

# *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.*



## **Keeth Elementary School**

School Improvement Plan 2012-2013

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# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		89%	248 of 278	90%	75.5%	N
High standards Level 4+		61.9%	172 of 278	65%	48.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	93.6%	160 of 171	94%	85.8%	N
	Black	80.0%	12 of 15	81%	52.2%	N
	Hispanic	79.5%	62 of 78	80%	57.9%	N
	ELL	63.6%	7 of 11	65%	29.4%	N
	SWD	100.0%	8 of 8	100%	71.6%	N
	ED	80.6%	87 of 108	82%	60.7%	N
Learning Gains		65.8%	146 of 222	68%	71.7%	Y
Lowest 25% making Learning Gains		56.4%	31 of 55	60%	71.7%	Y
Learning Gains Levels 4/5		25.0%	1 of 4	50%	88.3%	Y
Learning Gains in AYP subgroups						
	White	65.1%	111 of 171	68%	76.1%	Y
	Black	42.9%	6 of 15	45%	64.7%	Y
	Hispanic	66.1%	51 of 78	69%	64.3%	N
	ELL	37.5%	4 of 11	40%	91.7%	Y
	SWD	53.6%	4 of 8	56%	73.3%	Y
	ED	54.4%	59 of 108	57%	69.3%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		91.7%	255 of 278	92%	73.5%	N
High standards Level 4+		65.1%	181 of 278	68%	46.6%	N
Proficiency Level 3+ in AYP subgroups						
	White	94.7%	162 of 171	95%	81.8%	N
	Black	86.7%	13 of 15	88%	52.2%	N
	Hispanic	84.6%	66 of 78	85%	57.9%	N
	ELL	72.7%	8 of 11	74%	41.2%	N
	SWD	100.0%	8 of 8	100%	65.7%	N
	ED	82.4%	89 of 108	83%	60.7%	N
Learning Gains		64.0%	142 of 222	67%	71.2%	Y

Lowest 25% making Learning Gains		58.2%	32 of 55	61%	61.5%	Y
Learning Gains Levels 4/5		80.0%	4 of 5	80%	88.9%	Y
Learning Gains in AYP subgroups						
	White	67.4%	115 of 171	69%	76.1%	Y
	Black	57.1%	9 of 15	59%	47.1%	N
	Hispanic	59.7%	46 of 78	62%	66.1%	Y
	ELL	87.5%	10 of 11	89%	58.3%	N
	SWD	42.9%	3 of 8	45%	64.4%	Y
	ED	60.0%	65 of 108	62%	61.4%	N

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		96.3%	103 of 107	97%	87.5%	N
High standards Score 6.0		19.6%	21 of 107	20%	1.1%	N
Proficiency Score in AYP subgroups						
	White	96.9%	62 of 64	97%	92.9%	N
	Black	100.0%	8 of 8	100%	75.0%	N
	Hispanic	92.6%	25 of 27	93%	77.3%	N
	ELL	100.0%	2 of 2	100%	60.0%	N
	SWD	100.0%	2 of 2	100%	73.7%	N
	ED	97.2%	35 of 36	98%	86.0%	N
High standards Score 6.0 in AYP subgroups						
	White	25.0%	16 of 64	30%	0.0%	N
	Black	0%	0 of 8	5%	0.0%	N
	Hispanic	11.1%	of 27	16%	0.0%	N
	ELL	0%	0 of 2	5%	0.0%	N
	SWD	0%	0 of 2	5%	0.0%	N
	ED	2.8%	1 of 36	7%	2.3%	N

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		62.0%	57 of 92	70%	69.5%	Y
High standards Level 4+		26.1%	24 of 92	33%	28.8%	N
Proficiency Level 3+in AYP subgroups						
	White	68.3%	41 of 60	73%	84.4%	Y
	Black	25.0%	1 of 4	30%	44.4%	Y
	Hispanic	50.0%	12 of 24	55%	44.1%	N
	ELL	33.3%	1 of 3	38%	14.3%	N
	SWD	50.0%	1 of 2	55%	65.5%	Y
	ED	40.5%	15 of 37	45%	48.0%	Y
High standards Level 4+ in AYP subgroups						

	White	36.7%	22 of 60	41%	28.1%	N
	Black	0%	0 of 4	5%	22.2%	Y
	Hispanic	8.3%	2 of 24	13%	26.5%	Y
	ELL	0%	0 of 3	5%	0.0%	N
	SWD	0%	0 of 2	5%	44.8%	Y
	ED	13.5%	5 of 37	18%	10.0%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	29%	33 of 112	70%	95.5%	Y
Performance in advanced coursework	82%	27 of 33	85%	100.0%	Y

