

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.



Casselberry 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+		82.0%	2%	84.0%	61.6%	N
High standards Level 4+		42.2%	3%	45.2%	30.9%	N
Proficiency Level 3+ in AYP subgroups						
	White	82.7%	2%	84.7%	65.7%	N
	Black	77.4%	2%	79.4%	51.2%	N
	Hispanic	81.1%	2%	83.1%	57.0%	N
	ELL	66.7%	2%	68.7%	20.0%	N
	SWD	60.0%	5%	65.0%	40.6%	N
	ED	78.1%	2%	80.1%	57.7%	N
Learning Gains		62.1%	3%	65.1%	64.2%	N
Lowest 25% making Learning Gains		46.3%	7%	53.3%	54.2%	Y
Learning Gains Levels 4/5		80.0%	2%	82.0%	92.0%	Y
Learning Gains in AYP subgroups						
	White	58.4%	8%	66.4%	60.2%	N
	Black	80.0%	1%	81.0%	73.3%	N
	Hispanic	62.7%	4%	66.7%	66.7%	Y
	ELL	36.4%	14%	50.4%	40.0%	N
	SWD	17.9%	32.1%	50%	61.0%	Y
	ED	59.7%	2%	61.7%	66.5%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		77.5%	3%	80.5%	57.4%	N
High standards Level 4+		40.3%	5%	45.3%	24.9%	N
Proficiency Level 3+ in AYP subgroups						
	White	79.5%	2%	81.5%	65.1%	N
	Black	70.0%	2%	72.0%	43.9%	N
	Hispanic	74.4%	2%	76.4%	48.0%	N
	ELL	46.7%	3%	49.7%	20.0%	N
	SWD	70.0%	2%	72.0%	48.4%	N
	ED	74.7%	2%	76.7%	51.9%	N
Learning Gains		57.7%	6%	63.7%	63.7%	Y
Lowest 25% making Learning Gains		60.0%	2%	62.0%	67.8%	Y

Learning Gains Levels 4/5		25.0%	25%	50.0%	91.5%	Y
Learning Gains in AYP subgroups						
	White	53.1%	2%	55.1%	77.1%	Y
	Black	68.4%	2%	70.4%	55.2%	N
	Hispanic	58.2%	2%	60.2%	71.0%	Y
	ELL	81.8%	2%	83.8%	80.0%	N
	SWD	53.6%	2%	55.6%	73.2%	Y
	ED	56.4%	2%	58.4%	65.0%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		78.8%	3%	81.8%	79.3%	N
High standards Score 6.0		1.0%	2%	3.0%	0.0%	N
Proficiency Score in AYP subgroups						
	White	82.4%	2%	84.4%	82.5%	N
	Black	75.0%	2%	77.0%	70.6%	N
	Hispanic	74.3%	2%	76.3%	81.8%	Y
	ELL	100.0%	0	100%	100.0%	Y
	SWD	100.0%	0	100%	70.0%	N
	ED	77.0%	2%	79%	76.5%	N
High standards Score 6.0 in AYP subgroups						
	White	2%	1%	3%	0.0%	N
	Black	0%	1%	1%	0.0%	N
	Hispanic	0%	1%	1%	0.0%	N
	ELL	0%	1%	1%	0.0%	N
	SWD	0%	1%	1%	0.0%	N
	ED	1.6%	0.4%	2%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		56.7%	3%	59.7%	33.3%	N
High standards Level 4+		16.7%	3.3%	20.0%	9.6%	N
Proficiency Level 3+in AYP subgroups						
	White	61.5%	2%	63.5%	42.1%	N
	Black	25.0%	25%	50%	30.8%	N
	Hispanic	50.0%	2%	52%	21.1%	N
	ELL	33.3%	16.7%	50%	0.0%	N
	SWD	0%	50%	50%	33.3%	N
	ED	47.5%	2%	49.5%	30.4%	N
High standards Level 4+ in AYP subgroups						

	White	15.4%	4.6%	20%	15.8%	N
	Black	0%	20%	20%	0.0%	N
	Hispanic	17.9%	2.1%	20%	2.6%	N
	ELL	33.3%	1.7%	35%	0.0%	N
	SWD	0%	10%	10%	16.7%	Y
	ED	13.6%	1.4%	15%	8.9%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	20.0%	5%	25%	87.5%	Y
Performance in advanced coursework	81.0%	4%	85%	100.0%	Y

Discipline Goals	Male					Female				
	Current #	# +/-	Expected #	Actual #	Met (Y,N,P)	Current #	# +/-	Expected #	Actual #	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Hispanic	39	-9	30	23	Y	13	-3	10	2	Y
Out-of-school suspensions (unduplicated) Subgroup: Hispanic	4	-1	3	10	N	4	-1	3	2	Y

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

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups - Hispanic					Y
Music Makers	8	2	10	10	Y
Robotics Club	2	2	4	4	Y
Student Council	5	3	8	8	Y
Runners' Club	18	2	20	20	Y
Safety Patrol	6	2	8	8	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase the percent of SWD achieving +3.0 on the 2012 Reading FCAT.	17.9%	32.1%	50%	40.6%	N

Goal Summary

Number of Goals Met: 10
Number Not Met: 12
Number Partially Met: 4

CARRY OVER GOALS

2012-2013

Carry Over Objective #1 - Casselberry Elementary will continue to provide a variety of opportunities for parents to be involved in their child's education such as parent conferences, grade level curriculum nights and Title I Parent involvement activities. Parents will also be provided with information regarding student health, fitness and the 150 minutes of physical education through the school newsletter and other communication avenues.

