

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.



South Seminole Middle 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+		75.1%	+7	82.1%	61.3%	N
High standards Level 4+		39%	+5	44%	30.5%	N
Proficiency Level 3+ in AYP subgroups						
	White	82%	+3	85%	69.4%	N
	Black	58.8%	+5	64%	38.0%	N
	Hispanic	65.9%	+5	71%	53.8%	N
	ELL	38.6%	+5	44%	25.4%	N
	SWD	81.8%	+5	87%	50.0%	N
	ED	69.9%	+5	75%	53.4%	N
Learning Gains		64.8%	+5	70%	61.8%	N
Lowest 25% making Learning Gains		62.2%	+7	69.2%	60.5%	N
Learning Gains Levels 4/5		65.4%	+5	70.4%	84.4%	Y
Learning Gains in AYP subgroups						
	White	64.1%	+5	69.1%	64.7%	N
	Black	59.1%	+5	64.1%	53.1%	N
	Hispanic	65.4	+5	70.4%%	60.3%	N
	ELL	60.3%	+5	65.3%	50.8%	N
	SWD	63.9%	+5	69%	61.3%	N
	ED	61.6	+5	67%	58.7%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		77.1	+5	82.1%	62.9%	N
High standards Level 4+		39	+5	44%	29.1%	N
Proficiency Level 3+ in AYP subgroups						
	White	83.3%	+5	88.3%	72.9%	N
	Black	54.6%	+5	60%	38.0%	N
	Hispanic	70.2%	+5	75.2%	52.2%	N
	ELL	52.3	+5	57.3%	41.3%	N
	SWD	72.7%	+5	78%	48.2%	N
	ED	70.4%	+5	75.4%	55.9%	N
Learning Gains		75.1%	+5	80.1%	67.2%	N

Lowest 25% making Learning Gains		70.1%	+5	75.1%	69.7%	N
Learning Gains Levels 4/5		77.1%	+5	82.1%	86.8%	Y
Learning Gains in AYP subgroups						
	White	76.3%	+5	81.3%	70.5%	N
	Black	66.1%	+5	71.1%	59.3%	N
	Hispanic	74.3%	+5	79.3%	63.3%	N
	ELL	76.3%	+5	81.3%	65.1%	N
	SWD	62.3%	+5	67.3%	65.9%	N
	ED	71.2%	+5	76.2%	64.7%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		87.6%	+5	93%	83.7%	N
High standards Score 6.0		8.8%	+5	14%	0.3%	N
Proficiency Score in AYP subgroups						
	White	91.7	+5	97%	89.8%	N
	Black	81.8%	+5	87%	80.0%	N
	Hispanic	80.2	+5	85.2%	76.8%	N
	ELL	44.4	+5	49.4%	42.9%	N
	SWD	50.0%	+5	55%	77.2%	Y
	ED	84.3%	+5	89.3%	80.0%	N
High standards Score 6.0 in AYP subgroups						
	White	10.6%	+5	16%	0.6%	N
	Black	0.0	+5	5%	0.0%	N
	Hispanic	7%	+5	12%	0.0%	N
	ELL	0.0%	+5	5%	0.0%	N
	SWD	0.0%	+5	5%	1.8%	N
	ED	6.3%	+5	11.3%	0.0%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		57.6%	+5	63%	50.1%	N
High standards Level 4+		5.3	+5	10.3%	12.1%	N
Proficiency Level 3+in AYP subgroups						
	White	63.1%	+5	68.1%	62.1%	N
	Black	28.6%	+5	34%	22.2%	N
	Hispanic	51.8%	+5	57%	39.8%	N
	ELL	22.2%	+5	27.2%	4.8%	N
	SWD	50.0%	+5	55%	53.4%	N
	ED	48.4%	+5	53.4%	39.9%	N
High standards Level 4+ in AYP subgroups						

	White	7.3%	+5	12.3%	19.0%	Y
	Black	0.0%	+5	5%	0.0%	N
	Hispanic	2.4%	+5	7.4%	4.1%	N
	ELL	0.0%	+5	5%	0.0%	N
	SWD	0.0%	+5	5%	25.9%	Y
	ED	0.0%	+5	5%	6.3%	Y

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	38%	+5	43%	41.7%	N
Performance in advanced coursework	100%	+0	100%	98.0%	N

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	45%	-5%	40%	13%	Y
Out-of-school suspensions (unduplicated) Subgroup: Economically Disadvantaged	23%	-4%	19%	9.8%	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	98%	+2	100%	94.3%	N
At-Risk students graduating or advancing with age-level peers	100%	-0	100%	92.9%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: BETA Club - ED	26%	+4%	30%	Not Avail.*	

*BETA Club sponsor left

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase by 5% the percentage of students in the lowest 25% scoring level 3 or above in Reading on the 2012 FCAT	65%	+5%	70%	14.9%**	NA

**In 2011-12 the lowest quartile calculations changed and no longer include Level 3 and above students. So this includes Level 1 and 2 students.

Goal Summary

Number of Goals Met: 8
Number Not Met: 65
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
- 2013 FCAT 2.0 Reading**
- Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading**
Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading
Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		61.3%	704 / 1149	+5	66.3%
2. Proficiency Level 3.0+ in subgroups:					
	White	69.4%	425 / 612	+5	74.4 %
	Black	38.0%	57 / 150	+5	43%
	Hispanic	53.8%	170 / 316	+5	58.8 %
	ELL	25.4%	16 / 63	+5	30.4 %
	SWD	50.0%	111 / 222	+5	55%
	ED	53.4%	387 / 725	+5	58.4 %
3. High Standards Level 4.0+		30.5%	351 / 1149	+5	35.5%
4. Learning Gains		61.8%	684 / 1106	+5	66.8%
5. Lowest 25% Making Learning Gains		60.5%	170 / 281	+5	65.5%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		29.7%	101 / 1106	+5	34.7%
7. Learning Gains Levels 4/5		84.4%	287 / 340	+5	89.4%
8. Learning Gains in subgroups:					
	White	64.7%	380 / 587	+5	69.7%
	Black	53.1%	77 / 145	+5	58.1%
	Hispanic	60.3%	184 / 305	+5	65.3%
	ELL	50.8%	32 / 63	+5	55.8%
	SWD	61.3%	133 / 217	+5	66.3%
	ED	58.7%	411 / 700	+5	63.7%

