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.

Hagerty High 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+		68.8%	2%	70.8%	73.4%	Y
High standards Level 4+		41.5%	2%	43.5%	45.5%	Y
Proficiency Level 3+ in AYP subgroups						
	White	72.2%	2%	74.2%	78.6%	Y
	Black	55.1%	2%	57.1%	47.9%	N
	Hispanic	58.7%	2%	60.7%	61.6%	Y
	ELL	36.4%	2%	38.4%	54.5%	Y
	SWD	66.7%	2%	68.7%	64.5%	N
	ED	44.8%	2%	46.8%	52.5%	Y
Learning Gains		63.1%	2%	65.1%	67.5%	Y
Lowest 25% making Learning Gains		50.0%	2%	52.0%	67.7%	Y
Learning Gains Levels 4/5		50.0%	2%	52.0%	86.2%	Y
Learning Gains in AYP subgroups						
	White	65.1%	20.9%	86%	69.9%	N
	Black	52.2%	33.8%	86%	53.8%	N
	Hispanic	58.5%	27.5%	86%	65.3%	N
	ELL	46.2%	39.8%	86%	68.2%	N
	SWD	52.3%	33.7%	86%	73.9%	N
	ED	51.3%	34.7%	86%	60.0%	N

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		90.6%	2%	92.6%	93.9%	Y
High standards Score 6.0		8.7%	2%	10.7%	0.6%	N
Proficiency Score in AYP subgroups						
	White	92.2%	2%	94.2%	94.7%	Y
	Black	86.1%	2%	88.1%	91.7%	Y
	Hispanic	88.2%	2%	90.2%	92.0%	Y
	ELL	66.7%	2%	68.7%	54.5%	N
	SWD	NA			84.1%	NA
	ED	88.3%	2%	90.3%	88.4%	N

High standards Score 6.0 in AYP subgroups						
	White	10.0%	2%	12.0%	0.3%	N
	Black	2.8%	2%	4.8%	0.0%	N
	Hispanic	3.2%	2%	5.2%	2.0%	N
	ELL	0.0%	2%	2.0%	0.0%	N
	SWD				1.4%	NA
	ED	3.2%	2%	5.2%	0.0%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	72%	3%	75%	70%	N
Performance in advanced coursework	83%	2%	85%	88%	N

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	178 %	-10	168 %	193.60 %	N
Subgroup: SWD	178 %	-10	168 %	192.99 %	N
Out-of-school suspensions (unduplicated) Subgroup: Economically Disadvantaged	8 %	-2	6 %	7.05 %	N
Subgroup: SWD	10 %	-2	8 %	7.92 %	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97%	1%	98%	88.6%	N
At-Risk students graduating or advancing with age-level peers	82%	3%	85%	54.0%	N

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	93%	2%	95%	91%	N
Graduating seniors readiness in Math	84%	5%	89%	84%	N

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

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
1. Department Retreat each semester for each academic department	100%		100%	100%	Y
2. All subgroups will make AYP					
Reading					
White	65.1%	20.9%	86%	69.9%	N
Black	52.2%	33.8%	86%	53.8%	N
Hispanic	58.5%	27.5%	86%	65.3%	N
ELL	46.2%	39.8%	86%	68.2%	N
SWD	52.3%	33.7%	86%	73.9%	N
ED	51.3%	31.7%	86%	60.0%	N
Math					
White	84.3%	1.7%	86%	NA	NA
Black	66.7%	19.3%	86%	NA	NA
ELL	80.0%	6%	86%	NA	NA
ED				NA	NA
Writing					
White	92.2%	2%	94.2%	94.7%	Y
Black	86.1%	2%	88.1%	91.7%	Y
Hispanic	88.2%	2%	90.2%	92.0%	Y
ELL	66.7%	2%	68.7%	54.5%	N
ED	88.3%	2%	90.3%	88.4%	N

Goal Summary
Number of Goals Met: <u>17</u>
Number Not Met: <u>34</u>
Number Partially Met: <u> </u>

Aligned with Strategic Plan System Initiative B

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

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

                2013 FCAT 2.0 Reading

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

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

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

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

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

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

                2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		73.4%	795 / 1083	+2	75.4%
2. Proficiency Level 3.0+ in subgroups:					
	White	78.6%	591 / 752	+1	79.6%
	Black	47.9%	34 / 71	+4	51.9%
	Hispanic	61.6%	114 / 185	+2	63.6%
	ELL	54.5%	12 / 22	+1	55.5%
	SWD	64.5%	111 / 172	+1	65.5%
	ED	52.5%	125 / 238	+1	53.5%
3. High Standards Level 4.0+		45.5%	493 / 1083	+2	47.5%
4. Learning Gains		67.5%	682 / 1011	+2	69.5%
5. Lowest 25% Making Learning Gains		67.7%	174 / 257	+1	68.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		38.3%	85 / 1011	+2	40.3%
7. Learning Gains Levels 4/5		86.2%	400 / 464	+2	88.2%
8. Learning Gains in subgroups:					
	White	69.9%	493 / 705	+1	70.9%
	Black	53.8%	35 / 65	+4	57.8%
	Hispanic	65.3%	111 / 170	+2	67.3%
	ELL	68.2%	15 / 22	+1	69.2%
	SWD	73.9%	122 / 165	+1	74.9%
	ED	60.0%	129 / 215	+1	61.0%