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
- 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+		61.6%	205 / 333	8%	70%
2. Proficiency Level 3.0+ in subgroups:					
	White	65.7%	113 / 172	4%	70%
	Black	51.2%	21 / 41	9%	60%
	Hispanic	57.0%	57 / 100	3%	60%
	ELL	20.0%	3 / 15	30%	50%
	SWD	40.6%	26 / 64	9%	50%
	ED	57.7%	138 / 239	2%	60%
3. High Standards Level 4.0+		30.9%	103 / 333	9%	40%
4. Learning Gains		64.2%	145 / 226	6%	70%
5. Lowest 25% Making Learning Gains		54.2%	32 / 59	6%	60%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		38.7%	29 / 226	11%	50%
7. Learning Gains Levels 4/5		92.0%	69 / 75	3%	95%
8. Learning Gains in subgroups:					
	White	60.2%	71 / 118	5%	65% %
	Black	73.3%	22 / 30	2%	75%
	Hispanic	66.7%	46 / 69	3%	70%
	ELL	40.0%	2 / 5	10%	50%
	SWD	61.0%	25 / 41	4%	65%
	ED	66.5%	107 / 161	3%	70%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide Fast Track Phonics and Word Power in grades K-2	1 - 8	Time and resources	Teachers, Literacy Specialists, and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	im, or, t, TI
Provide additional Successmaker Computer Lab Time for the lowest quartile students in grades 3-5 prior to the start of the school day.	5	Personnel and time	Literacy Specialists and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	im, or, st, t, tech, TI
Provide opportunities for teacher professional development and coaching in effective strategies for teaching reading including listening, phonemic awareness, phonics, vocabulary, comprehension and fluency.	1 - 8	Time and resources	Teachers and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	im, or, t, TI
Provide a daily 90 minute uninterrupted reading block for all students utilizing the Comprehension Toolkit, SCPS Toolbox, Harcourt Trophies, and researched instructional strategies such as guided reading, reader's theatre, and literature circles.	1 - 8	Time and resources	Teachers and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	im, or, st, t, TI
Provide Title I Backpack program for kindergarten students and ESOL students.	1 - 8	Personnel and resources	Teachers, Literacy Specialists, and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	b, im, or, st, TI
Implement 30 minute daily "walk to intervention" reading groups for all students in grades K-5, using classroom teachers, literacy teachers and paraprofessionals.	1 - 8	Personnel and resources	Teachers, Literacy Specialists, and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	b, im, or, st, TI
Provide before and after school tutorial programs for students with progress monitoring plans, individual educational plans and/or limited English proficient plans.	3 - 8	Personnel and resources	Teachers, Literacy Specialists, and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	b, im, or, st, TI
Develop and implement a school wide program for Accelerated Reader to encourage independent reading at all grade levels.	1 - 8	Time and resources	Teachers, Literacy Specialists, and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	b, im, or, st, tech, TI
Monitor student progress by analyzing the data from researched based assessments (PASI, PSI, Successmaker, DE, SRI, etc.)	1 - 7	Time	Teachers, Literacy Specialists, and Administration	BOY, MOY, EOY	DE, SRI, FCAT, Successmaker	im, or, st, TI

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+		57.4%	191 / 333	3%	60%
2. Proficiency Level 3.0+ in subgroups:					
	White	65.1%	112 / 172	5%	70%
	Black	43.9%	18 / 41	16%	60%
	Hispanic	48.0%	48 / 100	12%	60%
	ELL	20.0%	3 / 15	30%	50%
	SWD	48.4%	31 / 64	2%	50%
	ED	51.9%	124 / 239	8%	60%
3. High Standards Level 4.0+		24.9%	83 / 333	8%	33%
4. Learning Gains		71.1%	160 / 225	4%	75%
5. Lowest 25% Making Learning Gains		67.8%	40 / 59	3%	70%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		52.5%	31 / 225	7%	60%
7. Learning Gains Levels 4/5		91.5%	54 / 59	3%	95%
8. Learning Gains in subgroups:					
	White	77.1%	91 / 118	3%	80%
	Black	55.2%	16 / 29	5%	60%
	Hispanic	71.0%	49 / 69	4%	75%
	ELL	80.0%	4 / 5	10%	90%
	SWD	73.2%	30 / 41	2%	75%
	ED	65.0%	104 / 160	5%	70%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Monitor student progress by analyzing the data from researched based assessments.	1 - 8	Time	Classroom Teachers and Administration	BOY, MOY, EOY	GO MATH, DE,FCAT, and Successmaker	im, or, st, sss, tech, t, TI
Provide professional development and coaching in effective strategies for teaching math including problem solving, number sense, algebraic thinking, measurement, etc.	1 - 8	Time and Resources	Teachers and Administration	BOY, MOY, EOY	GO MATH, DE,FCAT, and Successmaker	im, or, st, sss, tech, t, TI
Offer enrichment/higher level math activities such as Math Super Stars, PRIMES, Daily Oral Math, Problem of the Day and various computer programs.	1 - 8	Time and Resources	Teachers and Administration	BOY, MOY, EOY	GO MATH, DE,FCAT, and Successmaker	b, im, or, st, sss, tech, t, TI
Implementation of the Seminole County Schools Instructional Plan for Math to include implementation of the "Go Math" Houghton Mifflin Series K-5.	1 - 8	Time and Resources	Teachers and Administration	BOY, MOY, EOY	GO MATH, DE,FCAT, and Successmkaer	b, im, or, st, sss, tech, t, TI
Purchase additional math software manipulatives and literature to teach and practice math concepts.	1 - 8	Money	Teachers and Administration	BOY, MOY, EOY	GO MATH, DE,FCAT, and Successmaker	b, im, or, st, sss, tech, t, TI
Utilize Study Island and FCAT Explorer, web based math tutorial programs, for grades 2-5.	1 - 8	Time	Teachers and Administration	BOY, MOY, EOY	GO MATH, DE,FCAT, and Successmaker	b, im, or, st, sss, tech, t, TI
Provide Successmaker Computer Lab Time for the lowest quartile and students in grades 3-5 prior to the start of the school day.	5	Personnel and time	Math Coach and Administration	BOY, MOY, EOY	DE, FAIR, FCAT, and Successmaker	im, or, st, t, tech, TI
Provide before and after school tutorial programs for students with progress monitoring plans, individual educational plans and/or limited English proficient plans.	3 - 8	Time and resources	Teachers and Administration	BOY, MOY, EOY	DE, FAIR, FCAT, and Successmaker	b, im, or, st, t, TI

