

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.



Wilson 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+		89.0%	+0.0%	89.0%	82.7%	N
High standards Level 4+		62.9%	+2.1%	65.0%	55.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	95.0%	+0.0%	95.0%	92.2%	N
	Black	73.3%	+1.7%	75.0%	62.7%	N
	Hispanic	80.0%	+0.0%	80.0%	72.6%	N
	ELL	65.0%	+5.0%	70.0%	58.3%	N
	SWD	92.9%	+0.1%	93.0%	70.2%	N
	ED	76.0%	+4.0%	80.0%	67.5%	N
Learning Gains		71.2%	+3.8%	75.0%	70.8%	N
Lowest 25% making Learning Gains		63.8%	+6.2%	70.0%	71.2%	Y
Learning Gains Levels 4/5		54.5%	+10.5%	65.0%	83.5%	Y
Learning Gains in AYP subgroups						
	White	73.1%	+1.9%	75.0%	73.8%	N
	Black	60.4%	+9.6%	70.0%	58.7%	N
	Hispanic	68.1%	+1.9%	70.0%	66.0%	N
	ELL	27.3%	+22.7%	50.0%	66.7%	Y
	SWD	48.7%	+12.30%	60.0%	79.2%	Y
	ED	64.2%	+5.8%	70.0%	61.5%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		88.8%	+0.2%	89.0%	80.6%	N
High standards Level 4+		63.8%	+6.2%	70.0%	55.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	92.7%	+2.3%	95.0%	90.0%	N
	Black	78.3%	+1.7%	80.0%	53.7%	N
	Hispanic	78.3%	+1.7%	80.0%	72.6%	N
	ELL	85.0%	+0.0%	85.0%	70.8%	N
	SWD	92.9%	+0.1%	93.0%	71.4%	N
	ED	78.7%	+1.3%	80.0%	59.6%	N
Learning Gains		61.2%	+8.8%	70.0%	73.0%	Y

Lowest 25% making Learning Gains		50.0%	+10.0%	60.0%	55.6%	N
Learning Gains Levels 4/5		35.7%	+24.3%	60.0%	89.7%	Y
Learning Gains in AYP subgroups						
	White	60.3%	+9.7%	70.0%	80.1%	Y
	Black	50.0%	+10.0%	60.0%	50.0%	N
	Hispanic	61.7%	+3.3%	65.0%	72.3%	Y
	ELL	54.5%	+5.5%	60.0%	66.7%	Y
	SWD	46.2%	+13.8%	60.0%	73.6%	Y
	ED	59.4%	+0.6%	60.0%	59.4%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score 4.0+		75.0%	+5.0%	80.0%	94.4%	Y
High standards Score 6.0		17.0%	+8.0%	25.0%	0.0%	N
Proficiency Score 4.0+ in AYP subgroups						
	White	79.4%	+0.6%	80.0%	94.9%	Y
	Black	71.4%	+8.6%	80.0%	100.0%	Y
	Hispanic	63.0%	+7.0%	70.0%	88.2%	Y
	ELL	57.1%	+12.9%	70.0%	77.8%	Y
	SWD	75.0%	+0.0%	75.0%	96.4%	Y
	ED	62.9%	+7.1%	70.0%	90.4%	Y
High standards Score 6.0 in AYP subgroups						
	White	3.2%	+1.8%	5.0%	0.0%	N
	Black	0.0%	+5.0%	5.0%	0.0%	N
	Hispanic	0.0%	+5.0%	5.0%	0.0%	N
	ELL	0.0%	+2.0%	2.0%	0.0%	N
	SWD	0.0%	+5.0%	5.0%	0.0%	N
	ED	0.0%	+5.0%	5.0%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		75.6%	+4%	76.0%	71.9%	N
High standards Level 4+		33.9%	+6.1%	40.0%	31.9%	N
Proficiency Level 3+in AYP subgroups						
	White	82.7%	+3%	83.0%	82.4%	N
	Black	44.0%	+6.0%	50.0%	52.4%	Y
	Hispanic	73.3%	+7%	74.0%	60.6%	N
	ELL	66.7%	+3%	67.0%	50.0%	N
	SWD	100.0%	+0.0%	100.0%	56.0%	N
	ED	65.2%	+8%	66.0%	53.8%	N
High standards Level 4+ in AYP subgroups						

	White	37.3%	+2.70%	40.0%	39.7%	N
	Black	16.0%	+4.0%	20.0%	4.8%	N
	Hispanic	6.7%	+3%	7.0%	21.2%	Y
	ELL	0.0%	+1.0%	1.0%	16.7%	Y
	SWD	25.0%	+0.0%	25.0%	40.0%	Y
	ED	17.4%	+2.6%	20.0%	17.3%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	24%	+5.0%	29.0%	80.0%	Y
Performance in advanced coursework	100%	+0.0%	100%	100.0%	Y