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. Communicate student FCAT data indicating performance levels to all students (data chats)	1,2,3,4,5,6,7	none	Administration, guidance teachers, Instructional coaches	Baseline /midyear	FCAT,DA DISCOVERY ED,	It,tech
2. Schedule all students reading at Level 1 and 2 in appropriate intensive reading classes(Title 1)	1,3,4,5,7	b st	Administration, guidance teachers, Instructional coaches	Baseline /midyear	FCAT, DA, DISCOVERY ED	Sss,im,b,st
3. Schedule 50% of the 8 th graders at level 3 in appropriate advanced Reading Classes.	1,2,3,4,6,7,	b, st	Administration, guidance teachers, Instructional coaches	Baseline /midyear	FCAT, ,DA, DISCOVERY ED	Sss,im,b,st
4. Place students at risk of regression to non-proficiency	1,3,4,6,7	b, st	Administration, curriculum leaders Language arts teachers	Baseline /midyear	FCAT, DISCOVERY ED, DA	Sss,im,b,st
5. Utilize the Discovery Ed. three times/year to monitor student's progress and to guide instruction.	1,2,3,4,5,6,7	tech	Administration,	Fall, Winter, Spring	DISCOVERY ED FCAT	b,IM,ST, Tech
6. Provide ongoing support, professional development, and model lessons with all PLCs outside and inside the classroom on effective reading strategies in the content area.	1,2,3,4,5,6,7	none	Instructional Coaches	Monthly	Instructional Practices	b, st,tech
7. Provide support for lower performing students through the after school tutoring program beginning in the sixth week of school	1,3,4,5,6	b,st,im	Administration, Teachers, Instructional Coaches	Ongoing	Report Cards,, DISCOVERY ED FCAT,DA	Tech,im,st,
8. Utilize the 6 + 1 Traits to teach students how to respond to extended response questions.	1,2,3,4,5,6,7	None	Language Arts Teachers, Curriculum Reps, Instructional Coaches	Quarterly	DISCOVERY ED DA, FCAT	b,st,im,t
9Collaborate monthly in PLCs to ensure district and school initiatives are followed to improve instruction.	1,2,3,4,5,6,7,	None	Administration, curriculum leaders, instructional coaches	Monthly	Instructional Practices	st, im, tech
10. Develop Professional Learning Communities (PLC's) to focus on establishing learning environments with common curriculum, common assessment and common instruction in all content areas	1,2,3,4,5,6,7	None	Administration, curriculum leaders, teachers, reading coaches	Monthly	Instructional Practices, Lesson Plans	st,im,tech, sss
11. Utilize cooperative learning strategies to provide more opportunities for students to be engaged and answer teacher questions.	1,2,3,4,5,6,7	None	Teachers, Kagan coach, administrators	Monthly	Instructional Strategies	b,st,im,sss
12. Utilize Marzano's vocabulary builder to build an academic vocabulary.	1,2,3,4,5,6 7	None	Language Arts & Social Studies Teachers, Curriculum Reps,	Ongoing	DISCOVERY ED, EOC,FCAT	st,im,sss

			Administrators			
13. Provide Academic Intervention Monitoring Program for all students below 2.0 G.P.A. in any core subject on progress reports.	1,3,4,5,7	b,st,t,im	Administration, AIP Teachers, Instructional Coaches	Ongoing	Quarterly Report Card	B,st,t,sss,im
14. Provide instruction in leadership and goal making through 7 Habits of Highly Effective Teens in all courses.	1,2,3,4,5,6,7	None	Administrators, Curriculum Reps, Teachers, Instructional Coaches, Support Staff	Ongoing	Student Moral & Behavior	st, t,
15. Provide Positive Behavior Support Incentives for all students demonstrating school expectations.	1,2,3,4,5,6,7	None	Administrators, Curriculum Reps, Teachers, Instructional Coaches, Support Staff	Ongoing	Monthly Discipline Referrals	b,st,sss, t
16. Provide extracurricular activities for students of all subgroups to initiate G.P.A. goals of 2.0 and higher.	1,2,3,4,5,6,7	b, st,	Administrators, Curriculum Reps, Teachers, Instructional Coaches, Support Staff	Ongoing	Number of students below 2.0 G.P.A	b,st,t
17. Familiarize teachers with complexity of questions using Webb's Depth of Knowledge within our Professional Development sessions	1,2,3,4,5,6,7,	None	Curriculum Reps, Teachers, Instructional Staff	Ongoing	DISCOVERY ED, DA, FCAT	b,st,t
18. Provide services for ESE students in content area classes as needed.	1,2,3,4,5,6,7	b,st,t	Administrators, Curriculum Reps, Teachers, Instructional Coaches, Support Staff	Ongoing	DISCOVERY ED, DA, FCAT	B,st,t,im,ss s

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

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

MATH GOALS

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+		62.9%	723 / 1149	+5	67.9%
2. Proficiency Level 3.0+ in subgroups:					
	White	72.9%	446 / 612	+5	77.9%
	Black	38.0%	57 / 150	+5	43%
	Hispanic	52.2%	165 / 316	+5	57.2%
	ELL	41.3%	26 / 63	+5	46.3%
	SWD	48.2%	107 / 222	+5	53.2%
	ED	55.9%	405 / 725	+5	60.9%
3. High Standards Level 4.0+		29.1%	334 / 1149	+5	34.1%
4. Learning Gains		67.2%	743 / 1106	+5	72.2%
5. Lowest 25% Making Learning Gains		69.7%	200 / 287	+5	74.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		28.5%	93 / 1106	+5	33.5%
7. Learning Gains Levels 4/5		86.8%	283 / 326	+5	91.8%
8. Learning Gains in subgroups:				+5	
	White	70.5%	414 / 587	+5	75.5%
	Black	59.3%	86 / 145	+5	64.3%
	Hispanic	63.3%	193 / 305	+5	68.3%
	ELL	65.1%	41 / 63	+5	70.1%
	SWD	65.9%	143 / 217	+5	70.9%
	ED	64.7%	453 / 700	+5	69.7%