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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)
Use Discovery Ed. and EdInsignt data to assess student's areas in need of improvement.	RG 1-8	PD and teacher skill	Teachers, test coordinator	Baseline, mid-year	FCAT 2.0	Tech
Implement instructional best practices to improve student performance	RG 1-8	PD and teacher skill assessment	Teachers, admin, PLC'S	Daily	Admin walk-throughs	Im, t
Utilize student data in curriculum development and instructional delivery.	RG 1-8	Meeting times for curriculum. alignment	Admin, teachers, instruct. team	Ongoing	Data folders, teacher self-assessment	Im, t
Faculty, Staff, and Administration will collaborate to identify students that are struggling and make recommendations for MTSS and Study Skills accommodations as outlined in the identification process.	RG 1,2,4,5,8	PD on RTI, placement and scheduling	Admin, teachers, counselors	Ongoing	During admin walkthrough students are receiving accom. from teacher	Im, t, sss
Provide students with professional development opportunities for all faculty and staff to improve instructional strategies including lesson study opportunities.	RG 1-8	Teacher scheduling for LS and PD	Instructional team, dept heads, teachers	Ongoing	PLC's minutes and reading coaches logs	B, tech, t
Provide students with extended learning opportunities in order to meet grade level requirements.	RG 1,2,4,5,8	Resources	Instructional Personnel	Weekly	Students sign in logs	B,st
Students will track testing data that will be provided along with an explanation of results and academic guidelines.	RG 1-8	Prep time and availability	Admin, teachers	Baseline	Teacher tracking, DA, EdInsight	Tech, or
Place low performing 9th and 10th grade students in a Study Skills course designed to provide strategies to assist them as well as after school tutoring in reading to increase performance in school.	RG 1,2,4,5,8	Resources	Admin, Guidance, teachers, parents	Quarterly	Grades, progress reports	B.im,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)

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

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM
Aligned with Strategic Plan System Initiative B   **(Middle and High School)**

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

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	66.3%	173 / 261	+2	68.3%
2. Proficiency Level 3+ in subgroups:				
White	67.9%	110 / 162	+1	68.9%
Black	55.6%	15 / 27	+3	58.6%
Hispanic	66.7%	40 / 60	+2	68.7%
ELL	87.5%	7 / 8	+1	88.5%
SWD	54.5%	30 / 55	+2	56.5%
ED	57.3%	51 / 89	+1	58.37%
3. High standards 4+	11.5%	30 / 261	+2	13.5%
4. Learning Gains	63.0%	143 / 227	+2	65.0%
5. Lowest 25% making Learning Gains	62.3%	43 / 69	+2	64.3%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	11.5%	13 / 113	+2	13.5%
7. Learning Gains Levels 4/5				
8. Learning Gains in subgroups:				
White	64.6%	93 / 144	+1	65.6%
Black	54.5%	12 / 22	+3	57.5%
Hispanic	60.8%	31 / 51	+2	62.8%
ELL	57.1%	4 / 7	+1	58.1%
SWD	61.2%	30 / 49	+2	63.2%
ED	53.3%	40 / 75	+1	54.3%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Implement instructional best practice to improve student performance.	MG 1-8	PD and teacher skill assessment	Teachers, admin, PLC	Daily	Admin walkthroughs	Im, t
Utilize student data in curriculum development and instructional delivery.	MG 1-8	PD and curr. alignment	Admin, teachers, coaches	Ongoing	Ed Insight	Im, t
Provide professional development opportunities for all faculty and staff to improve instructional strategies, including lesson studies.	MG 1-8	Teacher pull out for LS	Instructional team, dept. heads, teachers	Ongoing	PLC minutes, admin walkthroughs	B, tech, t
Provide students with extended learning opportunities in order to meet grade level requirements.	MG 1,2,4,5,8	Resources	Instructional personnel	Weekly	Student sign-in logs	B, st
Parents will use Family Access to monitor student progress	MG 1-8	Technology	Parents	Ongoing	Survey	Tech
Department chairs, administrators, and math teachers will meet to monitor the progress of students in the Intensive Math Intervention classes.	MG 2,4,5,8	Identifying student weaknesses	Dept. chairs, admin, teachers	Quarterly	Student grades	Im, t, or
Teachers will be trained on Ed Insight to obtain students performance data so they may mentor, monitor, encourage, and enrich the classroom experience as a motivation to succeed on EOC.	MG 1-8	PD and follow-up	Admin, teachers	Ongoing	EOC, Discovery Ed.	t
Administration and guidance will mentor the Transition students in the 9th-11th grades.	MG 2,4,5,8	Time	Admin, guidance	Ongoing	MP Grades	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)