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 4.0+) on the 2013 FCAT Writing

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

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		79.3%	92 / 116	3%	82%
2. Proficiency Score 3.0+ in subgroups:					
	White	82.5%	52 / 63	2%	85%
	Black	70.6%	12 / 17	9%	80%
	Hispanic	81.8%	27 / 33	3%	85%
	ELL	100.0%	2 / 2	100%	100%
	SWD	70.0%	14 / 20	5%	75%
	ED	76.5%	65 / 85	3%	80%
3. High Standards Score 6.0		0.0%	0 / 116	10%	10%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 63	1%	1%
	Black	0.0%	0 / 17	1%	1%
	Hispanic	0.0%	0 / 33	1%	1%
	ELL	0.0%	0 / 2	1%	1%
	SWD	0.0%	0 / 20	1%	1%
	ED	0.0%	0 / 85	1%	1%

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide Professional Development opportunities based on the 6+1 Traits of Writing for Teachers in Grades K-5.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im, or, t
Implement daily journal writing for all grades.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im, t
Administer four SCPS Writing Prompts in grades K-5 throughout the year.	1 - 4	Time	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im
Analyze FCAT writing scores and share with teachers. Focal areas for direct instruction will be determined at each grade level.	1 - 4	Time	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im, st, t
Teachers will utilize 6+1 Writing Traits of Writing in grades K-5 to enhance student quality of writing. Students not making progress will be referred to the MTSS Team.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	b, im, or, t
Provide FCAT Writing parent information night.	1 - 4	Time	Teachers, SAC, PTSA, and Administration	BOY, MOY, EOY	FCAT, DE	im, or, st, sss, t, TI
Provide an intense writing tutorial for teacher recommended students. Resource teachers will work with the select students one hour each week (Oct. - Feb.) to help them prepare for the 2013 FCAT Writing assessment.	1 - 4	Personnel and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im, t, TI
Provide Writing Rubric Training for all 3rd and 4th grade teachers.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im, or, t
Provide opportunities for cross-curricular writing articulation K-5.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im
Utilize a Writing Specialist to provide coaching and modeling for classroom teachers.	1 - 4	Time and resources	Teachers, Writing Specialist and Administration	BOY, MOY, EOY	FCAT, DE	im, st, or

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

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+		33.3%	38 / 114	17%	50%
2. Proficiency Score 3.0+ in subgroups:					
	White	42.1%	24 / 57	8%	50%
	Black	30.8%	4 / 13	19%	50%
	Hispanic	21.1%	8 / 38	29%	50%
	ELL	0.0%	0 / 3	50%	50%
	SWD	33.3%	8 / 24	17%	50%
	ED	30.4%	24 / 79	20%	50%
3. High Standards Score 4.0+		9.6%	11 / 114	40%	50%
4. High Standards Score 4.0+ in subgroups:					
	White	15.8%	9 / 57	34%	50%
	Black	0.0%	0 / 13	50%	50%
	Hispanic	2.6%	1 / 38	47%	50%
	ELL	0.0%	0 / 3	50%	50%
	SWD	16.7%	4 / 24	33%	50%
	ED	8.9%	7 / 79	41%	50%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide Professional Development opportunities to review the Fusion Science program for Teachers in Grades K-5.	1 - 4	Time, training, and resources	Science Coach and Administration	BOY, MOY, EOY	FCAT, DE	b, im, or, t, TI
Utilize the Science Instructional Plan, Harcourt Fusion Science series, Next Generation Sunshine State Standards, new science vocabulary words in daily lessons, hands-on activities, and centers in all classes.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im, or, t, TI
Implement the Science Response Journal, Project Based Learning and incorporate Learning Labs to reinforce science concepts in the classroom.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	im, or, t, TI
Analyze FCAT Science data to identify specific areas needing improvement.	1 - 4	Time, training, and resources	Teachers, Science Coach, and Administration	BOY, MOY, EOY	FCAT, DE	im, or, st
Implement digital learning systems (Knowledge Box, Brain Pop and United Streaming) to enrich the science curriculum in grades K-5.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	b, or, tech
Integrate science into the 90 minute reading block by incorporating non-fiction (science related topics) books.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	b, im, or
Investigate and purchase materials and software for primary and intermediate FCAT Science preparation.	1 - 4	Time, training, and resources	Teachers, and Administration	BOY, MOY, EOY	FCAT, DE	b, im, or, t, TI
Investigate and provide on-site science field trips.	1 - 4	Time, training, and resources	Teachers and Administration	BOY, MOY, EOY	FCAT, DE	b, im, or, TI
Provide a science hands on enrichment night for families sponsored by the Orlando Science Center.	1 - 4	Time, training, and resources	Teachers, Science Coach, and Administration	BOY, MOY, EOY	FCAT, DE	b, im, or, tech, TI
Teachers implement lesson study rotations to improve instruction.	1 - 4	Time, training, and resources	Teachers, Science Coach, and Administration	BOY, MOY, EOY	FCAT, DE	b, im, or, tech, TI
Science Coach, SCPS Science Specialist, and support teachers provide training and hands-on science lab opportunities.	1 - 4	Time, training, and resources	Teachers, Science Coach, and Administration	BOY, MOY, EOY	FCAT, DE	b, im, or, tech, TI