Discipline Goals	Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
White	2.0% (9 of 367)	-1.0%	1.0%	4.0	N	0.0% (0 of 281)	-0.0%	0.0%	1.0	N
Black	13.0% (9 of 71)	-3.0%	10.0%	61.0	N	6.0% (5 of 88)	-1.0%	5.0%	13.0	N
Hispanic	4.0% (3 of 77)	-1.0%	3.0%	18.0	N	0.0% (0 of 77)	-0.0%	0.0%	2.0	N
ELL	0.0% (0 of 39)	-0.0%	0.0%	2.0	N	0.0% (0 of 27)	-0.0%	0.0%	0.0	Y
SWD	7.0% (5 of 76)	-2.0%	5.0%	7.0	N	3.0% (1 of 39)	-1.0%	2.0%	0.0	Y
ED	10.0% (16 of 157)	-2.0%	8.0%	19.0	N	3.0% (5 of 143)	-1.0%	2.0%	6.0	N
Reduce disparity between AYP subgroups receiving out-of-school suspensions										
Subgroup(s):			Male					Female		
White	0.0% (0 of 367)	-0.0%	0.0%	1.0	N	0.0% (0 of 281)	-0.0%	0.0%	0.3	N
Black	0.0% (0 of 71)	-0.0%	0.0%	5.6	N	0.0% (0 of 88)	-0.0%	0.0%	1.1	N
Hispanic	0.0% (0 of 77)	-0.0%	0.0%	0.0	Y	0.0% (0 of 77)	-0.0%	0.0%	0.0	Y
ELL	0.0% (0 of 39)	-0.0%	0.0%	0.0	Y	0.0% (0 of 27)	-0.0%	0.0%	0.0	Y
SWD	0.0%	-0.0%	0.0%	0.0	Y	0.0%	-0.0%	0.0%	0.0	Y

	(0 of 76)					(0 of 39)				
ED	0.0% (0 of 157)	-0.0%	0.0%	0.0	Y	0.0% (0 of 143)	-0.0%	0.0%	0.0	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	97.0%	+0.0%	97.0%	98.0%	Y
At-Risk students graduating or advancing with age-level peers	95.0%	+0.0%	95.0%	96.3%	Y

Extracurricular Activities Goal(s) Chorus, Patrols, SECME, etc.	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup:					
White	48.0%	+2.0%	50.0%	52.0%	Y
Black	12.0%	+14.0%	25.0%	26.0%	Y
Hispanic	9.0%	+14.0%	23.0%	20.0%	N
ELL	0.0%	+2.0%	2.0%	2.0%	Y
SWD	13.0%	+6.0%	19.0%	20.0%	Y
ED	28.0%	+7.0%	35.0%	33.0%	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Parents attending a parent/teacher conference	84.0%	+16.0%	100.0%	90%	N

