

# *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.*



## **Goldsboro 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+		84.6%	+1.4%	86%	72.4%	N
High standards Level 4+		51.4%	-1.4%	50%	48.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	90.7%	+4.3%	95%	86.1%	N
	Black	68.9%	+1.1%	70%	49.0%	N
	Hispanic	90.9%	+1.1%	92%	75.0%	N
	ELL	88.9%	+1.1%	90%	64.7%	N
	SWD	100.0%	+0.0%	100%	68.3%	N
	ED	74.4%	+3.6%	78%	61.3%	N
Learning Gains		63.0%	+7.0%	70%	70%	Y
Lowest 25% making Learning Gains		61.4%	+3.6%	65%	65%	Y
Learning Gains Levels 4/5		37.5%	+12.5%	50%	50%	Y
Learning Gains in AYP subgroups						
	White	67.1%	+2.9%	70%	70.8%	Y
	Black	51.4%	+8.6%	60%	64.7%	Y
	Hispanic	62.9%	+2.1%	65%	71.8%	Y
	ELL	42.9%	+7.1%	50%	63.6%	Y
	SWD	67.6%	+2.4%	70%	75.0%	Y
	ED	52.7%	+7.3%	60%	66.7%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		88.6%	+1.4%	90%	73.7%	N
High standards Level 4+		56.6%	+3.4%	60%	46.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	97.9%	+1.1%	99%	86.1%	N
	Black	72.2%	+2.8%	75%	50.0%	N
	Hispanic	92.9%	+2.1%	95%	85.7%	N
	ELL	88.9%	+1.1%	90%	76.5%	N
	SWD	90.9%	+1.1%	92%	71.7%	N
	ED	81.4%	+4.6%	86%	61.9%	N
Learning Gains		64.7%	+5.3%	70%	70.0%	Y

Lowest 25% making Learning Gains		60.0%	+5.0%	65%	53.7%	N
Learning Gains Levels 4/5		31.6%	+12.4%	50%	87.5%	Y
Learning Gains in AYP subgroups						
	White	75.9%	+6.1%	82%	72.2%	N
	Black	52.8%	7.2%	60%	61.8%	Y
	Hispanic	62.2%	+2.8%	65%	75.0%	Y
	ELL	28.6%	21.4%	50%	100.0%	Y
	SWD	55.9%	+4.1%	60%	75.0%	Y
	ED	60.9%	1.1%	62%	64.5%	Y

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		98.8%	+0.2%	99%	85.6%	N
High standards Score 6.0		3.1%	+6.9%	10%	0.0%	N
Proficiency Score in AYP subgroups						
	White	94.3%	+0.7%	95%	88.6%	N
	Black	100.0%	-5.0%	95%	79.4%	N
	Hispanic	92.9%	+2.1%	95%	84.0%	N
	ELL	100.0%	-5.0%	95%	71.4%	N
	SWD	100.0%	-5.0%	95%	70.8%	N
	ED	96.6%	-1.1%	95%	78.3%	N
High standards Score 6.0 in AYP subgroups						
	White	0.0%	+5.0%	5%	0.0%	N
	Black	3.3%	+1.7%	5%	0.0%	N
	Hispanic	7.1%	-2.1%	5%	0.0%	N
	ELL	50.0%	-45.0%	5%	0.0%	N
	SWD	0.0%	+5.0%	5%	0.0%	N
	ED	5.2%	-0.2%	5%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		67.4%	+2.6%	70%	65.4%	N
High standards Level 4+		34.7%	+15.3%	50%	31.7%	N
Proficiency Level 3+in AYP subgroups						
	White	88.6%	+1.4%	90%	78.9%	N
	Black	20.7%	+29.3%	50%	44.1%	N
	Hispanic	80.0%	+2.0%	82%	73.3%	N
	ELL	100.0%	-20.0%	80%	50.0%	N
	SWD	100.0%		100%	70.0%	N
	ED	50.0%	+5.0%	55%	47.5%	N
High standards Level 4+ in AYP subgroups						

	White	51.4%	+8.6%	60%	42.1%	N
	Black	3.4%	+21.6%	25%	11.8%	N
	Hispanic	35.0%	+5.0%	40%	33.3%	N
	ELL	0.0%	+25.0%	25%	0.0%	N
	SWD	100.0%		100%	35.0%	N
	ED	24.1%	+25.9%	50%	19.7%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	41%	+9.0%	50%	88.9%	Y
Performance in advanced coursework	74%	+6.0%	80%	100.0%	Y

Discipline Goals	Male					Female				
Discipline referrals (duplicated) Subgroup:	Current	% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
White	28%	-3%	25%	24%	Y	22%	-3	19%	20%	N
Black	72%	-3%	69%	76%	N	78%	-3	75%	80%	N
Hispanic	0%	0	0%	0%	Y	0		0		
ELL	0	0	0%	0%	Y	0		0		
SWD	4.0%	-2%	2.0%	2.0%	Y	0		0		
ED	80.0%	-5%	75.0%	80%	N	83%	-3	80%	80%	Y

	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Reduce suspension between AYP subgroups receiving discipline referrals	Current	% +/-	Expected	Actual	Met (Y,N,P)	Current	% +/-	Expected	Actual	Met (Y,N,P)
White	18%	-3	15%	15%	Y	17%	-2	15%	15%	Y
Black	62%	-5	57%	85%	N	83%	-3	80%	85%	N
Hispanic	0%	0	0%	0%	Y	0		0	0%	Y
ELL	0	0	0%	0%	Y	0		0	0%	Y
SWD	2.0%	-1	1.0%			0		0	0%	Y
ED	74.0%	-4	70.0%			92%	-7	85%	90%	N

<b>Graduation/On-Time Promotion/At-Risk Graduation Goals</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Students graduating or advancing with age-level peers	82%	+8	90%	98.4%	Y
At-Risk students graduating or advancing with age-level peers	83%	+7	90%	97.5%	Y