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. Communicate student FCAT data indicating performance levels to all students.	1,2,3,4,5,6,7	none	Administration, guidance, teachers , instructional coaches	Baseline, midyear	FCAT, DA, EOC	st, tech
2. Schedule all 6 th , 7 th , & 8 th grade students scoring Levels 1 and 2 in Math in appropriate intensive classes	1,3,4,5,7	b, st,	Administration, Guidance, instructional coaches	Baseline, midyear	FCAT, DA, EOC	Sss,im,b,st
3. Provide instruction in algebraic thinking at all grade levels.	1,2,3,4,5,6,7	b,st,im	Administration, Guidance, Instructional Coaches	Baseline, midyear	FCAT, DA, EOC	Sss,im,b,st
4. Provide support for lower performing students through the after school tutoring program beginning the sixth week of school.	1,3,4,5,7	b,st,	Administration, Guidance, Instructional Coaches	Ongoing	FCAT, DA, EOC	Sss,im,b,st T1
5. Meet monthly to collaborate to ensure district and school initiatives are followed to support instruction.	1,2,3,4,5,6,7	None	Administration, Instructional Coaches , Math teachers	Monthly	FCAT, DA, EOC	st, im, t, sss
6. Provide students with an opportunity to participate in Math Club and SECME.	1,2,3,4,5,6,7,	Tech	Administration, teachers, Math coaches	Monthly	Discovery ED, DA, EOC	b,st,
7. Provide ongoing support, professional development, and model lessons with all PLC's outside and inside the classroom on effective Math strategies in the content area	1,2,3,4,5,6,7	None	Instructional Coaches, Teachers	Monthly	Instructional Practices	b,st, tech

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

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

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 Algebra EOC exam

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

Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 Algebra EOC exam

Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 Algebra EOC exam

Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 Algebra EOC exam

Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 Algebra EOC exam

Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 Algebra EOC exam

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 Algebra EOC exam

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	90.4%	132 / 146	+5	95.4%
2. Proficiency Level 3+ in subgroups:				
White	92.9%	79 / 85	+5	97.9%
Black	63.6%	7 / 11	+5	68.6%
Hispanic	88.2%	30 / 34	+5	93.2%
ELL	100.0%	1 / 1	-	100%
SWD	95.2%	20 / 21	+4.8	100%
ED	87.1%	54 / 62	+5	92.1%
3. High standards 4+	38.4%	56 / 146	+5	43.4%
4. Learning Gains	81.4%	118 / 145	+5	86.4%
5. Lowest 25% making Learning Gains	100.0%	1 / 1	-	100%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	11.7%	12 / 103	+5	16.7%
7. Learning Gains Levels 4/5	75.5%	80 / 106	+5	80.5%
8. Learning Gains in subgroups:				
White	78.8%	67 / 85	+5	83.8%
Black	90.9%	10 / 11	+5	95.9%
Hispanic	81.8%	27 / 33	+5	86.8%
ELL	100.0%	1 / 1	-	100%
SWD	85.7%	18 / 21	+5	90.7%
ED	87.1%	54 / 62	+5	92.1%

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. Use EdInsight, Discovery Education and common assessments to report and evaluate student math growth and deficits, as well as use this data to guide instruction.	1-8	Identifying areas of weakness for students	Coaches, Math teachers	Bi-weekly	Common Assessments, EdInsight, Discovery Education	St, tech
2. Using the data analysis results from EdInsight and Discovery Education, provide math tutorial to assist students in need in increasing their math comprehension.	1,2,4,5,6,8	Transportation	Math teachers, Coaches	Ongoing	Student Participation logs, EdInsight, Discovery Education	b, im, or, tech
3. Align curriculum delivery, instructional plans and materials within our school instruction and student expectations as well as the Next Generation Sunshine State Standards.	1-8	Time for PD	Administration, Math teachers	Ongoing	Focused walkthroughs of administration	b, im, t
4. Encourage participation in the Math Competition for all students.	1-8	Lack of student motivation	Math teachers	Annually	Student Participation Log/Student Performance	b, 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)

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WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

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

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

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

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		83.7%	287 / 343	+5	88.7%
2. Proficiency Score 3.0+ in subgroups:					
	White	89.8%	159 / 177	+5	94.8%
	Black	80.0%	36 / 45	+5	85%
	Hispanic	76.8%	76 / 99	+5	81.8%
	ELL	42.9%	9 / 21	+5	47.9%
	SWD	77.2%	44 / 57	+5	82.2%
	ED	80.0%	168 / 210	+5	85%
3. High Standards Score 6.0		0.3%	1 / 343	+5	5.3%
4. High Standards Score 6.0 in subgroups:					
	White	0.6%	1 / 177	+5	5.6%
	Black	0.0%	0 / 45	+5	5%
	Hispanic	0.0%	0 / 99	+5	5%
	ELL	0.0%	0 / 21	+5	5%
	SWD	1.8%	1 / 57	+5	6.8%
	ED	0.0%	0 / 210	+5	5%