Goal Summary

Number of Goals Met: 34

Number Not Met: 51

Number Partially Met: 0

READING GOALS

Aligned with Strategic Plan System Initiative B

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the

2013 FCAT 2.0 Reading

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

2013 FCAT 2.0 Reading

Reading Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	82.7%	349 / 422	+2.3	85.0%
2. Proficiency Level 3+ in subgroups:				
White	92.2%	213 / 231	+2.8	95.0%
Black	62.7%	42 / 67	+2.3	65.0%
Hispanic	72.6%	53 / 73	+2.4	75.0%
ELL	58.3%	14 / 24	+1.7	60.0%
SWD	70.2%	59 / 84	+1.8	72.0%
ED	67.5%	102 / 151	+2.5	70.0%
3. High standards Level 4+	55.5%	234 / 422	+2.5	58.0%
4. Learning Gains	70.8%	189 / 267	+1.2	72.0%
5. Lowest 25% making Learning Gains	71.2%	47 / 66	+1.8	73.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	26.6%	37 / 267	+1.4	28.0%
7. Learning Gains Levels 4/5	83.5%	126 / 139	+1.5	85.0%
8. Learning Gains in subgroups:				
White	73.8%	104 / 141	+1.2	75.0%
Black	58.7%	27 / 46	+1.3	60.0%
Hispanic	66.0%	31 / 47	+2.0	68.0%
ELL	66.7%	10 / 15	+3.3	70.0%
SWD	79.2%	42 / 53	+0.8	80.0%
ED	61.5%	59 / 96	+1.5	63.0%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Review and analyze FCAT, DE, and SRI data to determine areas of need.	Reading Goals 1-8	Time	Administration Support Staff Teachers	Baseline Mid-year End of year	DISCOVERY EDUCATION FCAT, SRI	st, tech, sss
2. Utilize district, school, and individual teacher data sources to determine instructional groups.	Reading Goals 1-7	Lack of knowing how	Administration Support Staff Teachers	Baseline Mid-year End of year	DISCOVERY EDUCATION FCAT, SRI	st, tech, sss
3. Provide MTSS (Multi-Tiered System of Supports) support for Tier 2 and 3 students in addition to the required minimum 90 minutes daily of uninterrupted reading instruction to increase learning gains for all students.	Reading Goals 3, 4, 5, 7,8	Time	Administration Support Staff Teachers	Ongoing	DISCOVERY EDUCATION FCAT, SRI, PSI PASI	st, tech, sss, b, im
4. Use Discovery Education (DE), Scholastic Reading Inventory (SRI), Phonological Awareness Screener (PASI), and Phonics Screener (PSI) for intervention to provide diagnostic information for appropriate instruction.	Reading Goals 1-7	Time and Lack of Personnel	Administration Support Staff Teachers	Baseline Mid-year End of year	DISCOVERY EDUCATION FCAT, SRI, PSI PASI	st, tech, sss, b, im
5. Identify low performing students to remediate and assist through participation in Before and During School Tutorial.	Reading Goals 1-7	Time Lack of Personnel	Administration Support Staff Teachers	Baseline Mid-year End of year	DISCOVERY EDUCATION FCAT SRI, PSI, PASI	st, tech, sss, b, im
6. Provide Family Literacy Nights for students and their parents in grades K-5.	Reading Goals 1-7	Lack of Parent Involvement	Administration Support Staff Teachers	Throughout the year	Sign in sheets	st, tech, sss, b, im, or
7. Monitor the implementation of the Seminole County K-12 Comprehensive Research Based Reading Plan and Instructional Plan.	Reading Goals 1-7	Time	Administration Support Staff Teachers	Baseline Mid-year End of year	Lesson Plans	st, t, 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)

*For the “C” schools a mid-year Data analysis will be submitted as an addendum.

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

Math Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	80.6%	340 / 422	+1.4	82.0%
2. Proficiency Level 3+ in subgroups:				
White	90.0%	208 / 231	+1.0	91.0%
Black	53.7%	36 / 67	+1.3	55.0%
Hispanic	72.6%	53 / 73	+1.4	74.0%
ELL	70.8%	17 / 24	+1.2	72.0%
SWD	71.4%	60 / 84	+1.6	73.0%
ED	59.6%	90 / 151	+2.4	62.0%
3. High standards 4+	55.5%	234 / 422	+2.5	58.0%
4. Learning Gains	73.0%	195 / 267	+2.0	75.0%
5. Lowest 25% making Learning Gains	55.6%	30 / 54	+2.4	58.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	39.0%	53 / 267	+2.0	41.0%
7. Learning Gains Levels 4/5	89.7%	122 / 136	+2.3	92.0%
8. Learning Gains in subgroups:				
White	80.1%	123 / 141	+1.9	82.0%
Black	50.0%	23 / 46	+2.0	52.0%
Hispanic	72.3%	34 / 47	+2.7	75.0%
ELL	66.7%	10 / 15	+2.3	69.0%
SWD	73.6%	39 / 53	+1.4	75.0%
ED	59.4%	57 / 96	+1.6	61.0%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze the FCAT Data to determine areas for improvement.	Math Goals 1-8	Time	Administration Support Staff Teachers	Baseline Mid-year End of year	FCAT DE	st, tech, sss
2. Utilize the School Data Books and Blackboard to access class profiles of individual achievement levels.	Math Goals 1-8	Lack of knowing how	Administration Support Staff Teachers	Baseline Mid-year End of year	FCAT DE	st, tech, sss
3. Provide MTSS (Multi-Tiered System of Supports) group support in addition to the minimum of 60 minutes daily of uninterrupted math instruction to increase learning gains for all students.	Math Goals 1-8	Time	Administration Support Staff Teachers	Baseline Mid-year End of year	FCAT DE	st, tech, sss
4. Use math progress monitors and common assessments to provide diagnostic information to plan for appropriate instruction.	Math Goals 3, 4, 5, 7,8	Time	Administration Support Staff Teachers	Throughout the year	FCAT DE	st, tech, sss, b, im
5. Identify low performing students to remediate and assist through In-School Tutorial Program.	Math Goals 1-8	Time Limited Personnel	Administration Support Staff Teachers	Baseline Mid-year End of year	FCAT DE	st, tech, sss, b, im
6. Provide Family Math Night for students and their parents.	Math Goals 1-8	Lack of Parent Involvement	Administration Support Staff Teachers PTA	Baseline Mid-year End of year	Sign in sheets	st, tech, sss, b, im
7. Monitor implementation of the Seminole County Go Math adoption and Curriculum Map.	Math Goals 1-8	Time Lack of Familiarity	Administration Support Staff Teachers	Throughout the year	Lesson Plans	st, tech, sss, b, im, or
8. Provide professional development through Professional Learning Communities (PLC) on best practices and differentiation of instruction.	Math Goals 1-8	Time	Administration Support Staff Teachers	Throughout the year	Professional Development Records	st, t,b