<b>Extracurricular Activities Goal(s)</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Reduce disparity in representation of AYP subgroups					
Activity and subgroup:					
White	72%	+13	85%	54%	N
Black	36%	+14	50%	26%	N
Hispanic	20%	+10	30%	20%	N
ELL	0%		0%	0%	N
SWD	8%	+2	10%	20%	Y
ED	58%	+17	75%	60%	N

<b>School Defined Goal(s) Parent Involvement Goal</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Parents attending a parent teacher conference	95%	+5.0%	100%	95%	N
Parents attending a school activity	90%	+5.0%	95%	95%	Y

**Goal Summary**

**Number of Goals Met: 15**

**Number Not Met: 19**

**Number Partially Met: 5**

## READING GOALS

Aligned with Strategic Plan System Initiative B

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

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		72.4%	220 / 304	+2.6%	75.0%
2. Proficiency Level 3.0+ in subgroups:					
	White	86.1%	93 / 108	+2	88.1%
	Black	49.0%	49 / 100	+4	53.0%
	Hispanic	75.0%	42 / 56	+2	77.0%
	ELL	64.7%	11 / 17	+2	66.7%
	SWD	68.3%	41 / 60	+3	71.3%
	ED	61.3%	111 / 181	+2	63.3%
3. High Standards Level 4.0+		48.7%	148 / 304	+3	51.7%
4. Learning Gains		69.4%	143 / 206	+3	72.4%
5. Lowest 25% Making Learning Gains		58.0%	29 / 50	+3	61.0%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		30.6%	30 / 206	+4	34.6%
7. Learning Gains Levels 4/5		86.7%	85 / 98	+3	89.7%
8. Learning Gains in subgroups:					
	White	70.8%	51 / 72	+2	72.8%
	Black	64.7%	44 / 68	+4	68.7%
	Hispanic	71.8%	28 / 39	+3	74.8%
	ELL	63.6%	7 / 11	+2	65.6%
	SWD	75.0%	33 / 44	+2	77.0%
	ED	66.7%	80 / 120	+3	69.7%

**Action Plan**

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze the FCAT data to determine areas for improvement.	Reading Goals 1-7	Lack of knowing how	Administration, Coaches, Teachers	Baseline, Mid-year End of year	Discovery FCAT SRI	st, tech, sss
2. Utilize the School Data Books and Blackboard to access class profiles of individual achievement levels.	Reading Goals 1-7	Lack of knowing how	Administration, Coaches, Teachers	Baseline, Mid-year End of year	Discovery FCAT SRI	st, tech, sss
3. Provide MTSS (Multi-Tier Support System ) groups in addition to the minimum of 90 minutes daily of uninterrupted reading instruction to increase learning gains for all students.	Reading Goals 3, 4, 5, 7	Time	Coaches, Teachers, Par pros	Throughout the year	Discovery FCAT SRI PSI PASI	st, tech, sss, b, T1, im
4. Use Discovery Learning, 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 l Limited personnel	Coaches, Teachers, Par pros	Baseline, Mid-year End of year	Discovery FCAT SRI PSI PASI	st, tech, sss, b, T1, im
5. Identify low performing students to remediate and assist through participation in School Tutorial Program.	Reading Goals 1-7	Limited personnel	Coaches, Teachers,	Baseline, Mid-year End of year	Discovery FCAT SRI PSI PASI	st, tech, sss, b, T1, im
6. Provide Family Literacy Nights for students and their parents.	Reading Goals 1-7	Lack of parent involvement	Administration, Coaches, Teachers	Throughout the year	Sign in sheets	st, tech, sss, b, T1, im, or
7. Monitor the implementation of the Seminole County K-12 Comprehensive Research Based Reading Plan.	Reading Goals 1-7	Time	Administration, Coaches, Teachers	Baseline, Mid-year End of year	Administrator's logs	st, T1
8. Implement Curriculum Maps including toolkits, guided readers and supplemental resources.	Reading Goals 1-7	Lack of knowing all resources	Coaches, Teachers	Throughout the year	Administrator's logs	st, T1, t
9. Provide professional development through Professional Learning Communities (PLC) on reading strategies, MTSS model, and 5 components of reading.	Reading Goals 1-7	Time for professional development	Administration, Coaches, Teachers	Throughout the year	Administrator's Logs, Sign in sheets	st, T1, 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+		73.7%	224 / 304	+3	76.7%
2. Proficiency Level 3.0+ in subgroups:					
	White	86.1%	93 / 108	+2	88.1%
	Black	50.0%	50 / 100	+3	53.0%
	Hispanic	85.7%	48 / 56	+3	88.7%
	ELL	76.5%	13 / 17	+4	80.5%
	SWD	71.7%	43 / 60	+3	74.1%
	ED	61.9%	112 / 181	+3	64.9%
3. High Standards Level 4.0+		46.7%	142 / 304	+3	49.7%
4. Learning Gains		70.0%	145 / 207	+3	73.0%
5. Lowest 25% Making Learning Gains		53.7%	29 / 54	+4	57.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		35.4%	34 / 207	+4	39.4%
7. Learning Gains Levels 4/5		87.5%	84 / 96	+2	89.5%
8. Learning Gains in subgroups:					
	White	72.2%	52 / 72	+3	75.2%
	Black	61.8%	42 / 68	+3	64.8%
	Hispanic	75.0%	30 / 40	+3	78.0%
	ELL	100.0%	11 / 11		100%
	SWD	75.0%	33 / 44	+4	79.0%
	ED	64.5%	78 / 121	+4	68.5%