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

WRITING GOALS

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+		93.9%	504 / 537	+1	94.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	94.7%	337 / 356	+1	95.7%
	Black	91.7%	33 / 36	+2	93.7%
	Hispanic	92.0%	92 / 100	+1	93.0%
	ELL	54.5%	6 / 11	+1	55.5%
	SWD	84.1%	58 / 69	+1	85.1%
	ED	88.4%	99 / 112	+1	89.4%
3. High Standards Score 6.0		0.6%	3 / 537	+2	2.6%
4. High Standards Score 6.0 in subgroups:					
	White	0.3%	1 / 356	+1	1.3%
	Black	0.0%	0 / 36	+2	2.0%
	Hispanic	2.0%	2 / 100	+1	3.0%
	ELL	0.0%	0 / 11	+1	1.0%
	SWD	1.4%	1 / 69	+1	2.4%
	ED	0.0%	0 / 112	+1	1.0%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
All English and Social Studies teachers will receive training in Six Traits of Effective Writing.	WG 1-4	Resources	Admin coaches	Ongoing	Writing Assignments	Im, t
Teachers will be provided time to articulate strategies to teach the writing process (Six Traits of Effective Writing) during PLCs.	WG 1-4	Time for PD	Admin, teachers	Monthly	PLC minutes	Or, t
All 10th grade students who take the FCAT Writing exam will receive a test grade based upon their FCAT writing performance during the 4th nine weeks grading period.	WG 1-4	Grading Policies/ Practices	Admin, teachers, guidance	End of year	FCAT	Or
All 9th grade students will be given a practice FCAT writing exam that will be counted as a test grade.	WG 1-4	Grading Policies/ Practices	Admin, teachers, guidance	3rd Quarter	Practice test	Or
All teachers will be members of several Professional Learning Communities based on the level, grade and subject areas taught. They will meet in these communities in order to develop common plans and assessments. They will analyze test performances and grade distribution and assignment weighting in order to develop more effective assessments and assignments.	WG 1-4	Time for PD	Teachers, coaches, dept. heads	Monthly	PLC minutes	Im, t

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

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

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 %	% +/-	Expected %
1. Level of Participation	70%	+3	73%
2. Level of Performance	88%	+2	90%

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)
Identify, encourage, and recruit minority economically disadvantaged students to enroll in Level 3 Honors, pre-AP, and Advance Placement courses.	AC 1	Lack of cultural awareness	Teachers, Counselors	Baseline	Transcripts, PSAT, teacher observations, counselor recommendations	Or
Communicate with parents of minority and ED students about the importance of higher level courses.	AC 1	Lack of cultural awareness	Admin, teachers, guidance	Annually	Parent involvement at events i.e. Open house, Career night, SAC, PTSA, Curriculum Fair, AP Curriculum Night, etc.	Or
Identify AP Potential students and encourage them to participate in more level III classes.	AC 1-2	Prerequisite skills and backgound knowledge	Teachers, guidance	Baseline	PSAT	T
Provide tutoring assistance for students in level three classes.	AC 2	Lack of rigor	Teachers, admin, coaches	Ongoing	Sign in sheets for tutoring	St, sss

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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)	White Black Hispanic ED SWD	88.17 % 182.89 % 124.70 % 220.13 % 199.24 %	78% 162% 114% 200% 179%
2. Out-of-school suspensions (unduplicated)	White Black Hispanic ED SWD	2.15 % 7.58 % 3.38 % 7.87 % 5.99 %	1.15 % 6.58 % 2.38 % 6.87 % 4.99 %

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)
Admin will identify teachers with a high frequency of referrals and provide classroom management staff development training.	DG 1-2	Know-how	Admin, deans	Ongoing	Discipline data	Tech
Teachers, admin, coaches, and sponsors will encourage students receiving disciplinary referrals to participate in extra-curricular activities.	DG 1-2	GPA requirements	Teachers, coaches, sponsors	Ongoing	Club/sport participation	Or
Students with a high frequency of referrals will be provided a mentor to assist with decision-making choices.	DG 1-2	Time	Teachers, admin, counselors	Ongoing	Discipline data	St
House deans along with guidance counselors will visit classrooms of teachers with a high frequency of referrals to explain expected behavior standards and improved decision-making choices.	DG 1-2	Lack of student motivation	Admin, Deans, teachers	Ongoing	Ed Insight discipline data	Tech