Discipline Goals	Male					Female				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)	Current%	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup:	54	-8	46%	34%	N	13%	-4%	9%	8.8%	Y
Out-of-school suspensions (unduplicated) Subgroup:	12	-3	7%	7%	Y	12%	-1%	11%	14.3%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	93%	102 of 110	TBD	96.6%	TBD
At-Risk students graduating or advancing with age-level peers	87%	48 of 55	TBD	95.7%	TBD

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups					
Activity and subgroup: Chorus, Student Council, TV Production	45%	36 of 80	50%	42 of 80	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To increase by 3% (11,255 to 11,592) the number of Dividend hours logged for the 2011-2012 school year	12,019 hours	+360	12,379 hours	11,042 hours	N

**Goal Summary**

**Number of Goals Met: 24/70**

**Number Not Met: 36**

**Number Partially Met: TBD**

## READING GOALS

Aligned with Strategic Plan System Initiative B

- Reading Goal #1:** To increase by 4 (75% to 79%) the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
- Reading Goal #2:** To increase by 4 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 by 7 (48% to 55%) the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading
- Reading Goal #4:** To increase by 4 (72% to 76%) the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
- Reading Goal #5:** To increase by 4 (72% to 76%) the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
- Reading Goal #6:** To increase by 10 (26% to 35%) 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 by 2 (88% to 90%) 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 by 4% 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+		75.5%	225 / 298	+4	79.5%
2. Proficiency Level 3.0+ in subgroups:					
	White	85.8%	151 / 176	+4	89.5%
	Black	52.2%	12 / 23	+4	56.2%
	Hispanic	57.9%	44 / 76	+4	61.9%
	ELL	29.4%	5 / 17	+4	33.4%
	SWD	71.6%	48 / 67	+4	75.6%
	ED	60.7%	82 / 135	+4	64.7%
3. High Standards Level 4.0+		48.7%	145 / 298	+4	52.7%
4. Learning Gains		71.7%	142 / 198	+4	75.7%
5. Lowest 25% Making Learning Gains		71.7%	33 / 46	+4	75.7%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		24.5%	23 / 198	+10	34.5%
7. Learning Gains Levels 4/5		88.3%	83 / 94	+2	90.3%
8. Learning Gains in subgroups:					
	White	76.1%	86 / 113	+4	80.1%
	Black	64.7%	11 / 17	+4	68.7%
	Hispanic	64.3%	36 / 56	+4	68.7%
	ELL	91.7%	11 / 12	+4	95.7%
	SWD	73.3%	33 / 45	+4	77.3%
	ED	69.3%	61 / 88	+4	73.3%

**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) Determine students who regressed from one year to another and provide best practices, small group instruction to meet their needs through research-based reading strategies (IE: Marzano)	Reading Goal 1-8	Professional Development Opportunities	Teachers, Administrators, Reading Coach	Ongoing	FCAT, Discovery Ed	st,t,T1, T2
2) Utilize Data systems (IE: Discovery Ed) to access class profiles of individual achievement levels and plan strategies for improvement for each student individually with a strong focus on lowest 25%-35%.	Reading Goal 1-8	Professional Development Opportunities	Teachers, Administrators, Reading Coach	Ongoing	FCAT, Discovery	st,t,T1, T2
3) Continue to utilize best teaching practices for comprehension utilizing the comprehension tool kit and literature circles lessons.	Reading Goal 1-8	Professional Development Opportunities	Teachers, Administrators, Reading Coach	Ongoing	Administrator walk-throughs and monitoring	st, t,
4) Provide enrichment and high text complexity lessons for students who scored at FCAT level 3-5 to move up or make a learning gain.	Reading Goal 1-8	Professional Development Opportunities	Teachers, Administrators, Reading Coach, Gifted teacher	Ongoing	Administrator walk-throughs and monitoring	st, t,
5) Continue cooperative learning strategies in our classrooms to promote critical thinking and high order questions.	Reading Goal 1-8	Professional Development Opportunities	Teachers, Administrators, Reading Coach	Ongoing	Administrator walk-throughs and monitoring	T, b, im

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

## MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

**Math Goal #1: To increase by 6 (74% to 79%) the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math**

**Math Goal #2: To increase by 4 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 by 4 (47% to 51%) the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math**

**Math Goal #4: To increase by 4 (71% to 75%) the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math**

**Math Goal #5: To increase by 5 (61% to 66%) the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math**

**Math Goal #6: To increase by 10 (36% to 46%) 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 by 2 (89% to 91%) 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 by 5 the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math**

