talented students to the environmental sciences. Last year, Wekiva had its largest Science Exp with 240 students participating in grades K-5. With a strong emphasis on hands-on learning activities in the classrooms, there will be an increase of student participation for the Science Expo.

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)
Students in 4 th grade gifted cluster class will complete and share their engineering project from Project Create.	None	4 th Grade teacher, Gifted teacher	Project Create Conference End of the Year	Planning boards Authentic audience	or, tech, sss, t
Train parents to be Super Scientists. They will work with grade level students and the Science Lab teacher on grade level standards.	Working parents Volunteers not always reliable	Science Lab teacher	End of year	Sign in sheets	Or, t
Awareness of club activity; Robotics, Lego Club and ECO club.	Transportation Students who are not interested.	Administration, PE teacher, ESE teacher, Technology Teacher and Science Lab teacher.	End of Year	Attendance Competition Website	Tech, or, t
Science EXPO – Increase participation.	Students who do not want to participate	Staff	Mid Year	Presentation at EXPO	Tech, or, b
Share with parents and community the STEM opportunities at Wekiva.	None	Administration	On-going	Newsletters	Tech, b,im

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

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 2012-2013 school year.

Current CTE practices: Wekiva participated in Teach In, where career and technical speakers share with the students the importance of education. The Wekiva State Park Educational Coordinator worked with our Educational Technology Facilitator and the Science Teacher during an afterschool club to do field experience on environmental and animal information and issues with our third, fourth and fifth grade students.

Plan for 2012-2013: To increase student awareness of the Career and Technical workforce related opportunities through curriculum in Professional Learning Communities. Wekiva will participate in Teach In. Students will be encouraged to join the ECO Club; teachers in other clubs will relate career and technical opportunities.

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)
Teachers will share the job opportunities in the math and science areas. Embedded in many of the Science Virtual Labs and United Streaming activities, Animato, and Google docs will help teachers share the work force opportunities.	None	Classroom teachers	End of year	Lesson Plans	tech
Students in the ECO Club work with the Wekiva State Park on environmental issues. They are learning about environmental work opportunities.	None	Science Lab teacher and technology teacher	End of Year	Website	Tech
Students completing Project Create are learning about engineering opportunities.	None	Gifted teacher and 4 th grade teacher	End of Year	Lesson Plans Competition	Tech. or
Wekiva State Park will work with Wekiva staff to share environmental opportunities with students and staff.	Speaker approval State Park availability	Science Lab teacher Administration	End of Year	Presentation	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.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	82	81	85	87	88	90	91
American Indian							
Asian	87	92	89	90	91	92	94
Black/African-American	55	36	63	66	70	74	78
Hispanic	75	76	79	81	83	85	88
White	85	85	88	89	90	91	93
English Language Learners	25	43	38	44	50	56	63
Students with Disabilities	59	57	66	69	73	76	80
Economically Disadvantaged	72	67	77	79	81	84	86

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	78	79	82	84	85	87	89
American Indian							
Asian	93	85	94	95	95	96	97
Black/African-American	55	73	63	66	70	74	78
Hispanic	70	67	75	78	80	83	85
White	81	83	84	86	87	89	91
English Language Learners	50	43	58	63	67	71	75
Students with Disabilities	58	60	65	69	72	76	79
Economically Disadvantaged	62	67	68	72	75	78	81

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.

ADMINISTRATIONISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Marjorie Adamczyk	10/3/12	Lisa Romine	10/3/12	Tracy Smith	10/3/12
INSTRUCTIONAL					
Teresa Norton	10/3/12	Amanda Propst	10/3/12	Tara Williams	10/3/12
Stephanie Eger	10/3/12	Joy Kurtz	10/3/12	Becky Grunwald	10/3/12
Natali Meza	10/3/12				
NON-INSTRUCTIONAL					
Mary Susan Trawick	10/3/12				