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	87.5%	14/16	12%	100%
2. Level of Performance	100.0%	14/14		100%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide Virtual School opportunities for students in Grades 4 and 5 who scored a Level 4 and/or 5 on the 2012 FCAT Reading and 2012 FCAT Math.	1 - 2	Time, resources, and personnel	Classroom Teachers, Gifted Teacher, Technology Specialist, and Administration	BOY, MOY, EOY	FCAT, DE	im, or, st, sss
Provide PRIMES for students in Grades 4 and 5 who scored a Level 4 or 5 on the 2012 FCAT Math.	1 - 2	Time, resources, and personnel	Classroom Teachers, Math Coach, and Administration	BOY, MOY, EOY	FCAT, DE	im, or, st, sss

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current #	Expected #
1. Discipline referrals (duplicated)	Hispanic	25	22
2. Out-of-school suspensions (unduplicated)	Hispanic	12	10

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Provide Caring School Community training to provide behavioral intervention strategies to maintain classroom management.	1 - 2	Time and resources	Teachers, Support Staff, Home School Liaison, and Administration	Weekly, Middle of Year, and End of Year	ABC Team Meetings, RtI Team Meetings, and SAM Meetings	or, st, sss, t, TI
Develop, promote and enforce uniform school rules and procedures in common areas, such as the lunchroom and playground.	1 - 2	Time and personnel	Teachers, Support Staff, Home School Liaison, and Administration	Weekly, Middle of Year, and End of Year	ABC Team Meetings, RtI Team Meetings, and SAM Meetings	or, st
Encourage students to participate in school activities such as advanced art, music makers, milers' club, school wide beautification, safety patrol, essay contests and Proud Pandas service club.	1 - 2	Time, personnel, and resources	Teachers, Support Staff, Home School Liaison, and Administration	Weekly, Middle of Year, and End of Year	ABC Team Meetings, RtI Team Meetings, and SAM Meetings	im, or, st
Provide mentor program with at risk and minority students.	1 - 2	Time and resources	Teachers, Support Staff, Home School Liaison, and Administration	Weekly, Middle of Year, and End of Year	ABC Team Meetings, RtI Team Meetings, and SAM Meetings	or, st, TI
Provide school wide award recognition programs (Positive Behavior Support, Student of the Week, Panda Pennies) for students who are positive role models.	1 - 2	Time and resources	Teachers, Support Staff, Home School Liaison, and Administration	Weekly, Middle of Year, and End of Year	ABC Team Meetings, RtI Team Meetings, and SAM Meetings	or, st

Provide bullying awareness classes, anger management group, divorce, grief, self-esteem and social groups to help students.	1 - 2	Time and resources	Teachers, Support Staff, Home School Liaison, and Administration	Weekly, Middle of Year, and End of Year	ABC Team Meetings, RtI Team Meetings, and SAM Meetings	im, or, st, TI
Students and staff will participate in quarterly Unity Rally Assemblies to promote character building and school spirit.	1 - 2	Time	Teachers, Support Staff, Home School Liaison, and Administration	Weekly, Middle of Year, and End of Year	ABC Team Meetings, RtI Team Meetings, and SAM Meetings	or, st
Implement Pro Dads and Moms groups - Dads will meet with their children four times during the school year for breakfast and Lunch on the Lawns for moms and children to have lunch together four times a year.	1 - 2	Time and resources	Teachers, Support Staff, Home School Liaison, and Administration	Weekly, Middle of Year, and End of Year	ABC Team Meetings, RtI Team Meetings, and SAM Meetings	or, st, TI

ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

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

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

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

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	100.0%	689/689	0	100%
2. At-Risk Promotion Level of Performance	100.0%	467/467	0	100%

Action Plan

Strategy	Promotion/ At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Identify at-risk students, Level 1 and 2 students, Tier 2 and 3 students, and students in the lower quartile.	1 - 2	Time and Personnel	Teachers and Administration	BOY, MOY, EOY	DE, FCAT, Successmaker	b, or, st, tech, t
Provide 30-60 additional minutes of reading and/or math instruction per day and participate in before school and after school tutorial.	1 - 2	Time, resources, personnel, and support	Teachers, Literacy Specialists, Math Coach, and Administration	BOY, MOY, EOY	DE, FCAT, Successmaker	b, im, or, st, sss, tech, t, TI