**Action Plan**

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze the FCAT data to determine areas for improvement.	Math Goals 1-7	Lack of knowing how	Administration, Coaches, Teachers	Baseline, Mid-year, End of year	FCAT Discovery	st, tech, sss
2. Utilize the School Data Books and blackboard to access class profiles of individual achievement levels.	Math Goals 1-7	Lack of knowing how	Administration, Coaches, Teachers	Baseline, Mid-year, End of year	FCAT Discovery	st, tech, sss
4. Use math progress monitors and common assessments to provide diagnostic information for appropriate instruction.	Math Goals 3, 4, 5, 7	Time	Coaches, Teachers, Par pros	Throughout the year	FCAT Discovery	st, tech, sss, b, T1, im
5. Identify low performing students to remediate and assist through participation in School Tutorial Program.	Math Goals 1-7	Time, Limited personnel	Coaches, Teachers, Par pros	Baseline, Mid-year, End of year	FCAT Discovery	st, tech, sss, b, T1, im
6. Provide Family Math Night for students and their parents.	Math Goals 1-7	Lack of parent involvement	Coaches, Teachers,	Baseline, Mid-year, End of year	Sign in sheets	st, tech, sss, b, T1, im
7. Monitor the implementation of the Seminole County Go Math Framework and Curriculum Map.	Math Goals 1-7	Time	Administration, Coaches, Teachers	Throughout the year	Administrator's logs	st, tech, sss, b, T1, im, or
8. Provide professional development through Professional Learning Communities (PLC) on best practices.	Math Goals 1-7	Time for professional development	Administration, Coaches, Teachers	Throughout the year	Administrator's logs	st, T1, 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.

## 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 3.0+		85.6%	89 / 104	+4	89.9%
2. Proficiency Score 3.0+ in subgroups:					
	White	88.6%	31 / 35	+2	90.6%
	Black	79.4%	27 / 34	+4	83.4%
	Hispanic	84.0%	21 / 25	+3	87.0%
	ELL	71.4%	5 / 7	+3	74.4%
	SWD	70.8%	17 / 24	+4	74.8%
	ED	78.3%	47 / 60	+3	81.3%
3. High Standards Score 6.0		0.0%	0 / 104	+5	5.0%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 35	+5	5.0%
	Black	0.0%	0 / 34	+5	5.0%
	Hispanic	0.0%	0 / 25	+5	5.0%
	ELL	0.0%	0 / 7	+5	5.0%
	SWD	0.0%	0 / 24	+5	5.0%
	ED	0.0%	0 / 60	+5	5.0%

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

**Action Plan**

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze the FCAT data to determine areas for improvement.	Writing Goals 1-4	Lack of knowing how	Administration, Coaches, Teachers	Baseline, Mid-year End of year	FCAT Writing prompts	st, tech, sss
2. Provide 4 <sup>th</sup> grade teachers with individual achievement levels on the 3 <sup>rd</sup> grade end of year writing prompt.	Writing Goals 1-4	Lack of knowing how	Administration, Coaches, 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, Coaches, Teachers	Baseline, Mid-year End of year	Writing prompts	st, tech, sss
4. Provide direct writing instruction in grade 3 and 4 daily.	Writing Goals 1-4	Lack of knowing how, Time	Coaches, Teachers, Par pros	Throughout the year	Writing prompts	st, tech, sss, b, T1, im
5. Identify low performing students to remediate and assist through participation in School Tutorial Program.	Writing Goals 1, 3	Time, Limited personnel	Coaches, Teachers, Par pros	Baseline, Mid-year End of year	Writing prompts	st, tech, sss, b, T1, im
6. Provide Family Literacy Writing Night for students and their parents.	Writing Goals 1-4	Lack of parent involvement	Coaches, Teachers,	Baseline, Mid-year End of year	Sign in sheets	st, tech, sss, b, T1, im
7. Monitor the implementation of the Seminole County K-12 Writing Plan and use the District Writing Prompts.	Writing Goals 1-4	Time	Administration, Coaches, Teachers	Throughout the year	Administrator's logs	st, tech, sss, b, T1, im, or
8. Provide 6+1 Traits of Writing Instruction.	Writing Goals 1-4	Lack of knowing how	Administration, Coaches, Teachers	Throughout the year	Administrator's logs	St, T1, t
9. Provide professional development through Professional Learning Communities (PLC) on writing strategies.	Writing Goals 1-4	Time for professional development	Administration, Coaches, Teachers	Baseline, Mid-year End of year	Administrator's Log Sign in sheets	st, tech, sss, T1

**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.



## 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+		65.4%	68 / 104	+3	68.4%
2. Proficiency Score 3.0+ in subgroups:					
	White	78.9%	30 / 38	+3	81.9%
	Black	44.1%	15 / 34	+4	48.1%
	Hispanic	73.3%	11 / 15	+4	77.3%
	ELL	50.0%	2 / 4	+3	53.0%
	SWD	70.0%	14 / 20	+3	73.0%
	ED	47.5%	29 / 61	+4	51.5%
3. High Standards Score 4.0+		31.7%	33 / 104	+3	34.7%
4. High Standards Score 4.0+ in subgroups:					
	White	42.1%	16 / 38	+3	45.1%
	Black	11.8%	4 / 34	+3	14.8%
	Hispanic	33.3%	5 / 15	+3	36.3%
	ELL	0.0%	0 / 4	+5	5.0%
	SWD	35.0%	7 / 20	+4	39.0%
	ED	19.7%	12 / 61	+4	23.7%