*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. Communicate student FCAT data indicating performance levels to all students.	1,2,3,4	None	Administration, Guidance, Instructional Coaches	Baseline, Quarterly	DA, FCAT	b, im, st
2. Provide staff development on 6 + 1 Traits and support the use of those techniques in all Language Arts and Social Studies Classes.	1,2,3,4	b,st	Administration, Curriculum Reps, Teachers Instructional Coaches	Ongoing	DA, FCAT	b,st,im,t
3. Provide rubric training and practice using 6 + 1 Traits for all students.	1,2,3,4	b, st	Administration, Curriculum Reps, Teachers, Instructional Coaches	Ongoing	DA, FCAT	b, st, im, t
4. Meet Monthly to review writing activities.	1,2,3,4	None	Administration, Curriculum Reps, Teachers, Instructional Coaches	Ongoing	Instructional Strategies	st, im, t
5. Use writing assessments for 6 th & 7 th grade students to monitor students' progress.	1,2,3,4	None	Administration, Curriculum Reps, Teachers, Instructional Coaches	Ongoing	DA,FCAT	st, im,
6. Share and discuss samples of student work and teaching strategies based upon 6 + 1 Traits.	1,2,3,4	None	Administration, Curriculum Reps, Teachers, Instructional Coaches	Ongoing	Instructional Strategies	st, im, t
7. Provide specific one-on-one intensive instruction for students needing improvement as identified by LA teachers prior to assessment	1,3	b, st	Instructional Coaches, Teachers	Midyear, Spring	DA, FCAT	b, st, t
8. Utilize cooperative learning strategies to provide more opportunities for students to be engaged and answer teacher questions.	1,2,3,4	None	Administration, Teachers, Kagan Coaches	Ongoing	Instructional Strategies	st, t,
9. Incorporate Image Grammar program in all 7 th and 8 th grade Language Arts classes.	1,2,3,4	None	Administration, Curriculum Reps, Teachers, Instructional Coaches	Ongoing	Instructional Strategies	st, im, t
10. Familiarize teachers with the complexity of questions using Webb's depth of Knowledge	1,2,3,4	None	Administration, Curriculum Reps, Teachers, Instructional Coaches	Ongoing	Instructional Strategies	st, t

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

*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+		50.1%	170 / 339	+5	55.1%
2. Proficiency Score 3.0+ in subgroups:					
	White	62.1%	108 / 174	+5	67.1%
	Black	22.2%	10 / 45	+5	27.2%
	Hispanic	39.8%	39 / 98	+5	44.8%
	ELL	4.8%	1 / 21	+5	9.8%
	SWD	53.4%	31 / 58	+5	58.4%
	ED	39.9%	83 / 208	+5	44.9%
3. High Standards Score 4.0+		12.1%	41 / 339	+5	17.1%
4. High Standards Score 4.0+ in subgroups:					
	White	19.0%	33 / 174	+5	24%
	Black	0.0%	0 / 45	+5	5%
	Hispanic	4.1%	4 / 98	+5	9.1%
	ELL	0.0%	0 / 21	+5	5%
	SWD	25.9%	15 / 58	+5	30.9%
	ED	6.3%	13 / 208	+5	11.3%

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. Communicate student FCAT data indicating performance levels to all students.	1,2,3,4	None	Administration, Curriculum Rep, Teacher, Instructional Coach	Baseline, Midyear, End of Year	DA, FCAT, EOC	st,
2. Provide support for lower performing students through the after school tutoring program beginning the sixth week of school.	1,3,	b, st,	Administration, Guidance, Instructional Coaches, Teachers	Ongoing	DA,FCAT,EOC	b, st, t,im
3. Meet monthly to collaborate to ensure district and school initiatives are followed to improve instruction.	1,2,3,4	None	Administration, Curriculum Rep, Teacher, Instructional Coach	Monthly	Instructional Strategies	st, im, t
4. Provide ongoing support, professional development, and model lessons with all PLC's outside and inside the classroom on effective reading strategies in the content area.	1,2,3,4	None	Administration, Curriculum Rep, Teacher, Instructional Coach	Ongoing	Instructional Strategies	st, t, im
5. Align instructional plans with the Next Generation Sunshine State Standard benchmarks for Science.	1,2,3,4	None	Administration, Curriculum Rep, Teacher, Instructional Coach	Ongoing	DA, EOC, FCAT	st,t, im
6. Provide instruction in inquiry base learning at all grade levels.	1,2,3,4	None	Administration, Curriculum Rep, Teacher, Instructional Coach	Ongoing	DA,EOC,FCAT	st,t,im
7. Utilize Marzano's Vocabulary Builder to build academic vocabulary.	1,2,3,4	None	Administration, Curriculum Rep, Teacher, Instructional Coach	Ongoing with each New Unit	DA,EOC,FCAT	st, t, im
8. Familiarize teachers with complexity of questions using Webb's Depth of Knowledge.	1,2,3,4	None	Administration, Curriculum Rep, Teacher, Instructional Coach	Ongoing	DA,EOC, FCAT	st, t, im
9. Develop Professional Learning Communities (PLC's) to focus on establishing learning environments with common curriculum, common assessments, and common instruction in all content areas.	1,2,3,4	None	Administration, Curriculum Rep, Teacher, Instructional Coach	Monthly	DA, EOC, FCAT	st, t, 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	41.7%	101/242	+5	46.7%
2. Level of Performance	98.0%	99/101	+2	100%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Conduct an Information Night to inform parents of all students regarding higher level course options, advantages and requirements.	1,2,	st, t	Administration , Guidance	Beginning of year	Skyward	b, st, sss
2. Visit classrooms to inform students in a small setting of advantages and requirements of participation in higher level courses.	1,2	None	Guidance	Beginning of year	Skyward	st, sss
3. Invite students and parents to enroll in higher level courses through personal communication through the registration process.	1,2	None	Administrators, Guidance	End of year	Skyward	st, sss
4. Inform incoming 6 th grade parents at 6 th grade Parent Night of options and advantages of student enrollment in higher level courses.	1,2	None	Administrators, Guidance, Teachers	End of year	Skyward	b, st, sss
5. Encourage students to self select higher level courses for the next school year.	1,2	None	Administrators, Guidance, Teachers	End of year	Skyward	st
6. Place students in higher level courses based on students' scores on standardized tests.	1,2	b, st	Administrators, Guidance	End of year	Skyward	b, st,