<b>Math Goals 1 thru 8</b>		<b>Current</b>	<b># of #</b>	<b>% +/-</b>	<b>Expected</b>
1. Proficiency Level 3.0+		73.5%	219 / 298	+6	79.5%
2. Proficiency Level 3.0+ in subgroups:					
	White	81.8%	144 / 176	+4	85.8%
	Black	52.2%	12 / 23	+4	56.2%
	Hispanic	57.9%	44 / 76	+4	61.9%
	ELL	41.2%	7 / 17	+4	45.2%
	SWD	65.7%	44 / 67	+4	69.7%
	ED	60.7%	82 / 135	+4	64.7%
3. High Standards Level 4.0+		46.6%	139 / 298	+4	50.6%
4. Learning Gains		71.2%	141 / 198	+4	75.2%
5. Lowest 25% Making Learning Gains		60.5%	26 / 43	+5	65.5%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		36.4%	36 / 198	+10	46.4%
7. Learning Gains Levels 4/5		88.9%	88 / 99	+2	90.9%
8. Learning Gains in subgroups:					
	White	76.1%	86 / 113	+5	81.1%
	Black	47.1%	8 / 17	+5	52.1%
	Hispanic	66.1%	37 / 56	+5	71.5%
	ELL	58.3%	7 / 12	+5	63.3%
	SWD	64.4%	29 / 45	+5	69.4%
	ED	61.4%	54 / 88	+5	66.4%

**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 FCAT and Discovery Ed reports to determine areas for improvement for students and create action plans to meet the needs of the student weaknesses.	Goal Number 1-8	Roll out of Discovery Ed	Teachers, Administrators	Ongoing	DE, FCAT	tech, im, st, t
2) Use FCAT preparation materials such as ThinkCentral and other Go Math! resources to prepare students for FCAT rigor.	Goal Number 1-8	Lack of computers at home	Teachers, Administrators, Technology Facilitator	Ongoing	ThinkCentral	tech, st, t
3) Use our SCPS Math Specialist and Math Mentors to provide professional development for our teachers providing math best practice strategies in teaching the Next Generation Sunshine State Standards and Common Core State Standards.	Goal Number 1-8	Time in professional development schedule	SCPS Math Specialist, Math Mentor, Teachers, Administrators	Ongoing	DE	st, im, or
4) Provide enrichment lessons and higher order questions for students who scored at FCAT level 3-5 to move up or make a learning gain.	Goal number 1-8	Professional Development Opportunities	Teachers, Administrators, Reading Coach, Gifted teacher	Ongoing	Administrator walk-throughs and monitoring	im, st, t
5) Support the 2012-2013 Seminole County Instructional Plan for Mathematics.	Goal Number 1-8	Professional Development	Teachers, Administrators	Ongoing	Administrator Walk throughs	im, 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)

## WRITING GOALS

Aligned with Strategic Plan System Initiative B

- Writing Goal #1: To increase by 5 (87% to 92%) the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing**  
**Writing Goal #2: To increase by 3 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 by 10 (1% to 10%) the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing**  
**Writing Goal #4: To increase by 10 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+		87.5%	77 / 88	+5	92.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	92.9%	52 / 56	+3	95.9%
	Black	75.0%	6 / 8	+3	78.0%
	Hispanic	77.3%	17 / 22	+3	80.3%
	ELL	60.0%	3 / 5	+3	63.0%
	SWD	73.7%	14 / 19	+3	76.7%
	ED	86.0%	37 / 43	+3	89.0%
3. High Standards Score 6.0		1.1%	1 / 88	+10	10.1%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 56	+10	10.0%
	Black	0.0%	0 / 8	+10	10.0%
	Hispanic	0.0%	0 / 22	+10	10.0%
	ELL	0.0%	0 / 5	+10	10.0%
	SWD	0.0%	0 / 19	+10	10.0%
	ED	2.3%	1 / 43	+10	10.0%

\*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) Utilize district-developed writing prompts K-5 at the beginning, middle and end of the year to document growth as well as establish monthly writing prompts for 4th Grade to monitor student progress.	Writing Goal 1-4	NA	Teachers, Administrators	Quarterly	Writing Prompts	im, or, st
2) Implement intervention writing groups to improve writing skills of all students. This will include a before-school writing academy utilizing tutorial funds in January/February 2013.	Writing Goal 1-4	Intervention Schedule	Teachers, Administrators	Ongoing	Writing Prompts	im, st
3) Provide celebrations for students who show improvement in writing throughout the year based upon the monthly writing prompts.	Writing Goal 1-4	Time Commitment for teachers/staff	Teachers, Administrators	Monthly	Writing Prompts	b, or
4) Use FCAT writing anchor papers to show students quality FCAT responses according to the DOE.	Writing Goal 1-4	NA	Teachers, Administrators	Ongoing	Writing Prompts	im, or, st