**Action Plan**

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Analyze the FCAT data to determine areas for improvement.	Science Goals1-4	Lack of knowing how	Administration, Coaches, Teachers	Baseline, Mid-year End of year	FCAT DA	st, tech, sss
2. Implement the County Science Frameworks.	Science Goals1-4	Time	Coaches, Teachers	Throughout the year	FCAT DA	st, tech, sss
3. Incorporate AIMS activities into the Science Program.	Science Goals1-4	Time	Coaches, Teachers	Throughout the year	FCAT DA	st, tech, sss
4. Incorporate inquiry based science strategies using the Five E method- Engage, Explore, Explain, Elaborate, Evaluate.	Science Goals1-4	Lack of knowing how, Time	Coaches, Teachers,	Throughout the year	FCAT DA	st, tech, sss, b, T1, im
5. Provide professional development through Professional Learning Communities (PLC) on science strategies.	Science Goals1-4	Time for professional development	Administration, Coaches, Teachers,	Throughout the year	FCAT DA	st, tech, sss, b, T1, 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 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 %	# of #	% +/-	Expected %
1. Level of Participation	88.9%	24/27	+3	91.9%
2. Level of Performance	100.0%	24/24		100.0%

### 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, TI, TII, TIII, t)
1. Use FCAT data and teacher recommendations to identify PRIME students.	PRIMES MATH Goals 1-2	Background knowledge	Coaches, Teachers	Baseline, Mid-year, End of year	FCAT DA	st, tech, sss
2. Provide Math enrichment activities.	PRIMES MATH Goals 1-2	Time	Coaches, Teachers	Throughout the year	FCAT DA	st, tech, sss, b, T1, im
3. Promote Math Olympiad program.	PRIMES MATH Goals 1-2	Time, Transportation	Coaches, Teachers	Throughout the year	FCAT DA	st, tech, sss, b, T1, im
4. Promote student participation in SECME and Robotics.	PRIMES MATH Goals 1-2	Time, Transportation	Coaches, Teachers	Throughout the year	FCAT DA	st, tech, sss, b, T1, 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)



## 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.

<b>Discipline Goals 1 and 2</b>	<b>Subgroup</b>	<b>Current %</b>	<b>Expected %</b>
1. Discipline referrals (duplicated)	White	28.7%	25.0%
	Black	69.6%	65.0%
	Hispanic	12.9%	10.0%
	ELL	0.0%	0.0%
	SWD	21.6%	18.0%
	ED	85.4%	82.0%
2. Out-of-school suspensions (unduplicated)	White	10.0%	7.0%
	Black	75.0%	70.0%
	Hispanic	10.0%	7.0%
	ELL	0.0%	0.0%
	SWD	25.0%	20.0%
	ED	90.0%	85.0%

### Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Provide school-wide Behavioral Leadership program with Guidelines for Success.	Discipline Goals 1,2	Time	MTSS team, Teachers	Quarterly	Number of referrals and suspensions	st, T1,b
2. Provide CHAMPS classroom behavior program.	Discipline Goals 1,2	Time	MTSS team, Teachers	Quarterly	Number of referrals and suspensions	st, T1,b
3. Implement MTSS (Multi Tier Support System) model.	Discipline Goals 1,2	Limited personnel	MTSS team, Teachers	Quarterly	Number of referrals and suspensions	st, T1,b
4. Explain and enforce the Seminole County School Discipline Code.	Discipline Goals 1,2	Time Limited personnel	MTSS team, Teachers	Quarterly	Number of referrals and suspensions	st, T1,b

5. Implement behavior plans and contracts when needed.	Discipline Goals 1,2	Limited personnel	MTSS team, Teachers	Quarterly	Number of referrals and suspension	st, T1,b
6. Provide an Alpha Counselor to work with grades 4 and 5	Discipline Goals 1,2	Loss of Grant	Administration	End of the year	Number of referrals	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)

## 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

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

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

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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	98.4%	623/633	+1.6%	100.0%
2. At-Risk Promotion Level of Performance	97.5%	389/399	+2.5%	100.0%

### Action Plan

Strategy	Promotion/ At-Risk 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 the retention and promotion data.	Graduation Goals 1, 2	Time	Administration, Coaches	Baseline, Mid-year End of year	Discovery FCAT SRI PSI PASI DA	st, tech, sss, b, T1, im
2. Provide MTSS groups for all core academics.	Graduation Goals 1, 2	Time and Limited personnel	Coaches, Teachers	Throughout the year	Discovery FCAT SRI PSI PASI DA	st, tech, sss, b, T1, im, or
3. Identify students not meeting mastery grade level requirements and provide intervention and tutorial services.	Graduation Goals 1, 2	Prerequisite skills and background knowledge	Coaches, Teachers	Baseline, Mid-year End of year	Discovery FCAT SRI PSI PASI DA	st, tech, sss, b, T1, 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)

## 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

<b>Chorus</b>	White	Black	Hispanic	ELL	SWD	ED
2012 Current Level of Performance	46%	28%	25%	0%	15%	50%
2013 Expected Level of Performance	50%	25%	25%	0%	20%	60%

<b>Safety Patrol</b>	White	Black	Hispanic	ELL	SWD	ED
2012 Current Level of Performance	68%	23%	9%	0%	20%	60%
2013 Expected Level of Performance	50%	25%	25%	0%	20%	60%

<b>Student Council</b>	White	Black	Hispanic	ELL	SWD	ED
2012 Current Level of Performance	64%	26%	8%	0%	20%	60%
2013 Expected Level of Performance	50%	25%	25%	0%	20%	60%

<b>TV Production</b>	White	Black	Hispanic	ELL	SWD	ED
2012 Current Level of Performance	50%	25%	25%	0%	0%	60%
2013 Expected Level of Performance	50%	25%	25%	0%	20%	60%

<b>SECME</b>	White	Black	Hispanic	ELL	SWD	ED
2012 Current Level of Performance	54%	21%	25%	0%	20%	60%
2013 Expected Level of Performance	50%	25%	25%	0%	20%	60%

<b>Robotics</b>	White	Black	Hispanic	ELL	SWD	ED
2012 Current Level of Performance	42%	33%	25%	0%	20%	60%
2013 Expected Level of Performance	50%	25%	25%	0%	20%	60%