GRADUATION/AT-RISK GRADUATION GOALS
Aligned with Strategic Plan System Initiative A   **(High School only)**

Graduation Goal #1: To increase the percent of students graduating with their age-level peers
At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating with their age-level peers

High School: Graduation rate (HS Accountability Federal Graduation Rate)
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/At-Risk Graduation Goals 1 and 2	Current %	% +/-	Expected %
1. Graduation Level of Performance	88.6%	+2	90.6%
2. At-Risk Graduation Level of Performance	54.0%	+2	56%

Action Plan

Strategy	Graduation/At-Risk Graduation 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 at-risk students at the beginning of the school year and provide career counseling.	GG 1-2	Lack of student motivation	Guidance	Annually	Analyze subgroup data and lowest 25%	Or, st
Seniors behind in credits will be recommended and assigned to the Project Grad credit retrieval program and ePathways.	GG 1-2	Student Identification and motivation	Guidance	Annually	Evaluate transcripts	St, tech
Continue to counsel, mentor, and tutor level 1 and 2 students.	GG 2	Lack of student motivation	Teachers, Guidance, Admin	Ongoing	Review level 1 & 2 data	St, tech
Continue 9th-12th grade credit checks (course selection/advisement/credit checks).	GG 2	Student identification	Guidance	Quarterly	Evaluate transcripts	St, tech
Continue referrals to homeless liaison, social worker for truancy, and health personnel when appropriate.	GG 2	Communication	Guidance, SRO	Ongoing	Evaluate school demographic data	SSS
Continue conferencing with parents/teachers regarding success of student performance in the classroom.	GG 1-2	Communication	Teachers, guidance	Ongoing	Parent/Teacher logs	Or
Continue advising students about career choices, course selection and post-secondary plans.	GG 1-2	Time	Guidance, teachers	Annually	Review academic requirements w/graduation plan	St, tech

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Encourage seniors who have not passed the FCAT to take the ACT/SAT in order to obtain concordant scores that would meet the graduation requirement.	GG 1-2	Lack of student motivation	Guidance, Admin	Semester	SAT/ACT participation	Or, b
Continue mailing newsletters with parent/student information as well as updating the web-site newsletter.	GG 1-2	Resources	Newsletter liaison	Monthly	Newsletter distribution numbers	B, or

POST-SECONDARY READINESS GOALS
Aligned with Strategic Plan System Initiative A   **(High School only)**

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT

Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT

*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	91%	+2	93%
2. Level of Math Performance	84%	+2	86%

Action Plan

Strategy	Readiness 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)
Identify potential students to take the SAT/ACT and PERT test.	PSG 1-2	Accurate student identification	Guidance	Annually	Identify student career path and academic success	St, t
Offer SAT prep class during the school day.	PSG 1-2	Resources, funding	Guidance	Daily	Enrollment in course	St, b
Provide resources such as supplemental materials to academic classes.	PSG 1-2	Resources	Coaches, guidance, teachers	Quarterly	Review test scores for success rate	T
Utilize College Board resources.	PSG 1-2	Resources	Guidance	Ongoing	Review test scores for success rate	Or
Enroll top 85 percentile 11th grade students based upon their 2012 PSAT scores in a PSAT study session prior to the 2013 PSAT.	PSG 1-2	Funding, staffing	Guidance, teachers	Annually	Enrollment in study session	Or

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

Elementary: chorus, safety patrol, student council, TV production
Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball
High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
              (Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)
*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	% +/-	Expected
1. Activity:		# of #	+/-	
Cheerleading	White	36 of 51	-4	32 of 51
	Black	4 of 51	+1	5 of 51
	Hispanic	6 of 51	+1	7 of 51
	SWD	3 of 51	+1	4 of 51
	ED	2 of 51	+1	3 of 51

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)
Increase the number of minority students in cheerleading	EG 1	Meeting competition requirements	Coach	Annually	Participation enrollment	Or
Maintain current minority sponsors/judges.	EG 1	Economics	AD	Seasonal	Review budget	Or
Provide scholarship opportunities to needy students who wish to participate but cannot afford the cost.	EG 1	Funding	AD, Admin	Annually	Review budget	B
Identify viable fundraising options to fund extra-curricular activities.	EG 1	Competition from other programs	AD, Coaches	Seasonal	Review fundraising reconciliation	B
Increase coaches' awareness concerning minority participation.	EG 1	Time for PD	AD	Annually	Athletic meeting minutes	Im, t

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Develop a pamphlet to be given to all new students containing information about all extra-curricular activities offered at HHS.	EG 1	Lack of student awareness	AD	Annually	Enrollment in EC-Activities	Im
Waive membership fees for those ED students who meet the criteria for participation in clubs and activities.	EG 1	Funding	AD	Ongoing	Budget reconciliation	B

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:   Use ePathways Virtual Lab as an option to provide flexible scheduling of courses and virtual school opportunities.