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)	FRL	77.8%	72.8%
2. Out-of-school suspensions (unduplicated)	Male	71.2%	66.2%

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 previous year data regarding discipline infractions to teachers at the beginning of the school year.	1,2	Time	Administration	Baseline	Skyward	st, tech
2. Conduct a positive behavior support (PBS) program presentation to the faculty during pre-planning.	1,2	Teacher buy in	Administration	Baseline	Skyward	st,
3. Implement school-wide positive behavior support system.	1,2	Teacher buy in time	Administration	Baseline, then monthly	Skyward	b,st,sss,
4. Meet bi-monthly to analyze discipline data to develop target behaviors, to examine root causes of discipline concerns, and explore interventions.	1,2	Time	Administration, PBS Committee	Baseline, then every two weeks	Skyward	st, tech
5. Implement established school-wide tardy policies.	1,2	Consistency	Administration, teachers	Baseline, then ongoing	Skyward	st, tech
6. Educate students at the beginning of each semester about expectations regarding the SCPS Code of Conduct and Disciplinary Code.	1,2	Time	Administration, Teachers	Fall, Spring	Skyward	st, tech, im
7. Evaluate impact of procedures each nine weeks period to determine if changes should be made to the procedures.	1,2	Time	Administrators, PBS, Teachers	Each quarter	Skyward	st, tech

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	94.3%	1160/1230	+5.7	100%
2. At-Risk Promotion Level of Performance	92.9%	694/747	+7.1	100%

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. Provide Academic Intervention Monitoring Program for all students below 2.0G.P.A. in any core subject on progress reports.	1-2	Staffing, Time	Admin. AIP Team, Teacher	Quarterly	Monitor progress report /report cards	b, im, st T1
2. Provide after school tutoring for all at risk students to practice skills in all core classes	1-2	Staffing, Transportation	Admin. AIP Team, Teacher	Quarterly	Enrollment data Monitor progress report /report cards	b, im, st T1
3. Incorporating the Student Success Maker computer lab for at risk students	1-2	Computer access	Admin. AIP Team, Teacher	Quarterly	Enrollment data Monitor progress report /report cards	Tech, b, st T1

EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

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

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

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis

(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Boy's Volleyball	Blacks	0%	10%

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. Formulate list of Black male students who are possible candidates for volleyball	3	Transportation, Prior experience	Coaches	baseline	Team rosters	st b t
2. Provide information regarding activities at Open House.	3	Transportation	Coaches	baseline	Check sign-up sheets	st b t r
3. Use advertisement as a means of recruitment by way of school news, post flyers around the school.	3	None	Coaches	baseline		tech st b

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.

Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.

Middle schools – Virtual options, ACCEL, etc.

High schools – Virtual options, Flex hours, ACCEL, etc.

Other school defined goals may be added.

Goal #1: Increase the number of students participating in Virtual Courses through ePathways.

School Defined Goal	Current	# of #-	% +/-	Expected
Virtual Course Participation	.2%	25/1343	+10%	10.2%

*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)
Increase the number of virtual courses offered through pathways	Time	Administration Guidance	Ongoing	Monitor the courses available	b, tech, st,
Increase the number of students enrolled in virtual courses	Computer access Staffing	Administration Guidance	Ongoing	Enrollment data	b, tech, st,
Provide more computer access for students taking virtual course	Funding Staffing	Administration Guidance	Ongoing	Monitor the available computer access	b, tech, st,

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
Professional Learning Communities, Common Assessments, Common Instruction Plan	R 1-8; M 1-8; W 1-4; S 1-4	Weekly	District Wide and School Wide Instruction Plan	All Instructional faculty	85		Administrators, Instructional Coaches, Teachers
Learning Goals and Scales	R 1-8; M 1-8; W 1-4; S 1-4	September	Providing Clear Learning Goals and Scales	All Instructional faculty	85		Administrators
ESOL/ ESE in Traditional Classroom	R 1-8; M 1-8; W 1-4; S 1-4; P 1-2	October/ November and February/ March	Inclusion – Respect for all Students	All Instructional faculty	20		Administrators, Instructional Coaches, Teachers
Engaging Students through Cooperative Learning	R 1-8; M 1-8; W 1-4; S 1-4; D 1-2; P 1-2	October/ November and February/ March	Student Engagement	All Instructional faculty	20		Administrators, Instructional Coaches, Teachers
Literacy Strategies	R 1-8; M 1-8; W 1-4; S 1-4	October/ November and February/ March	Instructional Practices – Reading	All Instructional faculty	20		Administrators, Instructional Coaches, Teachers

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$1165.00
Adjustment:	\$2891.00
Carry Over:	\$2030.82
Total Income:	\$6086.82

EXPENDITURES	ACTUAL COST	BALANCE
		\$6086.82
Florida Ready Mathematics	\$1499.02	\$4587.80
Simba L.O.K. Medal/Neck	\$32.50	\$4555.30
TR-250Continental Medal/NR	\$646.25	\$3909.05
Trophies	\$34.00	\$3875.05
Magazine Subscription	\$99.00	\$3776.05
Visa Transaction	\$349.93	\$3426.12
Payroll	\$1283.36	\$2142.76
TI30XSmMulti-View Scientific C	782.91	1359.85

} Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: \$1359.85

This carry over will be spent on mini grant requests from teachers in need of supplies or equipment.

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.

Assistant Principal, Guidance counselor, reading coach, math coach, ese teacher, general ed teacher, social worker, school psychologist

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

How does it work with other school teams to organize/coordinate MTSS efforts? Our MTSS Leadership team meets monthly to review processes, strategies, and supports to improve our school wide efforts. Our MTSS team works with the PBS team to identify needed behavioral interventions based on data trends.

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

The MTSS team works to assist teachers with differentiating instruction and developing interventions to help our students meet School Improvement Goals.

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

The data sources used are based on testing in Discovery Education, EdInsight, observations and common assessments.