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

* For the “C” schools a mid-year Data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 3.0+) on the 2013 FCAT Writing

Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 3.0+) on the 2013 FCAT Writing

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

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

Writing Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Score 4.0+	94.4%	135 / 143	+1.6	96.0%
2. Proficiency Score 4.0+ in subgroups:				
White	94.9%	74 / 78	+1.1	96.0%
Black	100.0%	27 / 27	+0.0	100.0%
Hispanic	88.2%	15 / 17	+1.8	90.0%
ELL	77.8%	7 / 9	+2.2	80.0%
SWD	96.4%	27 / 28	+0.6	97.0%
ED	90.4%	47 / 52	+1.0	92.0%
3. High standards Score 6.0	0.0%	0 / 143	+2.0	2.0%
4. High standards Score 6.0 in subgroups:				
White	0.0%	0 / 78	+2.0	2.0%
Black	0.0%	0 / 27	+2.0	2.0%
Hispanic	0.0%	0 / 17	+2.0	2.0%
ELL	0.0%	0 / 9	+1.0	1.0%
SWD	0.0%	0 / 28	+1.0	1.0%
ED	0.0%	0 / 52	+1.0	1.0%

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

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze the FCAT Data to determine areas for improvement. Review 2012 FCAT Data writing using DOE CD.	Writing Goals 1-4	Lack of knowing how	Administration Support Staff Teachers	Baseline Mid-year End of year	FCAT Writing prompts	st, tech, sss
2. Provide 4 th grade teachers with individual achievement levels on the 3 rd grade end of year writing prompt.	Writing Goals 1-4	Time Limited Personnel	Administration Support Staff Teachers	Baseline Mid-year End of year	Writing prompts	st, tech, sss
3. Provide daily writing opportunities for students in grades K-5.	Writing Goals 1-4	Time	Administration Support Staff Teachers	Baseline Mid-year End of year	Writing prompts	st, tech, sss
4. Provide direct writing instruction in grades K-5.	Writing Goals 1-4	Time	Administration Support Staff Teachers	Throughout the year	Writing prompts	st, tech, sss, b, im
5. Identify low performing students and provide support via the writing support specialist.	Writing Goals 1, 3	Time Limited Personnel	Administration Support Staff Teachers	Baseline Mid-year End of year	Writing prompts	st, tech, sss, b, im
6. Provide Family Literacy Writing Night for students and their parents.	Writing Goals 1-4	Lack of parent involvement	Administration Support Staff Teachers	Baseline Mid-year End of year	Sign in sheets	st, tech, sss, b, im
7. Monitor the implementation of SCPS and school level district prompts and conduct mock FCAT Writes activities.	Writing Goals 1-4	Time	Administration Support Staff Teachers	Throughout the year	Lesson Plans	st, tech, sss, b, im, or
8. Provide 6+1 Traits of Writing Instruction and implement ongoing writing PLCs grades K-5.	Writing Goals 1-4	Lack of knowing how	Administration Support Staff Teachers	Throughout the year	Lesson Plans	st, t
9. Provide professional development through Professional Learning Communities (PLC) on writing strategies and inter-rater reliability.	Writing Goals 1-4	Time for Professional Development	Administration Support Staff Teachers	Baseline Mid-year End of year	Professional Development Records	st, tech, sss, 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)