<b>Extracurricular Activity Goal #1</b>	<b>Subgroup</b>	<b>Current %</b>	<b>Expected %</b>
1. Activity: Chorus			
	White	46.0%	50.0%
	Black	28.0%	25.0%

	Hispanic	25.0%	25.0%
	ELL	0%	0%
	SWD	15%	20%
	ED	50%	60%
2. Activity: Safety Patrol			
	White	68.0%	50.0%
	Black	23.0%	25.0%
	Hispanic	9.0%	25.0%
	ELL	0%	0%
	SWD	20%	20%
	ED	60%	60%
3. Student Council			
	White	64.0%	50.0%
	Black	26.0%	25.0%
	Hispanic	8.0%	25.0%
	ELL	0%	0%
	SWD	20%	20%
	ED	60%	60%
4. TV Production			
	White	50.0%	50.0%
	Black	25.0%	25.0%
	Hispanic	25.0%	25.0%
	ELL	0%	0%
	SWD	20%	20%
	ED	60%	60%
5. SECME			
	White	54.0%	50.0%
	Black	21.0%	25.0%
	Hispanic	25.0%	25.0%
	ELL	0%	0%
	SWD	20%	20%
	ED	60%	60%
6. Robotics			
	White	42.0%	25.0%
	Black	33.0%	25.0%
	Hispanic	25.0%	25.0%
	ELL	0%	0%
	SWD	20%	20%
	ED	60%	60%

**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. Offer extracurricular activities in chorus, safety patrol, student council, SECME, Robotics, and TV production.	Extracurricular Goal 1	Time, Limited personnel,	Administration, Teachers	Baseline Mid-Year End of the Year	Enrollment Sheets	b, im, or, st
2. Encourage a diverse group to participate in extracurricular activities.	Extracurricular Goal 1	Time, Limited personnel, Transportation	Teachers	Baseline Mid-Year End of the Year	Enrollment Sheets	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)

## 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 percentage of students participating in advanced coursework. (Primes grades 4 and 5)

School Defined Goal	Current	# of #-	% +/-	Expected
Grade 4 Primes	44%	48 of 110	+2%	50%
Grade 5 Primes	42%	46 of 110	+4%	50%

\*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)
1. Use FCAT data and teacher recommendation to identify Primes students.	Background knowledge	Coaches Teachers	Baseline Midyear End of the year	FCAT DA	st, tech, sss
2. Provide Math enrichment activities.	Time	Coaches Teachers	Throughout the year	FCAT DA	st, tech, sss, b, T1, im
3. Promote Math Olympiad program.	Time and transportation	Coaches Teachers	Throughout the year	FCAT DA	st, tech, sss, b, T1, im
4. Promote student participation in SCEME and Robotics.	Time and transportation	Coaches Teachers	Throughout the year	FCAT DA	st, tech, sss, b, T1, 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)

**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
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 8/20/12	Trained teachers on norms and working together as a PLC	Grade Level Department	56		Administration Teachers Coaches
Introduction to Deliberate Practice and New Marzano indicators	Reading, Writing, Math, Science	8/22/12	Improving student achievement and guiding teachers in best practices	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 8/27/12	Introduction to deliberate practice and professional growth plan	Grade Level Department	56		Administration Teachers Coaches
Deliberate Practice and New Marzano indicators	Reading, Writing, Math, Science	9/5/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 9/10/12	Improving Teacher Instruction, deliberate practice strategies, and improving student achievement	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 9/17/12	Improving Teacher Instruction, deliberate practice strategies, and improving student achievement	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 9/24/12	Improving Teacher Instruction, deliberate practice strategies, and improving student achievement	Grade Level Department	56		Administration Coaches Teachers



Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 10/1/12	Improving Teacher Instruction, Common core alignment, and improving student achievement	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and New Marzano indicators	Reading, Writing, Math, Science	10/3/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 10/8/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and New Marzano indicators	Reading, Writing, Math, Science	10/17/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 10/22/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 10/29/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 11/5/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	11/7/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 11/12/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	11/28/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers

Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 12/3/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 12/10/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	12/5/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	1/16/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 1/14/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 1/28/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	1/30/12	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 02/04/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	02/06/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 02/11/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers

Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	02/20/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 02/25/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 03/04/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	03/06/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 03/11/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 04/01/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	04/24/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Deliberate Practice and working toward school related and grade level SMART goals	Reading, Writing, Math, Science	05/15/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers
Grade Level PLC's Each day of week assigned for a different grade	Reading, Writing, Math, Science	Week of 05/06/13	Improving Teacher Instruction	Grade Level Department	56		Administration Coaches Teachers

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	640.00
Adjustment:	2162.00
Carry Over:	2310.15
<b>Total Income:</b>	<b>5112.15</b>

EXPENDITURES	ACTUAL COST	BALANCE
Balance		5112.15
computers	1600.00	3512.15
Children's Plus books for media center	2828.77	683.38
pencils	98.75	584.635

} Start with your beginning

**CARRY OVER:**

Total carry over for 2012-2013:      584.63

## 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*.**

Cheryl Nicholas, Jamie White, Peter Cory, Jolynn Bernard, Patricia Goldman, Linda Hurtt, Debbie Goodwin, Teresa Flynn, Shannon Benninghove, April Bushman

**2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?**

The MTSS Leadership Team consists of the Curriculum Leadership Team and the Behavioral Team. The team has individual members who are experts in all academic areas and behavior areas. The team consists of administration, reading coach, math coach, writing coach, behavior teacher, guidance counselor, SLD teacher, and speech teachers. The team has a MTSS leader assigned to each grade level. All data is kept in grade level MTSS binders. The team will meet monthly to analyze data, review processes and agendas.