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	Subgroup	Current #	Expected #
Music Makers	Hispanic	10	12
Robotics Club	Hispanic	4	5
Student Council	Hispanic	8	9
Runners' Club	Hispanic	20	22
Safety Patrol	Hispanic	8	10

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Music Makers will be offered to all students in Grades 3-5. These students will meet after school on Mondays for one hour with the Music Teacher.	1	Personnel and Support	Music Teacher and Administration	BOY, MOY, EOY	Teacher Attendance	b, im, or, st, tech, TI, t
Robotics Club will be offered to all students in Grades 3-5. These students will meet after school on Mondays for one hour with the Gifted Teacher.	1	Personnel and Support	Gifted Teacher and Administration	BOY, MOY, EOY	Teacher Attendance	b, im, or, st, tech, TI, t
Student Council will be offered to all students in Grades 3-5. These students will meet after school on Mondays for one hour.	1	Personnel and Support	Teachers and Administration	BOY, MOY, EOY	Teacher Attendance	st, or, sss
Runners' Club will be offered to all students in Grades K-5. These students will meet before school with the PE Coaches.	1	Personnel and Support	PE Teachers and Administration	BOY, MOY, EOY	Teacher Attendance	st, or
Safety Patrol will be offered to all students in Grades 4-5. These students will meet before and after school to provide support on campus.	1	Personnel and Support	Teachers and Administration	BOY, MOY, EOY	Teacher Attendance	st, or

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 increase the percent of students scoring a level 4.0 or higher on the 2.0 FCAT Reading who participate in Cluster Grouping of Gifted and Talent Development in grades 4-5 during the 2012-2013 school year.

School Defined Goal	Current	# of #-	% +/-	Expected
To increase the percent of students scoring a level 4.0 or higher on the 2.0 FCAT Reading who participate in Cluster Grouping of Gifted and Talent Development in grades 4-5 during the 2012-2013 school year.	83%	33/40	17%	100%

*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)
Encourage teachers to track student achievement utilizing DE Assessments in Reading, Math, and Science.	Time and resources	Teachers and Administration	BOY, MOY, and EOY	Discovery Education	b, im, or, t,
Provide enrichment activities during the 30 minutes of Walk to Intervention (iii) five days per week.	Time, Resources, and Support	Teachers and Administration	Every 4 weeks	SuccessMaker	st, or, t, sss, im, tech, TI

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
Deliberate Practice Plans (DPPs)	Reading 1-8 Math 1-8 Science 1-4 Writing 1-4	8/15/2012 9/19/2012 5/29/2013	Reading, Writing, Math, Science, Discipline, Attendance	School-wide PLC	60		Teachers, Administration
Discovery Education	Reading 1-8 Math 1-8 Science 1-4	8/29/2012 9/5/2012 1/16/2013	Reading, Math, Science	School-wide PLC	60		Teachers, Administration
Walk to Intervention Team Projects	Reading 1-8	9/12/2012	Reading	School-wide PLC	60		Teachers, Administration
Technology Integration Plan	Reading 1-8 Math 1-8 Science 1-4 Writing 1-4	10/17/2012	Reading, Math, Science	School-wide PLC	60		Teachers, Administration
Learning Goals, Scales, & iobservation	Reading 1-8 Math 1-8 Science 1-4 Writing 1-4	10/24/2012 2/20/2013	Reading, Writing, Math, Science	School-wide PLC	60		Teachers, Administration
Science Project Based Learning	Science 1-4	11/7/2012	Science	School-wide PLC	60		Teachers, Administration
Comprehension Toolkit	Reading 1-8	11/28/2012	Reading	School-wide PLC	60		Teachers, Administration
KAGAN Strategies	Reading 1-8 Math 1-8	1/8/2013 3/27/2013	Reading, Writing, Math, Science	School-wide PLC	60		Teachers, Administration
6+1 Traits of Writing & FCAT Writing	Writing 1-4	1/23/2013	Writing	School-wide PLC	60		Teachers, Administration
The Daily Five	Reading 1-8	1/30/2013	Reading	School-wide PLC	60		Teachers, Administration
Caring School Community, Parent Involvement, & PBS	Discipline 1-2 School Defined Goal 1	3/13/2013	Reading, Writing, Math, Science, Discipline, Attendance	School-wide PLC	60		Teachers, Administration

FCAT 2.0	Reading 1-8 Math 1-8 Science 1-4 Writing 1-4	4/3/2013	Reading, Writing, Math, Science	Grades 3-5 PLC	60		Teachers, Administration
Grade Level Articulation	Reading 1-8 Math 1-8 Science 1-4 Writing 1-4	4/10/2013 5/1/2013	Reading, Writing, Math, Science, Discipline, Attendance	Grade Level PLC	60		Teachers, Administration
Student Achievement Meetings	Reading 1-8 Math 1-8 Science 1-4 Writing 1-4	August 2012-June 2013	Reading, Writing, Math, Science, Discipline, Attendance	Grade Level PLC	60		Teachers, Administration

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2012-2013

INCOME:

Original Allocation:	\$661.00
Adjustment:	
Carry Over:	\$1,750.97
Total Income:	\$2,411.97

EXPENDITURES	ACTUAL COST	BALANCE
		\$2,411.97
FOCUS Workbooks that address six Reading Strategies (Understanding Main Idea and Details, Comparing and Contrasting, Making Predictions, Drawing Conclusions and Making Inferences, Recognizing Cause and Effect, and Understanding Sequence)	\$2,000.00	\$411.97

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$411.97

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*.