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SCIENCE GOALS

Aligned with Strategic Plan System Initiative B

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

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

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

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

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

Science Goals 1 thru 4	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	71.9%	97 / 135	+2.1	74.0%
2. Proficiency Level 3+ in subgroups:				
White	82.4%	56 / 68	+2.6	85.0%
Black	52.4%	12 / 21	+1.6	54.0%
Hispanic	60.6%	20 / 33	+2.4	63.0%
ELL	50.0%	3 / 6	+2.0	52.0%
SWD	56.0%	14 / 25	+2.0	58.0%
ED	53.8%	28 / 52	+1.2	55.0%
3. High standards Level 4+	31.9%	43 / 135	+2.1	34.0%
4. High standards Level 4+ in subgroups:				
White	39.7%	27 / 68	+2.3	42.0%
Black	4.8%	1 / 21	+1.2	6.0%
Hispanic	21.2%	7 / 33	+1.8	23.0%
ELL	16.7%	1 / 6	+2.3	19.0%
SWD	40.0%	10 / 25	+2.0	42.0%
ED	17.3%	9 / 52	+1.7	19.0%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DE, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze the FCAT Data to determine areas for improvement.	Science Goals1-4	Time	Administration Support Staff Teachers	Baseline Mid-year End of year	FCAT DE Chapter Tests	st, tech, sss
2. Implement the County Science Frameworks.	Science Goals1-4	Lack of knowing how	Administration Support Staff Teachers	Baseline Mid-year End of year	FCAT DE	st, tech, sss
3. Incorporate AIMS activities into the Science Program.	Science Goals1-4	Time	Administration Support Staff Teachers	Throughout the year	FCAT DE	st, tech, sss
4. Incorporate inquiry based science strategies using the Five E method- Engage, Explore, Explain, Elaborate, Evaluate.	Science Goals1-4	Time	Administration Support Staff Teachers	Throughout the year	FCAT DE	st, tech, sss
5. Provide professional development through Professional Learning Communities (PLC) on science strategies and inquiry learning.	Science Goals1-4	Lack of knowing how Time	Administration Support Staff Teachers	Throughout the year	FCAT DE	st, tech, sss, b, im

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

*For the “C” schools 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 %	# of #	% +/-	Expected %
1. Level of Participation	21.0%	32/149	+14.0	35.0%
2. Level of Performance	80.0%	32/40	+10.0	90.0%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, T1, TII, TIII, t)
1. Use FCAT Data and teacher recommendations to identify PRIME students.	PRIMES MATH Goals 1-2	Background knowledge	Administration Support Staff Teachers	Baseline Mid-year End of year	FCAT DE	st, tech, sss
2. Provide Math enrichment activities.	PRIMES MATH Goals 1-2	Time	Administration Support Staff Teachers	Throughout the year	FCAT DE	st, tech, sss, b, T1, im
4. Promote student participation in SECME and Robotics.	PRIMES MATH Goals 1-2	Time Transportation	Administration Support Staff Teachers	Throughout the year	FCAT DE	st, tech, sss, b, T1, im

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	6.0%	3.0%
2. Out-of-school suspensions (unduplicated)	Black	6.0%	4.0%

Action Plan

Strategy	Graduation/Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide a school-wide Behavioral Leadership Program with Wilson's Guidelines for Success.	Discipline Goals 1,2	Time Limited Personnel	Behavioral Leadership Team Teachers	End of Grading Period	Number of referrals and suspensions	st,b
2. Implement grade level and school-wide incentive program – Honey Money.	Discipline Goals 1,2	Time	Behavioral Leadership Team Teachers	End of Grading Period	Number of referrals and suspensions	st,b
3. Implement MTSS (Multi-Tiered System of Supports) model.	Discipline Goals 1,2	Limited personnel	Behavioral Leadership Team Teachers	End of Grading Period	Number of referrals and suspensions	st,b
4. Explain and enforce the Seminole County School Discipline Code.	Discipline Goals 1,2	Time Limited personnel	Behavioral Leadership Team Teachers	End of Grading Period	Number of referrals and suspensions	st,b

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	98.0%	887/905	+1.0	99.0%
2. At-Risk Promotion Level of Performance	96.3%	290/301	+2.0	98.3%

Action Plan

Strategy	Graduation/ Promotion Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze retention and promotion and Multi-Tiered Systems of Support (MTSS) data.	Graduation Goals 1, 2	Time Limited School Personnel	Administration Support Staff	Baseline Mid-year End of year	FAIR FCAT SRI PSI PASI DE	st, tech, sss, b, T1, im
2. Establish MTSS groups for all core academics.	Graduation Goals 1, 2	Time and Limited personnel	Administration Support Staff	Throughout the year	FAIR FCAT SRI PSI PASI DE	st, tech, sss, b, T1, im, or

3. Identify students not mastering grade level requirements and provide intervention and tutorial services.	Graduation Goals 1, 2	Prerequisite skills and background knowledge	Administration Support Staff	Baseline, Mid-year End of year	FAIR FCAT SRI PSI PASI DE	st, tech, sss, b, T1, im
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EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

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

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

High: Mu Alpha Theta, NHS, Science Discovery Education, 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	Current %	# of #-	% +/-	Expected %
1. Activity: Student Council				
Subgroup: Black	10.8%	5/46	+1.2%	12.0%
2. Activity: TV Production				
Subgroup: Hispanic	15.0%	3/20	+2.0%	17.0%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide extracurricular activities in safety patrol, student council, SECME, and Robotics with special emphasis on student council and TV production.	Extracurricular Goal 1	Time Limited Personnel	Administration Support Staff Teachers	Baseline Mid-Year End of the Year	Enrollment Sheets Attendance Records	b, im, or, st
2. Encourage diverse group participation in extracurricular activities.	Extracurricular Goal 1	Time Limited Personnel Transportation	Administration Support Staff Teachers	Baseline Mid-Year End of the Year	Enrollment Sheets Attendance Sheets	b, im, or, st

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 participating in PRIMES.