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

The team will analyze data and implement the 3 Tier Model. The team will provide training to teachers in the general screening and group interventions that represent the core instructional program. There will be thirty additional minutes for intervention groups. Training for the MTSS model and interventions will be conducted through staff development meetings, team meetings and professional learning communities. At any time the teacher can request assistance from the team. The team will offer the classroom teachers strategies for interventions in both academics and behaviors for targeted groups in addition to the general curriculum and behavior management plans. The team can assist the teacher in writing progress monitor plans and behavior plans for students needing more interventions. If all provided interventions are not successful the team can assist the teacher in referral to the Student Study team for consideration for additional testing and or special education services.

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

The team will look at FCAT data, progress monitors, and other academic data available and discipline data. The MTSS team along with the teachers will continue to monitor the progress of students in each tier. The core academic program with small guided groups and the behavior leadership program with guidelines to success will be provided to all students. This is Tier I or the core curriculum and behavior plan. If students do not make progress more intensive services and targeted interventions will be provided to students individually or in a small group setting in addition to the regular curriculum and general behavioral guidelines. This is Tier II. At this time students will have a progress monitor plan or a behavior plan. The plans will be closely monitored by the team. If after given more time and direct interventions the student is still unsuccessful the student would be referred for Tier II in which additional intervention time will be given to the student. If the student still does not achieve success the student will go to student study for consideration for additional testing and or special education services.

**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 MTSS Leadership Team consists of the Curriculum Leadership Team and the Behavioral Team. The team has individual members who are experts in all academic areas and behavior areas. The team consists of administration, reading coach, math coach, writing coach, behavior teacher, guidance counselor, SLD teacher, and speech teachers. The team will meet monthly to analyze data, review processes and agendas.

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

Goldsboro staff will continue training in the RtI model through staff developments on Wednesday staff meetings and through professional learning communities.

## 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).**

Cheryl Nicholas, Jamie White, Jolynn Bernard, Debra Goodwin, Patricia Goldman, Shannon Benninghove, April Bushman

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

The team oversees and monitors all reading assessment and intervention groups. The team provides staff development and modeling on reading strategies and best practices. The team facilitates lesson study.

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

Lesson Study-grades 3, 4, 5  
Daily Five-grade 2  
Fast Track Phonics-grades K, 1  
Best Practices and Strategies-grades K-5  
Reading Progress Monitors K-5  
Deliberate Practice

## ADDENDUM 3 –LESSON STUDY

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

Lesson study will increase teacher effectiveness and instruction. Best practices will be modeled and higher level questions asked during planned lessons. The ultimate result is increased teacher effectiveness which will increase student achievement. The following is the schedule for implementation:

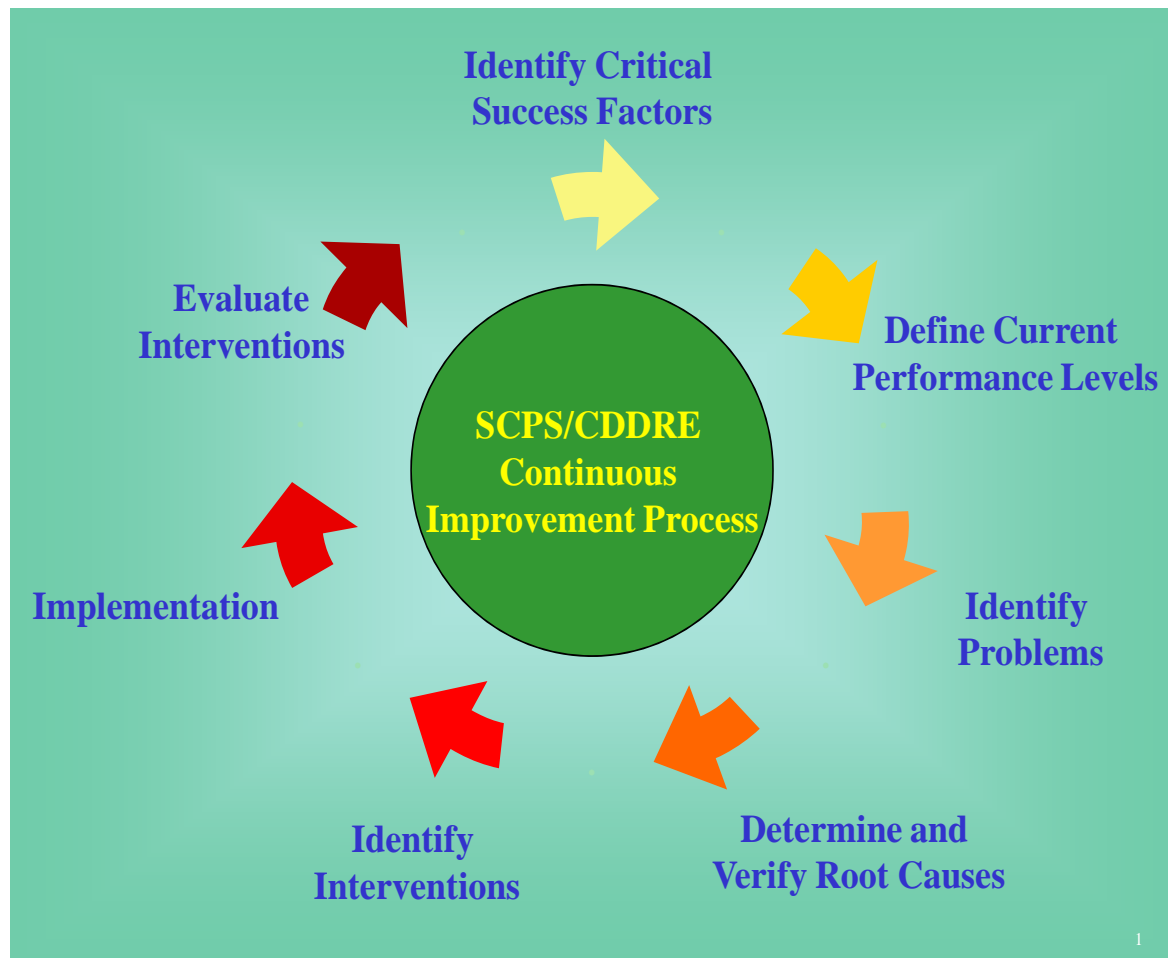
### **Year 1 20011-2012**

Spring 2011- Faculty Meeting on Lesson Study with overview  
Spring 2011-small group staff development on lesson study for all participants  
Summer 2011- Book Blog –The Lesson Planning Handbook  
Sept/Oct 2011 Cycle One -Math-grade 5, Writing-grade 4, Reading-grade 3  
Jan/Feb. 2012 Cycle Two- Math-grade 5, Writing-grade 4, Reading-grade 3  
April/May 2012 Cycle Three- Math-grade 5, Writing-grade 4, Reading-grade 3