School Defined Goal	Current	# of #-	% +/-	Expected
Establish a baseline and increase the use of the ePathways lab to support At-Risk graduation goals.	68		+5	73

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)
Students will be scheduled in the virtual lab based on need to obtain additional credits and as an option for flexible scheduling.	Location/space	Counselors	Quarterly	Schedules	St, tech

Goal #2: Increase instructional strategies for Social Studies teachers to increase EOC and FCAT assessment scores.

School Defined Goal	Current	# of #-	% +/-	Expected
Provide instructional strategies such as Lesson Study to an increased number of Social Studies teachers to obtain higher assessment scores on EOC and FCAT.	6		+6	12

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)

Social Studies teachers will be scheduled by admin to plan and implement the CIS lesson from curriculum articulation. Teachers will use Fishbowl exercises and debrief the experience.	Scheduling	Admin	Annually	Participation logs	B

Goal #3:   Faculty, Staff, and community will participate in the planning of the SAC/CASI Self-Assessment report for accreditation.

School Defined Goal	Current	# of #-	% +/-	Expected
Establish a participation baseline for all stakeholders from initiation to conclusion in preparation of the self-assessment report for the 2013-14 site visit by SACS/CASI.	190			190

Action Plan

All stakeholder groups (teachers, students, parents, and administration) will be scheduled by the facilitator to work on five committees to write a narrative with supporting documents needed to complete the self-assessment report.	Scheduling	Facilitator, committee chairs	Ongoing 2 years	Accreditation document	Tech, b, im, t

Goal #4: Monitor and enforce the school and district dress code for student compliance.

School Defined Goal	Current	# of #-	% +/-	Expected
Establish a baseline to enforce the district and school dress code and decrease the number of violations with continued monitoring by the end of the school year.		94 of 100	-44	50 of 100

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)
Faculty and staff will identify students in violation of the dress code throughout the school day and refer students to the discipline office.	Consistency with teachers	Admin, teachers	Daily	Faculty and staff	Tech, b, im, 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
CIS Plan (Lesson Study)	SD 2	November 5, 2012	Improve student achievement	Social Studies teachers	17		Admin
Ed Insight	RG 1-8, MG 1-8	Ongoing	Tracking student progress	Teachers, Admin	139		Teachers, admin
AdvancEd Group meeting	SD 4	Ongoing	State accreditation	All stakeholders	139+		Facilitator, chairs
Best Practices PLC	RG 1-8 MG 1-8 SD 3	Ongoing	Improve student achievement	School wide	139		PLC leader, Dept. chair
Common scope and sequence, lesson plans, assessments	WG 1-4 RG 1-8 MG 1-8	August 22	Review benchmarks, NGSSS, assessments	School wide/Black PLC	139		Admin, PLC leaders, Dept. Chair
Discovery Education	RG 1-8 MG 1-8 WG 1-8 AC 1-2 SD 3	Ongoing	Progress monitor students on curriculum mastery	School wide	139		Admin, teachers

WAIVER REQUEST
2012-2013

Please fill out a separate waiver request page for each School Board policy that you are requesting to be waived.

1) A. School District: Seminole County   Waiver implementation year: 2012-2013

   B. District Contact Person: Dr. Anna-Marie Cote   Phone: (407) 320-0022

   C. School Name: **Paul J. Hagerty High School**   Waiver Request is for a School Board Policy

2) **Identify the specific School Board policy that you are requesting be waived because it creates a barrier to your school improvement initiatives. List by number and policy name.**

 2010-2011 Student Progression Plan: High Schools Course of Study: Requirements for Graduation (II. B) page 57 states "Ninth graders entering high school prior to 2009 who will receive a high school diploma from Seminole County Public Schools must meet the following requirements for graduation; three sciences, two of the courses must have a lab component." It also states, "Ninth graders entering high school August 2010 or thereafter who will receive a high school diploma from Seminole County Public Schools must meet the following requirements for graduation; four sciences, three of the courses must have a lab component one of which must include Biology."

3) **Describe how the School Board policy you are requesting be waived interferes with your school improvement initiatives.**

 The requirements stated above are minimum requirements for graduation. While keeping in compliance with higher-course level courses initiatives, it is the philosophy of Hagerty High School faculty, guidance, and administration that students should take the most challenging curriculum within their capabilities which will better prepare them for post high school success and demonstrate college readiness.