School Defined Goal	Current	# of #-	% +/-	Expected
Increase the number of PRIMES students at grade 4.	38.0%	60/154	+2.0	40.0%
Increase the number PRIMES students at grade 5.	41.0%	64/154	+2.0	43.0%

*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)
Analyze 2012 FCAT, SRI, DE, and end of year grades.	PRIMES MATH Goals 1-2	Background knowledge	Administration Support Staff Teachers	Baseline, Mid-year, End of year	FCAT DE
Provide enrichment and project based learning activities.	PRIMES MATH Goals 1-2	Time	Administration Support Staff Teachers	Throughout the year	FCAT DE

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
Skyward Training: Attendance and Grading	Reading, Writing, Math, Science	8-8-12 8-16-12 8-17-12	Train Teachers on using Skyward for attendance and grades	School-Wide	60		ETF
School Improvement	Reading, Writing, Math, Science	8-7-12	School Improvement Data Review, MTSS, Behavioral Leadership	School-Wide	60		Administration Behavioral Leadership Team
School Improvement	Reading	8-15-12	Data Analysis Improving Student Achievement	School-Wide	60		Administration Support Staff
Grade Level PLC's Common Core	LA, Writing, and Math Structure	8-22-12	Writing Improving Student Achievement	All Teachers	69		Administration Support Staff
Grade Level PLC's Common Core	Common Core	9-5-12	DE and Math Data	Grade Level Teams	60		Administration Support Staff
Grade Level PLC's	Common Core and Writing	9-6-12	DE, Math, and FCAT Writing Data	Grades 2 and 4	20		Administration Support Staff
Grade Level PLC's	Reading, Writing Math, Science	9-12-12	FCAT and DE Data	Grades 4, and 5	23		Administration Support Staff
Grade Level PLC's	Reading, Writing Math, Science	10-03-12	Reading Instruction Improving Student Achievement	Grades K, 1, and 2	24		Administration Support Staff
Grade Level PLC's	Reading	10-10-12	Writing/Reading Instruction Improving Student Achievement	Grades 3, 4, and 5	30		Administration Support Staff

School Improvement	Reading, Writing Math, Science	10-5-12	Collaborative Planning	School-Wide	60		Administration Support Staff
Grade Level PLC's	Reading, Writing Math, Science	10-17-12	Differentiation of Instruction for Reading	Grade Levels K - 5	60		Administration Support Staff
Grade Level PLC's	Reading, Writing Math, Science	10-24-12	Collaborative Planning	Grades K, 1, and 2	30		Administration Support Staff
School Improvement	Reading, Writing Math, Science	10-19-12	Data Review Math and Science	School-wide	60		Administration Support Staff
Grade Level PLC's	Reading, Writing Math, Science	11-7-12	Collaborative Planning	Grades K-5	60		Administration Support Staff
School Improvement	Reading, Writing Math, Science	11-14-12	DE Data Analysis	School-Wide	60		Administration Support Staff
Grade Level PLC's	Reading, Writing Math, Science	11-28-12	Collaborative Planning	School-wide	20		Administration Support Staff
School Improvement	Reading, Writing Math, Science	12-5-12	6+1 Traits	School-wide	60		Administration Support Staff
Grade Level PLC's	Reading, Writing Math, Science	12-12-12	Collaborative Planning	School-wide	60		Administration Support Staff
Grade Level PLC's	Reading, Writing Math, Science	12-14-12	Collaborative Planning	Grades K-5	60		Administration Support Staff

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	920.00
Adjustment:	
Carry Over:	2672.32
Total Income:	3592.32

EXPENDITURES	ACTUAL COST	BALANCE
		\$3592.32
KidBiz (Partial Support of KidBiz Total Cost \$7,250)	3,592.32	\$0

Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$0

ADDENDUM 1

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

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

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

- Dr. Sallie S. Jenkins, Principal
- Debbie Jose, Assistant Principal
- Linda Hoffman, Guidance
- Shannon Poirier, Home School Liaison
- Joan Moore, Literacy
- Rebekah Corley, Writing
- Sylvia Atkinson-Smith, ESE
- Christine Harding, Literacy
- Kezia McLaughlin, ESOL
- Jennifer Zizzo, Instructional Assistant

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?

Wilson's MTSS Team:

- Meets monthly to review classroom and school data and to discuss MTSS referrals
- Develops assessment schedules for teachers and instructional assistants
- Trains teachers and staff to administer assessments
- Identifies literacy resources, materials, software, and web resources that support and enhance student learning
- Oversees parent and literacy support programs
- Participates in professional learning communities and collaborative team meetings
- Organizes professional development activities based on identified school needs.