### **Year 2 2012-2013**

Oct/Nov 2012 Cycle Four -Math-grade 5, Writing-grade 4, Reading-grade 3  
Jan/Feb. 2013 Cycle Five- Math-grade 5, Writing-grade 4, Reading-grade 3  
April/May 2013 Cycle Six- Math-grade 5, Writing-grade 4, Reading-grade 3





ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN  
2012-2013

**School Name: Goldsboro Elementary Magnet 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"> <li>a. Counseling, pupil services, and mentoring;</li> <li>b. College and career awareness and preparation;</li> <li>c. Personal finance education;</li> <li>d. Service to prepare students for the transition from school to work.</li> </ul>
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

## II. Initiatives

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

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

### **Students with Academic Deficiencies Initiative(s):**

1. All students in grades K-5 will be screened and evaluated using the assessment plan developed by SCPS. The assessment will begin with an initial screening followed by intensive instruction to meet the specific needs of the student. Discovery Learning DA,, SRI, and DRA will monitor progress in reading. District Assessments will monitor progress in Math. If a student has difficulties they will receive interventions through the MTSS process. All students receive Tier I and students with deficiencies receive 30 minutes intervention in Tier II and progressing monitoring every ten days. If Tier II interventions are unsuccessful another 30 minutes of intervention using SIPPS in Tier III and progress monitoring every ten days. If all interventions are unsuccessful the student will go to Student Study Team for possible support through ESE.

### **School Improvement Goal(s) that support the Initiative(s):**

Reading Goals: 1,2,4,5,8

Writing Goals: 1,2,4

Math Goals: 1,2,4,5,8

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

The Harcourt Trophies Reading Program will be used as the core program for the reading program at Goldsboro Elementary. In addition leveled texts from the Wright Group, Rigby, and Newbridge will be used to support each learner at his/her reading level as determined by assessment. The Title I supported SuccessMaker Lab will be used by all students, grades K-5 throughout the year. Kindergarten and first grade will use Fast Track Phonics and second grade will use Word Power. Additional supplemental reading programs will include: Voyager, Options, Quick Reads, and FCAT Explorer. Go Math will be used as the Core Mathematics program in K-5. Number Worlds will be used for remediation groups. The Title I supported SuccessMaker Lab will also be used to support and enhance academic achievement in Math. In our specialized math and space labs, the specialists will work hand in hand with

classroom teachers using programs that promote algebraic thinking, problem solving, number sense, geometry, and cooperative work. Additional supplemental materials used to support math are manipulatives, Investigations, Voyager, Number Worlds and Center Stage Math.

The programs described above are designed to meet the individual needs of all children, regardless of the diversity of their needs. By evaluating each student in order to determine both his/her strengths and weaknesses, we will then use assessment and data driven instruction to support the students' learning. By having a comprehensive program that offers a wide variety of strategies, materials and techniques, we can tailor the instruction to the student. The instruction of special needs students will be further enhanced through co-teaching and inclusion. This collaboration between the classroom teacher and the specialists will provide additional support for these students.

**Reading Initiative(s):**

To increase student achievement

**School Improvement Goal(s) that support the Initiative(s):**

Reading Goals: 1,2,4,5,8

**How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?**

The Just Read Florida and the SCPS Reading Plan use assessment as the stepping-stone to instruction. Before a teacher can begin the appropriate instruction of his/her students, she must be aware of their reading levels and their strengths and weaknesses. Furthermore, she must have the ability, the training and the materials necessary to individualize the instruction to meet the individual needs of her students. Our program at Goldsboro focuses on assessment driven instruction, effective teacher training through a collaborative teaching model and use of supplemental resources.

**Math Initiative(s):**

To increase student achievement

**School Improvement Goal(s) that support the Initiative(s):**

Math Goals: 1,2,4,5,8

3. **Use of Data** - Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program. Discovery Learning will be the district monitor system in both Reading and Math. Teachers will also monitor student progress through benchmark assessment. The data gathered will direct instruction and assist teachers in establishing intervention groups.

**Use of Data Initiative(s):**

To monitor student progress

**School Improvement Goal(s) that support the Initiative:**

Reading Goals: 1,2,4,5,8

Math Goals: 1,2,4,5,8

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.  
The program described above is designed to meet the individual needs of all children, regardless of the diversity of their needs. By evaluating each student in order to determine both his/her strengths and weaknesses, we will then use assessment driven instruction to support the students' learning. By having a comprehensive program that offers a wide variety of strategies, materials and techniques, we can tailor the instruction to the student. The instruction of special needs students will be further enhanced through co-teaching and inclusion. This collaboration between the classroom teacher and the specialists will provide additional support for these students.

**SubGroup Initiative(s):**

To increase student achievement

**School Improvement Goal(s) that support the Initiative(s):**

Reading Goals: 1,2,4,5,8

Math Goals: 1,2,4,5,8

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):**

A morning and afternoon tutorial program will be provided to any student needing additional academic support. This program will begin following the first progress report and will run through the end of the school year. A summer reading camp will also be provided.