Members of Casselberry's *MTSS Leadership Team* include the following:

- Sharon Stanley, Principal
- Shannon Akerson, Assistant Principal
- Amy Walker, Guidance Counselor
- Pam Metzger, Home/School Liaison
- Tony Capoverde, 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?

Casselberry's *MTSS Leadership Team* functions as follows:

- Meets weekly to discuss and review MTSS referrals, and school, classroom, and individual school data.
- Develops assessment schedule for teachers and instructional assistants.
- Identifies literacy resources, materials, and software that support and enhance student achievement.
- Participates in collaborative data meetings and sessions.

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

The role of Casselberry's *MTSS Leadership Team* is to train teachers and staff on the MTSS Model and support the implementation of the MTSS process.

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

At present the data sources and data management systems includes the following:

- Discovery Education (Grades K – 5)
- Successmaker (Grades K – 5)
- SRI (Grades 2-5)
- Teachers and administrators utilize these systems to make instructional decisions for students and to identify additional resources needed to enhance student achievement.

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 plan to train staff on MTSS includes the following:

- Conduct a school-wide meeting to introduce the Multi-Tiered System of Supports Requirements.
- Develop a common language document to be used by all staff.
- Provide small group sessions to discuss and review MTSS/RTI information, implementation, etc.
- Develop an MTSS/RTI Intervention Form to be used by all classroom teachers.

6. Describe the plan to train staff on MTSS.

Our plan to achieve school-wide implementation will include school-wide, team and individual sessions. We will conduct weekly meetings with the MTSS team to discuss the needs of various students and support for teachers.

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).

Members of Casselberry's *Literacy Leadership Team* include the following:

- Sharon Stanley, Principal
- Shannon Akerson, Assistant Principal
- Tracy Porter, Literacy Specialist
- Nancy Lanfersiek, Literacy Specialist
- Evie Martinez, ESOL/Literacy Teacher

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

Casselberry's *Literacy Leadership Team* functions as follows:

- Meets bi-weekly to discuss and review literacy needs.
- Develops assessment schedule for teachers.
- Trains teachers, instructional assistants, and support staff to administer assessments as appropriate.
- Identifies literacy resources, materials, and software that support and enhance student achievement.
- Models lessons for teachers based on identified needs.
- Oversees parent literacy support programs.
- Participates in collaborative data meetings and sessions.
- Organizes professional development activities based on identified school needs.
- Participates in and coordinates professional learning community activities that support the identification of research-based reading strategies.

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

The major initiatives of Casselberry's *Literacy Leadership Team* include:

- Trains teachers, instructional assistants, and support staff to administer assessments as appropriate.
- Identifies literacy resources, materials, and software that support and enhance student achievement.
- Organizes professional development activities based on identified school needs.
- Participates in and coordinates professional learning community activities that support the identification of research-based reading strategies.