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

The role of Wilson's MTSS Leadership Team is to train teachers and staff on the MTSS Model and to support the implementation of the Multi-Tiered System of Supports.

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 management systems to analyze data include the following:

- Discovery Education (Grades K-5)
- KidBiz Data System - KidBiz(Grades 2-5)

- Scholastic Reading Inventory (Grades 3-5)
- EdInsight (Grades 3-5)
- Accelerated Reader (Grades K-5)

Teachers and administrators utilize these data systems to make instructional decisions for students and to identify additional resources needed to enhance student achievement.

5. Describe the plan to train staff on MTSS.

The plan to train staff includes the following:

- Conduct a school-wide training to further define Multi-Tiered System of Supports
- Develop a common language document to assist teachers and staff in this process
- Provide professional learning communities activities that focus on MTSS, data analysis, research-based strategies, and best practices
- Provide support to teachers in developing graphs, etc.
- Facilitate the use of MTSS forms
- Formalize the MTSS process for referring students.

6. Outline your plan to achieve school-wide implementation of the MTSS process by the start of the 2012-2013 school year.

Wilson's plan will include the following:

- Initial identification of all students (Tiers – 1, 2, and 3)
- Establish referral process for students identified as Tiers 2 or 3
- Develop weekly MTSS schedules based on identified student needs
- Collaborate with district support staff (staffing resource specialist, social worker, psychologist, school nurse, etc.)
- Maintain MTSS records
- Conduct review/follow-up meetings as needed
- Review and refine process to achieve successful implementation.

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).

- Dr. Sallie S. Jenkins, Principal
- Debbie Jose, Assistant Principal
- Linda Hoffman, Guidance
- Carol Loso, ETF
- Joan Moore, Literacy
- Rebekah Corley, Writing
- Shannon Poirer, Literacy
- Sylvia Atkinson-Smith, ESE
- Kezia McLaughlin, ESOL
- Kelly Edwards, ESE
- Ivonne Baker, ESOL
- Amy Mireles, Grade K

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

The Literacy Team supports overall goals and initiatives outlined in the School Improvement Plan. Additionally, the team leads, coordinates, and supports, reading assessment, and intervention activities, acceleration and tutorial student groups, as well as professional development activities for teachers and staff.

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

Major initiatives of the Literacy Leadership Team for 2012 – 2013 include the following:

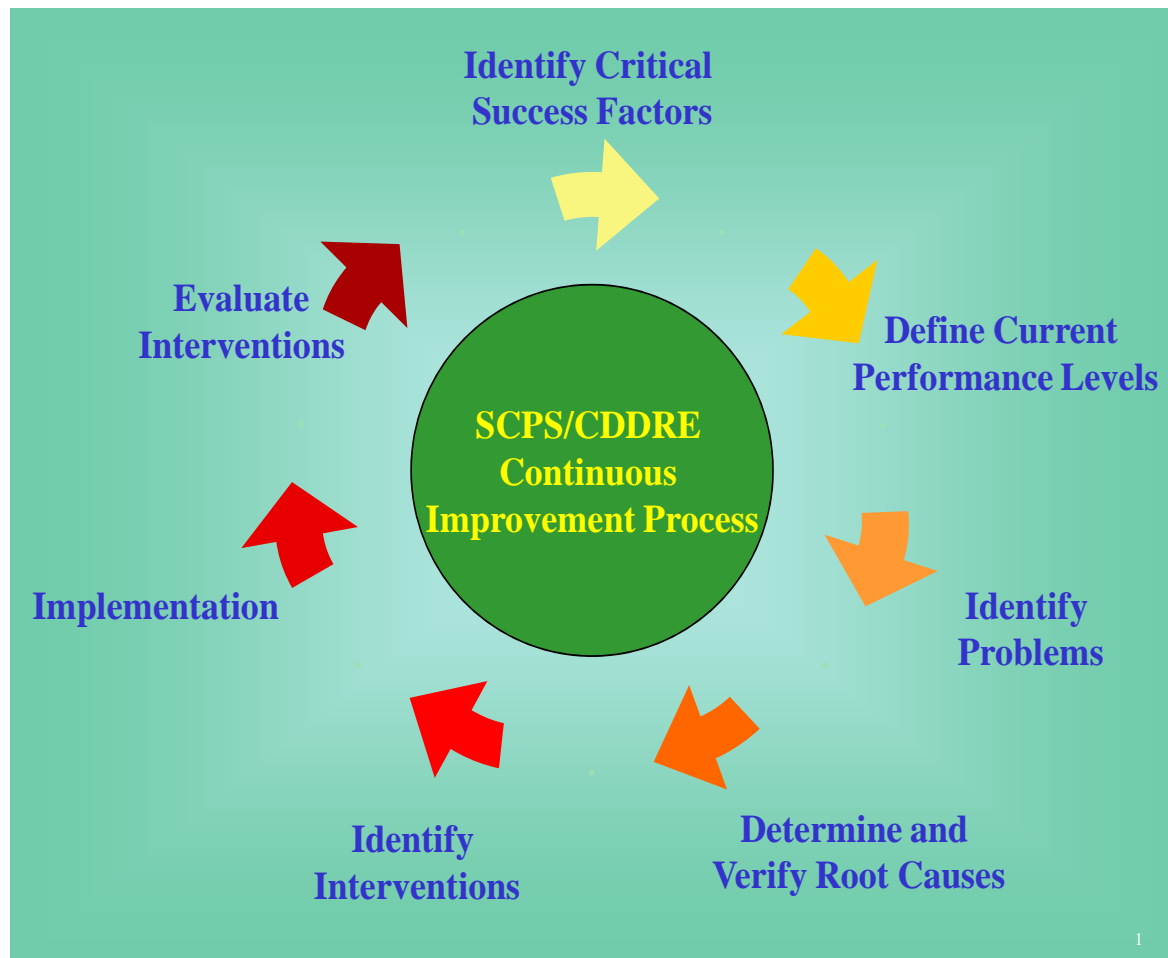
- Instructional Toolbox Implementation (Grades K-5)
- ToolKit Implementation (Grades K-5)
- Lesson Study (Grades K-5)
- Data Analysis (Grades K-5)