4) **Identify and describe what alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived to accomplish your school improvement goals.**

 Research and studies indicate students are unprepared for post-secondary work in science related areas, because most students do not take a Physics component in high school. In addition, the new Common Core Standards indicate a need for yearlong Physics instruction

5) **Describe what evidence there is to support the use of an alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.**

 To better meet the new Common Core Standards as well as increasing the college readiness levels of our students, Hagerty High School will require Biology, Chemistry, and Physics courses for graduation as part of the four course requirement.

6) **Identify the specific data or performance indicators that will be used to evaluate the success of the alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.**

 Our student's college readiness status and other test scores will indicate performance levels above the state and national average.

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$2,500.00
Adjustment:	
Carry Over:	$13,044.54
Total Income:	$15,544.54

EXPENDITURES	ACTUAL COST	BALANCE	
Beginning Balance Grants/Expenditures		$15,544.54	Start with your beginning
Grant-Digital Voice Recorder-Reading	$1,649.75	$13,894.79	
Grant-Learning Digital Resource Package-English	$99.00	$13,795.79	
Grant-Active Reading-English	$520.00	$13,275.79	
Grant-PSAT Crash Course	$225.06	$13,050.73	
Grant-Reading Honor Roll incentive program-Reading	$1,500.00	$11,550.73	
Grant-Thesaurus Resource	$483.68	$11,067.05	
Grant-Parody Production	$1,000.00	$10,067.05	
Grant-Pride	$312.14	$9,754.91	
Grant CPM Math Incentive luncheon	$500.00	$9,254.91	
Grant-Hagerty Writes	$200.00	$9,054.91	
Grant-Geography Alive & World Culture Alive	$1,200.00	$7,854.91	
Grant-AP Environmental Science Garden	$1,200.00	$6,654.91	
Grant-Deaf Inspirational Speaker	$1,200.00	$5,454.91	
Grant-After School Assistance	$360.00	$5,094.91	
Teacher Training	$3,108.90	$1,986.01	

CARRY OVER:

Total carry over for 2012-2013: $1,986.01

This carry over will be spent on grants for teachers to use in the classroom.

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*.**

    All Assistant principals, Nick Maby, Tom Johnston, Dr. Jeff Siskind, Dr. Davila, Charolet Barolet

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 team meets as needed. The students' counselor review new referrals and data is collected from the teachers to establish Tier interventions. Interventions identified and implemented in the classroom are reviewed quarterly for progress monitoring. Parents are informed of the interventions and progress of the student in the classroom.

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

    A team representative serves on the School Advisory Committee in order to provide valuable input and information in regards to our progress.

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

    HHS will utilize Skyward, EdInsight, and Discovery Education to provide assessment data.

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 leadership team attends district workshops and structure procedures for the autonomy of their school. The staff is informed of the structure of the MTSS process by the leadership team. A MTSS checklist form is made available on the school bulletin for teacher access.

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

    The train the trainer model is used to train faculty and staff on the MTSS procedure. Department heads review the MTSS guidelines in PLC meetings providing a checklist to track student progress.

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).

Barry Coleman, Christy Bryce, Julienne McDonald, Tonya Manderville, Carolyn Guzman, Diane Hasenbank, Erin Foley, Helen Reed, Jeff Siskind, Joyce Joseph, Kathy Mackes, Lisa Gendreau, Pam Lynch, Robin Grenz Romina Jannotti, Susan Higley

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

Our team meets monthly to derive at school goals, objectives, and timelines to provide best practice strategies and to answer questions within the PLC groups. Our "Tuesdays with Teachers", meet two Tuesdays each month to review setting objectives and providing feedback to questions, identify similarities and differences, cues, advance organizers, summarizing and note-taking, nonlinguistic representations, cooperative learning, and generating and testing hypotheses. The members also serve as a resource to the faculty in order to provide information on additional training as needed.