Reading:

Tier 1: Discovery Ed

Tier 2: fluency and comprehension data from Intensive reading

Tier 3: individualized assessments

Math:

Tier 1: DA from Discovery Ed

Tier 2 Data from Intensive Reading

Tier 3: iLearn Data

Writing:

Tier 1: Quarterly School Wide Writing

Tier 2: Common Assessments Data

Tier 3: Individualized Progress Monitoring Assessments

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 will align functions by meeting monthly to address trends in data and methods to support.

6. Describe the plan to train staff on MTSS.

MTSS was initially reviewed during pre plan. PD will be offered through monthly Curriculum Meetings.

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).

Mia Coleman-Baker- Principal
Julie Ciocca- Assistant Principal
Diane Taylor- Dean
Anne-Margret Strudgeon- Literacy Coach
Alicia Carver- Literacy Coach

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

Literacy Leadership Team meets weekly to discuss the School wide Literacy Focus of the Month and how to implement this in every classroom and every curriculum. The team meets to analyze the school data by whole group, subgroups, teachers, and individual students. The team monitors the curriculum throughout the school and how it relates to our School Improvement Plan, district plan and state regulations. The team also monitors the instructional practices of the teachers and refers the Instructional Coaches to meet, model

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

The major school wide initiative is to infuse literacy in the content area curriculum through an Instructional Focus of the Month.. School wide, each classroom will be able to teach the standard of the month, use the graphic organizer of the month, the FCAT power words and the cooperative learning strategy.

The major initiative in the Language Arts department is the district 8th grade Language Arts plan that was rolled out this year. The Social Studies 8th grade teachers will also follow as much as the LA plan as their content will allow.

The major initiative in Reading this year is to focus on teaching the Corrective and the Edge program with fidelity and keep the pacing designated by the district at the end of last year.

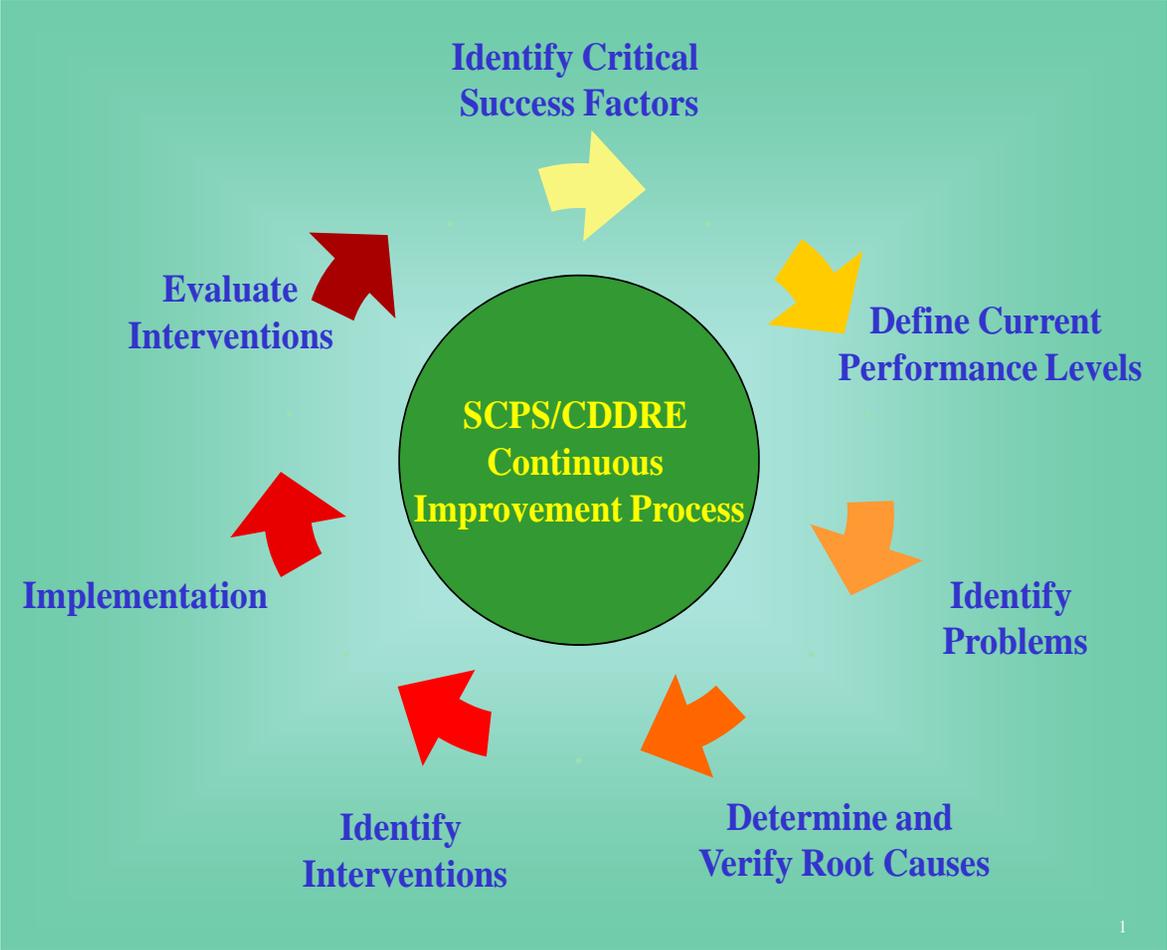
ADDENDUM 3 –LESSON STUDY

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 is a high quality professional development that deepens teachers’ content knowledge and pedagogical skills. Teachers, administrators and coaches achieve this by focused collaboration. This allows them to learn and study research-based strategies that help students to learn better, analyze data to increase achievement and focus instruction and develop common assessments that truly result in teachers focusing on the “what” and “how” of their teaching. Teachers will meet weekly in their Professional Learning Communities (PLC) to develop common assessments, discuss long-term educational goals, consider the goals of a particular unit or lesson and discuss with each other how their students respond to these lessons. Focused lesson study provides support for teacher to differentiate instruction for students.