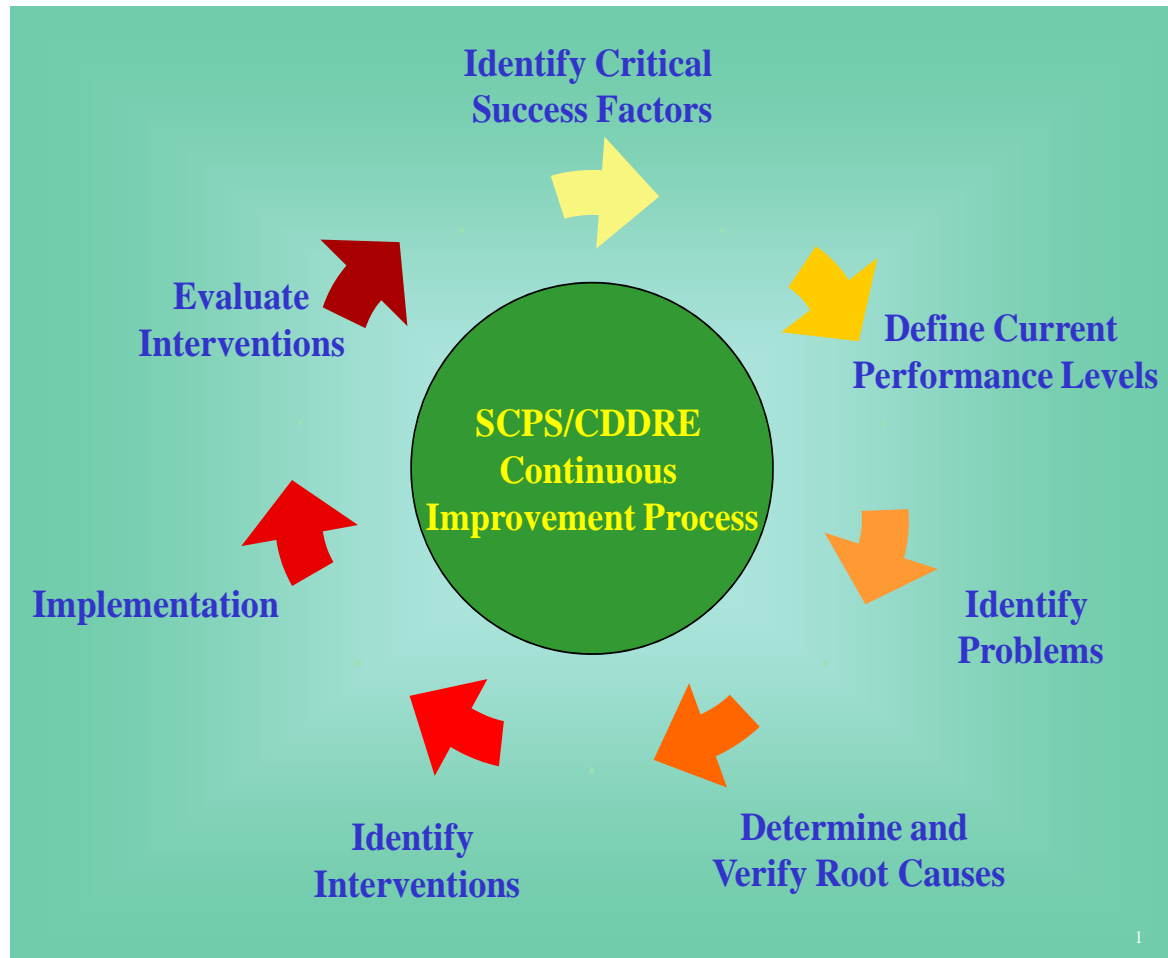
ADDENDUM 3 -LESSON STUDY

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.

All teachers will participate in professional development activities related to “Lesson Study” facilitated by the literacy coach and administration. A group of six teachers will serve as members of the 2012-2013 Lesson Study Cohort. The group will follow the steps outlined below:

- 1) Form a Lesson Study Group
- 2) Decide on the Content Focus of the Lesson
- 3) Plan the Research Lesson
- 4) Teach the Lesson
- 5) Provide for Colloquium/Collaboration
- 6) Plan Next Steps

This model will be replicated by a second group of teachers in January 2013 and a third group in March 2013. The goal will be to develop two researched based lessons per year.



**ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013**

School Name: Casselberry Elementary School

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"> a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
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): Our leadership team utilizes Discovery Education, FLKRS, PASI, PSI, DA, and Successmaker data to determine student performance, student progress and intervention/enrichment grouping. Ongoing Progress Monitoring includes benchmark tests, chapter tests, and beginning of the year inventory for GO Math. The Reading Coaches, Math Coach, ELL teacher and other members of the Leadership Team meet every other week to discuss, evaluate, and determine appropriate placement for students in intervention and/or enrichment groups or proceeding with the MTSS process. Our Walk to Intervention groups are fluid and changes are made after ongoing progress monitoring (3 week intervals).

School Improvement Goal(s) that support the Initiative(s): Our Reading and Math goals all support our initiatives. Our goals are to increase student performance in every subgroup and at every FCAT level in addition to making Learning Gains, and increasing the number of students scoring levels 3, 4 and 5.

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): PSI, PASI, Discovery Education, SRI, and CBM data is used to identify and group students. Upon analysis of this data, appropriate interventions are made. In addition, SIPPS is used with Tier III students for added support. Data also drives our schoolwide Walk to Intervention remediation program. Grade level teams group students into small groups for instruction based on the data and needs assessment. Students also attend Successmaker computer labs for remediation and enrichment.

School Improvement Goal(s) that support the Initiative(s): All of our Reading goals support our Reading initiatives. We will increase the percentage of accountability group students achieving proficiency, making Learning Gains, scoring levels 4 and 5, and will increase proficiency in the following subgroups: Ethnicity, ELL, SWD and ED on the 2013 FCAT Reading exam.

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan? Administration works with teachers to ensure that research based programs are implemented with fidelity.

Math Initiative(s): In addition to small group instruction and differentiated instruction within the classroom, students will utilize three computer labs using Pearson's Successmaker. One lab will be used for all students Kindergarten through grade 5. The other lab centers on students performing on grade

level to below grade level. Scores from FCAT, Discovery Education and Go Math progress monitoring will be used to target those students needing remediation and additional instruction. These students will attend the lab four days a week.

School Improvement Goal(s) that support the Initiative(s): All of our Math goals support our Math initiatives. We will increase the percentage of accountability group students achieving proficiency, making Learning Gains, scoring levels 4 and 5, and will increase proficiency in the following subgroups: Ethnicity, ELL, SWD and ED on the 2013 FCAT Math exam.

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): Teachers use formative and summative data to guide instruction. PSI, PASI, Discovery Education (Reading, Math and Science) SRI and classroom common assessments are used. Teachers meet weekly to analyze data and together plan instruction for Reading, Math and Science.

School Improvement Goal(s) that support the Initiative: Through analyzing and using data, teachers will be able to differentiate instruction and focus on student needs and improvement. This initiative supports all of our achievement goals in improving student performance and results on the FCAT Reading, Math, Writing and Science tests.

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.

SubGroup Initiative(s): Teachers and staff will implement the academic based School Improvement Goals while monitoring two important key factors, attendance and discipline, that contribute to academic success.

School Improvement Goal(s) that support the Initiative(s): Several School Improvement Goals support the Sub-Group Initiative including, the Discipline Goals, On-Time Promotion Goals, Extra-Curricular Activities Goal, and School-Defined Goal.

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.*

Extended Day/Year Initiative(s): Casselberry Elementary offers several after-school programs, Music Makers, Robotics, Art Club, Student Council, Runners' Club, Safety Patrol, and 21st Century, that supplement the academic school day.

School Improvement Goal(s) that support the Initiative: The Extra Curricular Activities Goal supports the Extended Day Initiative by attempting to reduce the disparity among the ELL, SWD, and ED subgroups.