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 be involved in Lesson Study during the 2012-2013 school year. Each team (Grades K-5) will conduct two lesson study activities during the 2012 – 2013 school year. The Lesson Study format to be followed is outlined below:

- Form a Lesson Study Group
- Decide on the Content Focus of the Lesson
- Plan the Research Lesson
- Teach the Lesson
- Provide for Colloquium/Collaboration
- Plan Next Steps



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	47.7%	424/889	+2.3%	50%

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 regarding Skyward Family Access via school newsletters and synervice.	Parent Involvement Goal 1	Transportation Computer Access Time	Administration Support Staff	Mid-year End of year	Sign in sheets Parent Forms	st, b
Utilize PTA, School Advisory, and office staff to encourage family access participation.	Parent Involvement Goal 1	Computer Access Time	Administration Support Staff	Mid-year End of year	Sign in sheets	st, b

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.

Wilson students participate in the following STEM Programs: SECME, Robotics, Project Create, Odyssey of the Mind, Math Competitions, and Science and Math Virtual Labs.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Promote student participation in SECME and Robotics.	Time and Transportation	Administration Support Staff Teachers	Throughout the year	FCAT DE	st, tech, sss, b, T1, im
2. Solicit community volunteers to support STEM Education Programs.	Time	Administration Support Staff Teachers	Throughout the year	FCAT DE	st, tech, sss, b, T1, im

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.

Wilson Elementary will provide opportunities for students to participate in Broadcasting, Robotics, SECME, Odyssey of the Mind, and Project Create.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide opportunities for students to participate in Career and Technical Education/Vocational Programs.	Time, Transportation Limited Personnel	Administration Support Staff Teachers	Throughout the year	FCAT DE Attendance records	st, tech, sss, b, T1, 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	76	82	80	82	84	86	88
American Indian							
Asian	87	79	89	90	91	92	94
Black/African-American	47	63	56	60	65	69	74
Hispanic	63	72	69	72	75	78	82
White	88	92	90	91	92	93	94
English Language Learners	50	58	58	63	67	71	75
Students with Disabilities	56	53	63	67	71	74	78
Economically Disadvantaged	57	67	64	68	71	75	79

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	79	80	83	84	86	88	90
American Indian							
Asian	92	87	93	94	95	95	96
Black/African-American	55	54	63	66	70	74	78
Hispanic	69	72	74	77	79	82	85
White	86	90	88	90	91	92	93
English Language Learners	75	71	79	81	83	85	88
Students with Disabilities	60	56	67	70	73	77	80
Economically Disadvantaged	62	60	68	72	75	78	81

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY

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

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Sallie S. Jenkins	10/3/12	Kevin Jackson	10/3/12	Sam Filler	10/3/12
INSTRUCTIONAL					
Kim Gall	10/3/12	Jennifer Kephart	10/3/12	Carrie Grein	10/3/12
Kari Kriechbaum	10/3/12			Jeremy Hertz	10/3/12
Kelley Edwards	10/3/12			Kim Hoosier	10/3/12
NON-INSTRUCTIONAL					
Cheryl Pall	10/3/12				