In addition to the ongoing work of the PLC’s, South Seminole MS will take advantage of the opportunities for our faculty to participate in work with the Content Support Team to develop capacity for reflective, deliberate practice.

Administrators at South Seminole Middle School will communicate the action plans and goals of the School Improvement Plan to all collaborative groups so they can incorporate them into the work of their PLC’s. With this incorporation, teachers and administrators will be able to work together to monitor common learning opportunities in alignment with research-based outcomes for student achievement. Content-area administrators will coordinate and monitor all study sessions as they occur throughout the year.



ADDENDUM 4 – TITLE I SCHOOLWIDE PROGRAM PLAN
2012-2013

School Name: _____

I. Assurances

These items are required elements of your Title I Schoolwide Program. The principal must mark with an “X” each of the assurances to indicate compliance.

X	All children will be provided an opportunity to meet the State’s challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: <ul style="list-style-type: none"> a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II. Initiatives

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

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

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

Schedule all 6th, 7th & 8th grade students scoring Levels 1 and 2 in Math in appropriate intensive classes (Title 1).

Provide support for lower performing students through the after school tutoring program beginning the sixth week of school.

Schedule all students reading at Level 1 and 2 in appropriate intensive reading classes

Schedule 50% of the 8th graders at level 3 in appropriate advanced Reading Classes.

Utilize the Florida Assessments for Instruction in Reading (FAIR) three times/year to monitor students’ progress and to guide instruction

Utilize countywide program for writing three times a year to monitor students’ progress and to guide instruction.

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

Math: 1, 3,4,5,7 **Reading:** 1, 3, 4, 5, 6, 7 **Science:** 1, 3 **Writing:** 1, 3

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

Reading Initiative(s): Reading Initiative(s):

Literacy Night: parent training for literacy strategies to help students in all grades at home.

Curriculum Night: invite parents to attend workshops to learn about each subject area curriculum in all grades.

Student Success Night: train parents to help their students with content areas strategies for success in all grades.

Provide ongoing support, professional development, and model lessons with all PLCs outside and inside the classroom on effective reading strategies in the content area in all grade.

Utilize the Florida Assessments for Instruction in Reading (Discovery ED) three times/year to monitor student's progress and to guide instruction in all grades

School Improvement Goal(s) that support the Initiative(s): Reading: 1, 2, 3, 4, 5, 6, 7, 8 **Writing:** 1, 2, 3, 4

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

By providing students and parents with reading strategies, students will be able to read better and therefore enjoy reading more. That will translate into more students and parents reading for pleasure and not just for a grade.

Math Initiative(s): Math Initiative(s):

Curriculum Night: invite parents to attend workshops to learn about each subject area curriculum.

Student Success Night: train parents to help their students with content areas strategies for success.

Provide ongoing support, professional development, and model lessons with all PLC's outside and inside the classroom on effective Math strategies in the content area

Establish and support a math club and math festival open to all students.

Utilize Discovery Education three times a year in math to monitor student's progress and to guide instruction.

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

Math: 1,2,3,4,5,6,7, 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.

Teachers meet in professional learning communities to compare test and quiz data from their students with other teachers. The teachers look for areas that students are deficient and develop lessons to remediate in those areas.

Utilize Discovery Education three times a year in math to monitor student's progress and to guide instruction.

Utilize countywide program for writing three times a year to monitor students' progress and to guide instruction.

School Improvement Goal(s) that support the Initiative:

4. **Support for SubGroups** - Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

SubGroup Initiative(s): Translators will be available at all parent meetings and in the school office for parents to participate in parent meetings. Provide ESE specialists with knowledge of IDEA and NCLB acts will be available at all parent conferences of students with a disability to ensure protocol.

Written communication will be provided in English and Spanish for parent involvement activities and information.

Service ESE students in content area classes as needed through support facilitators and co teachers.

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

Reading: 2, 8 **Math:** 2, 8 **Writing** 2, 4 **Science:** 2, 4

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):

Provide support for lower performing students through the after school tutoring program beginning the sixth week of school.

Summer bridges program for incoming 6th grades who are not fluent readers.

School Improvement Goal(s) that support the Initiative:

Reading: 1, 2, 3, 4, 5, 6, 7, 8 **Math:** 1, 2, 3, 4, 5, 6, 7, 8 **Science:** 1, 2, 3, 4 **Writing:**

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): Provide Academic Intervention Monitoring Program for all students below 2.0 G.P.A. in any core subject on progress reports.

Provide after school mentors for students who are in at risk categories.

School Improvement Goal(s) that support the Initiative:

Reading: 1, 2, 3, 4, 5, 6, 7, 8 **Math:** 1, 2, 3, 4, 5, 6, 7, 8 **Writing:** 1, 2, 3, 4 **Science:** 1, 2, 3, 4

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): Professional Learning Initiative(s):

Poverty Sensitivity Training: Faculty and Staff trained to understand and appreciate differentiation in families of our students

Research based articles: the advantages of parent involvement to raise student achievement.

Teachers work in professional learning communities to aid each other in improving instruction to raise student achievement.

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

Reading: 1, 2, 3, 4, 5, 6, 7, 8 **Math:** 1, 2, 3, 4, 5, 6, 7, 8 **Writing:** 1, 2, 3, 4 **Science:** 1, 2, 3, 4

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): N/A

School Improvement Goal(s) that support the Initiative(s): N/A

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): Bring your Parent to School day. Parents will shadow their students through classes and attend a seminar on helping their students with homework.

Skyward Family Access: family access to grades in a timely manner.

Literacy Night: parent training for literacy strategies to help students at home.

Curriculum Night: invite parents to attend workshops to learn about each subject area curriculum.

Student Success Night: train parents to help their students with content areas strategies for success.

Summer Planning Night: give parents information on how to make their student's summer a productive, learning time period.