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): Casselberry Elementary offers counseling, behavioral interventions, and mentoring services to at-risk students on campus during the school day. Mentors are carefully selected like a puzzle piece that fits nicely into place. The mentor and student meet once a week for an hour, typically during the lunch break, to develop a special friendship the student might be lacking at home.

School Improvement Goal(s) that support the Initiative: The On-Time Promotion Goal and Discipline Goal supports the Additional School-Level Supports Initiative.

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): Administration has scheduled a wide variety of Professional Development learning opportunities to equip our teachers with the expertise, knowledge, and skills consistent with the NGSS and CCSS, Technology Plan, Deliberate Practice Plan, Discovery Education, Learning Goals and Scales, and Parent Involvement. The PD opportunities include Walk-to Intervention Team Projects, KAGAN Strategies, The Daily Five, The Comprehension Toolkit, 6+1 Traits of Writing, Science Project Based Learning, and Grade Level Articulation.

School Improvement Goal(s) that support the Initiative(s): All of our School Improvement Goals support and drive the Professional Learning Initiatives at Casselberry Elementary.

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): Casselberry Elementary offers two VPK classes, one full day and one half day, to prepare and ensure a smooth transition from preschool to kindergarten.

School Improvement Goal(s) that support the Initiative(s): The On-Time Promotion Goal supports the Coordination with Early Learning Initiative.

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): Casselberry Elementary provides several Family Engagement Events to promote reading, math, science, writing, fine arts, and community involvement.

School Improvement Goal(s) that support the Initiative: All of our School Improvement Goals support the Family Engagement Initiatives at Casselberry Elementary.

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	27.1%	183/676	27.9%	55%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
Register parents at Open House, Curriculum Nights, and Parent Involvement Nights.	1	Time, Access	Teachers, Tech Facilitator, and Administration	BOY, MOY, EOY	Skyward	b, or, st, tech
Encourage PTSA representatives, SAC members, and teachers to inform parents at Family Involvement Nights and conferences about the importance of being registered on Skyward.	1	Time	PTSA and SAC	BOY, MOY, EOY	Skyward	b, or, st, tech

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

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

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Enter narrative for STEM goal: A current STEM practice at Casselberry Elementary School includes Robotics. Our 2012-2013 STEM practices include Robotics and SECME. Students will utilize Science, Technology, Engineering and Math to create models and projects based on given criteria. The FIRST Lego League Robotics Club is currently in place consisting of ten fifth grade students who meet weekly. This club's tenure culminates with two weekend robotics tournaments in which our students will compete against schools throughout the state of Florida. SECME will begin in the fall and will also meet weekly learning about rocketry, the engineering of bridges, and designing mouse trap cars. The club will participate in UCF's end of the year tournament.

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)
Incorporate inquiry based science strategies-Engage, Explore, Explain, Elaborate, Evaluate.	Background knowledge	Teachers, Coach	Ongoing	DE, common assessments	im, or, t
Identify the students for participation.	Criteria for determining participants	STEM and SECME chairs	Beginning and mid year	DE, Teacher recommendation, student initiated,	B, im, or, tech
Promote student participation and interest.	transportation	Teachers, Coach	Ongoing	DE, Teacher recommendation	B, im, or, tech
Reinforce the use of Cooperative Learning and technology.	Time	Teachers, Coaches	Ongoing	DE, Teacher observation	or, tech, 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 2012-13 school year.

Enter narrative for CTE goal: Currently, Casselberry Elementary participates in Teach-In. In addition to Teach-In, Casselberry Elementary School is going to make a concerted effort to schedule more CTE opportunities for students by inviting parents, business partners, and community members to participate and provide workforce related opportunities through standard based mathematics, science and social studies curriculum. Parents and Business Partners will be invited to attend Seminole County Public Schools' Annual Teach-In Event at Casselberry. These community members will provide career and technical education and vocational opportunities to our students in Kindergarten through Fifth Grade. Teachers are encouraged to research the Speakers Bureau and invite community members to expose our students to a wide variety of job 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)
Invite parents, Business Partners, and Community Members to participate in Teach-In and other CTE Events.	Time	Teacher	EOY	Reflection Log	b, im

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	63	62	69	72	75	78	82
American Indian							
Asian		90					
Black/African-American	43	51	53	57	62	67	72
Hispanic	62	57	68	72	75	78	81
White	67	66	73	75	78	81	84
English Language Learners	53	20	61	65	69	73	77
Students with Disabilities	17	17	31	38	45	52	59
Economically Disadvantaged	56	58	63	67	71	74	78

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	56	57	63	67	71	74	78
American Indian							
Asian		90					
Black/African-American	35	44	46	51	57	62	68
Hispanic	58	49	65	69	72	76	79
White	58	65	65	69	72	76	79
English Language Learners	47	20	56	60	65	69	74
Students with Disabilities	27	28	39	45	51	57	64
Economically Disadvantaged	53	52	61	65	69	73	77

SCHOOL ADVISORY COUNCIL SIGNATURES

2012-2013

FINAL COPY

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

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Shannon Akerson	9/11/12	Melissa Holmes	9/11/12	Melissa Rees	9/11/12
INSTRUCTIONAL					
Pamela Metzger	9/11/12	Susan Ufland	9/11/12	Kelly Mawhinney	9/11/12
Brittany Rolle	9/11/12	Deena Borgailo	9/11/12	Felicite Daigle	9/11/12
Kristin Pennington	9/11/12	Debra Philby	9/11/12	Dawn Martorell	9/11/12
NON-INSTRUCTIONAL					
Laurie Van Schaick	9/11/12				