**School Improvement Goal(s) that support the Initiative:**

Reading Goals: 1,2,4,5,8

Math Goals: 1,2,4,5,8

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):**

Dividends, mentors, guidance, behavior resource teacher, literacy specialist, math specialist, and reading and math coach work with students one on one or in small groups to help support their behavioral and academic needs.

**School Improvement Goal(s) that support the Initiative:**

Reading Goals: 1,2,4,5,8

Math Goals: 1,2,4,5,8

Discipline Goals: 1,2

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

**Professional Learning Initiative(s):**

The Professional Development Plan for the 2012-13 school year includes the following: Data Driven Instruction, Math problem solving, reading comprehension, lesson study, and differentiated instruction. Specialized training will also be provided as needed and in a wide variety of formats. Teachers also meet in professional learning communities, and participate in book studies, deliberate practice, and Marzano elements. Each teacher must complete an individual professional growth plan and administration and curriculum specialist assist them in meeting their individual goals. Goldsboro also uses the on-going mentoring and coaching model of staff development. Using this collaborative model, the reading coach and specialists and the math specialists go into the classroom and work side by side with the teacher, helping and modeling. The coaches and specialist are paid out of both district and title one funds

**School Improvement Goal(s) that support the Initiative(s):**

Reading Goals: 1,2,4,5,8

Math Goals: 1,2,4,5,8

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):**

Goldsboro has a pre K speech and language program to help prepare students in speech and language for kindergarten. As per state mandate, all entering Kindergarten students will be screened using the FLKRS instrument. This will provide individual information on school readiness, allowing us to more easily meet the needs of each student.

**School Improvement Goal(s) that support the Initiative(s):**

Reading Goals: 1,2,4,5,8

Math Goals: 1,2,4,5,8

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):** Goldsboro conducts the following family nights: 3 writing nights, 2 literacy nights, 2 math nights, space night, 2 ELL nights, and 2 curriculum nights. All pro dads meet 4 times per year and there are 2 picnic and paperback events.

**School Improvement Goal(s) that support the Initiative:**

Reading Goals: 1,2,4,5,8

Math Goals: 1,2,4,5,8



## 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.**

2012 Current Level of Performance 47.0% (295 of 628)

2013 Expected Level of Performance 75% (471 of 628)

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	47.0%	295/628	+28%	75%

**Action Plan**

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Encourage every parent to attend at least one conference for each child enrolled.	Parent Involvement Goals 1,2	Parent Involvement	Administration, Coaches, Teachers	Mid-year End of year	Sign in sheets	st, T1
2. Encourage every parent to attend one school activity with their child.	Parent Involvement Goals 1,2	Parent Involvement	Administration, Coaches, Teachers	Mid-year End of year	Sign in sheets	st, T1, b, or, tech
3. Encourage parents at conferences to sign up for the parent portal.	Parent Involvement Goals 1,2	Parent Involvement	Administration, Coaches, Teachers	Mid-year End of year	Sign in sheets	st, T1
4. Promote the parent portal by having sign up at a computer in the media center at each family event.	Parent Involvement Goals 1,2	Parent Involvement	Administration, Coaches, Teachers	Mid-year End of year	Sign in sheets	st, T1, b, or, tech

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

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

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

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

Currently Goldsboro's STEM practices are Math, Science, Space Labs and Robotics and SECME clubs,  
 To increase the percentage of students participating in robotics.  
 To increase the percentage of students participating in SECME.

**Action Plan**

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1.Offer activities in robotics and SECME.	Transportation Personnel time	Administration Teachers	Baseline Mid year End of year	Enrollment Sheets	B, TI, or, tech, t

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

## 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.

Currently Goldsboro participates in Teach In and speakers talk about their careers and various jobs in their field. Increase students' knowledge in math, science, technology careers in our magnet 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. Provide guest speakers in math, science, technology careers in our magnet labs.	Time personnel	Administration teachers	Baseline Mid year End of year	Enrollment sheets	B, im, TI, or, st
2. Continue to participate in Teach In.	Time personnel	Administration teachers	Teach In participants	Enrollment sheets	B, im, TI, 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)

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

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

<b>READING AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>70</b>	<b>73</b>	<b>75</b>	<b>78</b>	<b>80</b>	<b>83</b>	<b>85</b>
American Indian							
Asian	90	90	92	93	93	94	95
Black/African-American	50	52	58	63	67	71	75
Hispanic	73	75	78	80	82	84	87
White	81	86	84	86	87	89	91
English Language Learners	47	67	56	60	65	69	74
Students with Disabilities	55	56	63	66	70	74	78
Economically Disadvantaged	57	64	64	68	71	75	79

<b>MATH AAAMO</b>	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	<b>71</b>	<b>74</b>	<b>76</b>	<b>78</b>	<b>81</b>	<b>83</b>	<b>86</b>
American Indian							
Asian	97	90	98	98	98	98	99
Black/African-American	44	53	53	58	63	67	72
Hispanic	79	86	83	84	86	88	90
White	86	86	88	90	91	92	93
English Language Learners	60	78	67	70	73	77	80
Students with Disabilities	55	58	63	66	70	74	78
Economically Disadvantaged	58	64	65	69	72	76	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.

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Cheryl C. Nicholas	9/18/12	Lee Caissie	9/18/12		
<b>INSTRUCTIONAL</b>					
Savannah Casey	9/18/12	Travis Caissie	9/18/12		
Rebekah Richey	9/18/12	Greg Sutton	9/18/12		
			9/18/12		
Debbie Rivera	9/18/12	Maria Young			
		Dwayne Hurley	9/18/12		
<b>NON-INSTRUCTIONAL</b>		Kristen Bartholomew	9/18/12		
Kathy Alexander	9/18/12				
		Selwyn Henriques	9/18/12		