School Improvement Goal(s) that support the Initiative:

Reading: 1, 2, 3, 4, 5, 6, 7, 8 **Math:** 1, 2, 3, 4, 5, 6, 7, 8 **Writing:** 1, 2, 3, 4 **Science:** 1, 2, 3, 4

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.Improve parents participation in Parent Portal	50.9%	600/1179	+5	55.9%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Provide parental portal information on the school's website for parents	1	Computer access	Administration, ETF	Midyear, End of the year	Enrollment Data	tech, st
2. Provide sign-up opportunities at the school's Open House	1	Transportation	Administration, ETF	Midyear, End of the year	Check the sign up log to monitor how many parents signed up	tech, st.
Provide sign –up opportunities at school events such as Sporting Events, PTA Meetings, and Magnet Night.	1	Transportation	Administration, ETF	Midyear, End of the year	Check the sign up log to monitor how many parents signed up	tech, st.

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

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

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

Enter narrative for STEM goal:

To increase the number of students participating in STEM activities both in and outside the classroom

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. Participate in the school and district level Science, Mathematics and Engineering Fair	Transportation , time	SECME Sponsor	Ongoing	Enrollment Data	b, st,tech
2. Support participation in SECME to provide opportunities for students to experience activities supporting careers in science, technology, engineering and mathematics	Time Student participation	SECME Sponsor	Ongoing	Enrollment Data	b, st,tech,or
3. Inform female students of the opportunity to participate in the annual SWE-Women Engineering Conference at UCF	Means of advertising, Time	Guidance Counselors SECME	Baseline, midyear, End of year	Enrollment data	b, st,tech,or
4. Provide after school support for students to prepare students for participation in the Math Festival	Transportation, Time, Student Participation	Math tutors Math teachers	Ongoing	Enrollment data	b, st,tech,or

ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

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

Enter narrative for CTE goal:

The CTE opportunities currently in place incorporate career exploration into exploratory classes such as Digital Communications, TV Production, Speech and Debate. South Seminole Middle School will continue to provide options for students to experience a variety of careers designed to support workforce needs and integrate career technical standards into content- area and elective courses.

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. Integrate career and technical education standards into content-area and elective courses	Scheduling,	Guidance Counselors	Ongoing	Enrollment data	b st tech t
2. Promote “Teach In” to involve students in learning about a career and/or vocational opportunity that supports the needs of the workforce.	Time Community participation	School Administration Guidance Counselors	Mid, end of year	Participation data	b tech st t
3. Advise 8 th grade students of Career and Technical/Vocational opportunities at the high schools, including all programs of emphasis available	Time	Guidance Counselors	Mid, end of year	Enrollment data	b tech st t
4. Communicate to parents in the newsletter and information in the guidance office the courses available to students and encourage participation.	Means of communication	Guidance Counselors	Ongoing	Evaluate feedback from parents	b, tech, st

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

Based on the analysis of 2011-2012 CELLA data, the following schools will need to complete CELLA goals:

Elementary schools: Idyllwilde, Pine Crest, Spring Lake and Wicklow

All middle schools except Chiles and Rock Lake

All high schools except Crooms, Journeys, and Oviedo

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

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

Goal #2: To increase the number of ELL students scoring proficient in the Reading section of CELLA in 2012-2013

Goal #3: To increase the number of ELL students scoring proficient in the Writing section of CELLA in 2012-2013

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	56.3%	27/48	+3	59.3%
2. Proficient in Reading	31.3%	15/48	+1	32.3%
3. Proficient in Writing	34.0%	16/47	+1	35.0%

Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Students with 1 year or less: Lesson will be differentiated by using modeling, use of visuals, providing feedback, error correction and brief directions. Teacher will modify questions to match level of English acquisition. Teacher will also differentiate lessons by using the following strategies: Listening passage preview, paired reading, and repeated reading to increase fluency and comprehension.	1,2,3	Less than 2 yrs experience	ESOL Teachers and regular ED. Teachers	End of the year Ongoing	CELLA Progress	TIII, st
2. Provide increase use of graphic organizers by using the A+ Rise strategies which matches skill to language acquisition.	1,2,3	Non-Speaking	ESOL Teachers and regular ED. Teachers	Mid-year Ongoing	FCAT	TI, st
3. Increase the use of cooperative learning Strategies such as Kagan Structures to promote cooperation within the classroom and allow students to develop all four domains of language in a safe effective manner.	2,3	Mobility	ESOL Teachers and regular ED. Teachers	Baseline/Mid-Year	FCAT	TI, st

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

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

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

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

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	63	61	69	72	75	78	82
American Indian							
Asian	68	79	73	76	79	81	84
Black/African-American	48	38	57	61	65	70	74
Hispanic	50	54	58	63	67	71	75
White	73	69	78	80	82	84	87
English Language Learners	20	25	33	40	47	53	60
Students with Disabilities	34	33	45	51	56	62	67
Economically Disadvantaged	55	53	63	66	70	74	78

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	63	63	69	72	75	78	82
American Indian							
Asian	82	86	85	87	88	90	91
Black/African-American	39	38	49	54	59	64	70
Hispanic	54	52	62	66	69	73	77
White	70	73	75	78	80	83	85
English Language Learners	34	41	45	51	56	62	67
Students with Disabilities	30	30	42	48	53	59	65
Economically Disadvantaged	55	56	63	66	70	74	78

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
Mia Coleman-Baker	10/9/2012	Richard Griffin	10/9/2012		
INSTRUCTIONAL		Laura Carroll		Anne Franklin	
		Andy Brooks	10/9/2012	James King	
Linion Grace	10/9/2012				
		Barbara Coleman	10/9/2012	Scarlett Griffin	10/9/2012
Lizette Gonzalez	10/9/2012				
		Lynne Bell		Albert Green	10/9/2012
Jennifer Bennett	10/9/2012				
		Robert Bradley	10/9/2012	Student	
Danielle Hendry	10/9/2012			Brandon Bradley	10/10/2012
		Ellie Garcia			
		Tammy Ortiz	10/10/2012		
NON-INSTRUCTIONAL					
Laura Richards		Vonica Frink	10/9/2012		
		Connie McMullan			