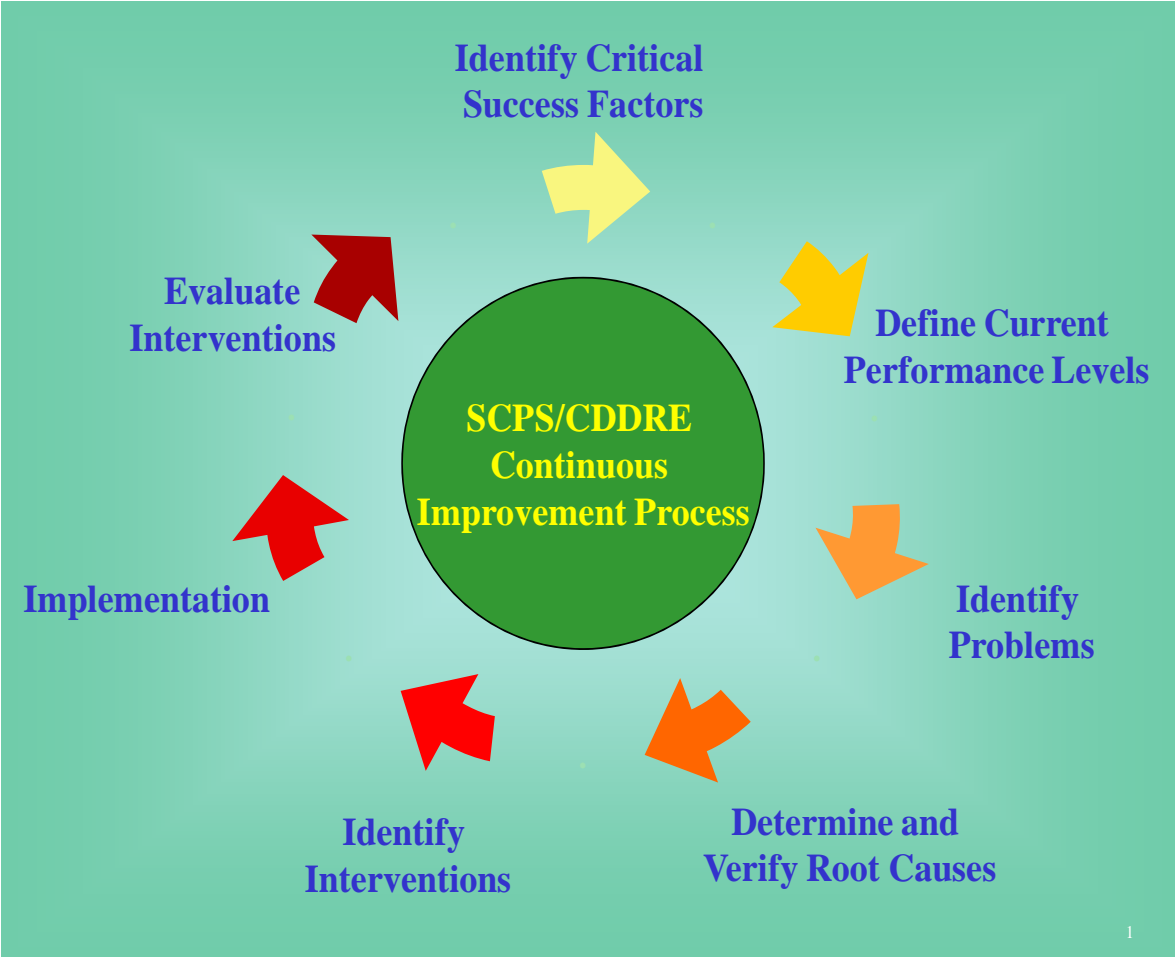**2. What will be the major initiatives of the LLT this year?**

PLC's will model best practices, formative assessment, summative assessments, learning goals and scales, and tracking data using the systems below:
The focus this year is as follows:

Self-Assessment
Deliberate Practice
EdInsight
Marzano Training-Learning goals and scales
Skyward Training

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.

The Hagerty High School faculty participates in Lesson Study to enhance and evaluate differences in instruction in core academic areas. The Social Science department receives training through CIS using innovating strategies including Lesson Study, to enhance assessment scores on FCAT and EOC. During PLC's, teachers meet in Black (Subject Area) PLC groups to allow them an opportunity to work closely with their colleagues to develop common lessons and assessments. Teachers will analyze and collaborate on the results from formative and summative assessments. The PLC groups will be given opportunities throughout the year to go into different classrooms and observe colleagues teach common lessons and activities. Administration will coordinate these sessions and follow-up sessions will be scheduled to help facilitate growth and direction.

Identify Critical Success Factors

Define Current Performance Levels

Identify Problems

Determine and Verify Root Causes

Identify Interventions

Implementation

Evaluate Interventions

SCPS/CDDRE Continuous Improvement Process

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	76.9%	1766/2297	+4	80.9%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide parents with information on the school web-site on how to access the Skyward Parent Portal.	DG 1-2, SD 4	Access to site	Facilitator	Annual	Web-site access	Tech
Teachers communicate and promote access to the portal during parent conferences.	DG 1-2, SD 4	Follow-through	Teachers	Ongoing	Print directions	Or
Counselors and teachers inform parents on how to monitor students' attendance and grades in real-time.	DG 1-2, SD 4	Follow-through	Counselors and teachers	Ongoing	Web-site access	Or

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

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

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.

Hagerty High School is committed to its' Modeling and Simulation Program providing course sequence that promotes students familiarity and knowledge base in the technical industry. The Modeling and Simulation develops the skill set for students with strong aptitudes in math, science, and technology. Local industries and higher education partners work with HHS to develop programs and course sequence. Other activities that support the STEM program include SECME, National Science Honor Society, National Technical Honor Society, Robotics Team, HANDS Environmental Club, and the Computer Club.

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)
Guidance counselors will promote the Modeling and Simulation program to incoming 9th grade students.	Staffing	Counselors	End of year	Enrollment	B,st
Increase involvement in all STEM activities and clubs	Marketing	Club sponsors	Ongoing	Enrollment	B, Or
Increase field trips to facilities that support STEM projects	Funding	Teachers, sponsors	Quarterly	Sign-up sheets	B

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.

Hagerty High School supports career readiness by promoting programs such as Culinary Arts, Drafting, Early Childcare, Senior Survival, Career Pathway, Interior Design, Programming, Web Design, TV Production, Computers for College Careers, OJT, and Construction. In addition to the courses offered, students are involved in activities such as Bon Appetite Culinary Club, Business Professionals of America, Florida Ready to Work, Interior Design, TV production, JET program for children with disabilities, and Career Pathways to earn college credit at Seminole State College.

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 promote upper level programs during registration of each year.	Marketing	Teacher	Annual	Registration	Or
Increase student involvement in after school career activities.	Student interest	Teacher	Ongoing	Sign-up sheets	B, or
Expand the Modeling and Simulation program	Student interest	Teacher, admin	Annual	Sign-up sheets	B, Or

ADDENDUM 8 – COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA) GOALS

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:
Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow
All middle schools except Chiles and Rock Lake
All high schools except Crooms, Journeys, and Oviedo

Identify and define areas in need of improvement in 2012-2013.

Goal #1: To increase the number of ELL students scoring proficient in the Listening and Speaking section of CELLA in 2012-2013
Goal #2: To increase the number of ELL students scoring proficient in the Reading section of CELLA in 2012-2013
Goal #3: To increase the number of ELL students scoring proficient in the Writing section of CELLA in 2012-2013

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	77.8%	21/27	+3	80.8%
2. Proficient in Reading	40.7%	11/27	+3	43.7%
3. Proficient in Writing	65.4%	17/26	+3	68.4%

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Implement A+ Rise strategies, Blackboard, Journeys III Passport, FCAT Explorer, and Prentice Hall Adopted Readers Study Island instructional best practices to improve student performance on CELLA.	G1, G2	PD	Teacher	Ongoing	Walkthroughs	T,or
Provide students with extended learning opportunities in order to meet grade level requirements	G1, G2	Time	Teacher	Ongoing	Participation logs	B,im
Teachers will be provided time to articulate strategies to teach the writing process (Six Traits of Effective Writing) during PLCs	G3	Resources	Teacher	Ongoing	PLC minutes	T,im
Provide teacher training on the Six traits of Effective Writing.	G3	Time	Teacher	Annually	PD registration	T, b

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

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

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

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

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	**74**	**73**	**78**	**81**	**83**	**85**	**87**
American Indian							
Asian	68	73	73	76	79	81	84
Black/African-American	59	49	66	69	73	76	80
Hispanic	61	61	68	71	74	77	81
White	79	79	83	84	86	88	90
English Language Learners	31	55	43	48	54	60	66
Students with Disabilities	41	43	51	56	61	66	71
Economically Disadvantaged	52	53	60	64	68	72	76

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	**66**	**80**	**72**	**75**	**77**	**80**	**83**
American Indian							
Asian							
Black/African-American	61	65	68	71	74	77	81
Hispanic	56	72	63	67	71	74	78
White	71	83	76	78	81	83	86
English Language Learners		90					
Students with Disabilities	46	58	55	60	64	69	73
Economically Disadvantaged	57	65	64	68	71	75	79

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
Tonya Manderville	9/24/12	Rich Bradley	9/24/12	Duane George	9/24/12
INSTRUCTIONAL		Paul Bell	9/24/12	Thomas Ho	9/24/12
Clifphene Reid	9/24/12				
		Concetta Duren	9/24/12	Kris McFarlane	9/24/12
Donna Mullins-Parker	9/24/12				
		Thomas Ho	9/24/12	Lisa Medla	9/24/12
Tammy Gorton	9/24/12				
		Cheryl Hittell	9/24/12	Mark Ricci	9/24/12
		Sandeep Wilkhu	9/24/12	Andrea Amajo-Marrero	9/24/12
		Allyssa Ramirez	9/24/12		
		Derrick Baxter	9/24/12		
NON-INSTRUCTIONAL					
Kathy Mills	9/24/12	Alan Fason	9/24/12		
Nellie Montecalvo	9/24/12				