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

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

## SCIENCE GOALS

Aligned with Strategic Plan System Initiative B    Elementary (Grade 5) and Middle School (Grade 8) FCAT

**Science Goal #1: To increase by 5 (70% to 75%) the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science**  
**Science Goal #2: To increase by 5 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 by 10 (29% to 38%) the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science**  
**Science Goal #4: To increase by 10 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+		69.5%	82 / 118	+5	74.5%
2. Proficiency Score 3.0+ in subgroups:					
	White	84.4%	54 / 64	+5	89.4%
	Black	44.4%	4 / 9	+5	49.4%
	Hispanic	44.1%	15 / 34	+5	49.1%
	ELL	14.3%	1 / 7	+5	19.3%
	SWD	65.5%	19 / 29	+5	70.5%
	ED	48.0%	24 / 50	+5	53.0%
3. High Standards Score 4.0+		28.8%	34 / 118	+10	38.8%
4. High Standards Score 4.0+ in subgroups:					
	White	28.1%	18 / 64	+10	38.1%
	Black	22.2%	2 / 9	+10	32.2%
	Hispanic	26.5%	9 / 34	+10	34.5%
	ELL	0.0%	0 / 7	+10	10.0%
	SWD	44.8%	13 / 29	+10	54.8%
	ED	10.0%	5 / 50	+10	20.0%

**Action Plan**

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1) Implement the Harcourt Fusion Science Series with fidelity.	Science Goal 1-4	Lack of professional development for teachers	Teachers	Ongoing	DE	im, or,
2) Use our Science Task Force Representatives to provide our teachers science best practice strategies in teaching the Next Generation Sunshine State Standards and Common Core State Standards.	Science Goal 1-4	Student transition	Teachers, Administrators, Science Task Force Representatives,	Ongoing	DE	im, or,
3) Review the 5th grade Science Discovery Education assessments and implement strategies to address student weaknesses.	Science Goal 1-4	Professional development	Teachers, Administrators	Ongoing	DE	im, or,
4) Use the SCPS Science Curriculum Specialist to provide in-service opportunities for best practices in teaching the NGSSS science benchmarks (IE: 5E model for instruction).	Science Goal 1-4	Professional development	Teachers, Administrators, SCPS Science Specialist	Ongoing	DE	im, st, or,

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

## ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

**Advanced Coursework Goal #1: To increase by 1% (96% to 97%) the percent of students “participating” in advanced coursework**  
**Advanced Coursework Goal #2: To increase by 0% the percent of students “performance” in advanced coursework**

Elementary School: Middle School level coursework

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	95.5%	42/44	+1	96.5%
2. Level of Performance	100.0%	42/42	NA	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 prospective PRIMES students.	Goal Number 1-2	Virtual School discussions and opportunities	Teachers, Administrators	Beginning of the Year, ongoing	FCAT	tech, im, st, t
2) Provide accelerated PRIMES lessons to our students and challenge them with higher order thinking lessons.	Goal Number 1-2	Can the students keep up with the content	Teachers, Administrators, Technology Facilitator	Ongoing	ThinkCentral, DE	tech, st, t
3) Increase amount of students in PRIMES to accelerate highest level math students by establishing a 4 <sup>th</sup> grade PRIMES class.	Goal Number 1-2	Can the students keep up with the content	Administrators	Ongoing	FCAT, DE	st, im, or

4) Provide training and support for algebraic thinking activities through our math mentors and our SCPS Math Curriculum Specialist.	Goal Number 1-2	Professional Development Schedule	Math Mentor, Teachers, Administrators, SCPS Math Curriculum Specialist	Ongoing	Administrator Walk Throughs	im, st, t
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## DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

**Discipline Goal #1: To reduce the disparity by 10% the following subgroups (Black students) receiving disciplinary referrals (duplicated).**  
**Discipline Goal #2: To reduce the disparity by 10% of the following subgroups (Black students) receiving an out-of-school suspension (unduplicated).**

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	29.4%	19.4%
2. Out-of-school suspensions (unduplicated)	Black	28.6%	18.6%

### 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 Guidance lessons on positive peer interactions and character building traits for students who receive discipline referrals.	Discipline Goal 1-2	Time commitment of guidance counselor	Guidance counselor	Ongoing	PBS support, Randy Sprick Training	im, s
2) Highlight Character Education Programs emphasizing citizenship and courtesy. Promote "Cougar Eyes" (citizenship and "Courteous Cougars" (courtesy) through newsletters and Announcements and establish Student of the Week recognition.	Discipline Goal 1-2	NA	Guidance counselor, Administrators	Ongoing	NA	st, b
3) Establish behavior management contracts for referred students who receive an out-of-school suspension.	Discipline Goal 1-2	Time for teachers, administrators	Guidance counselor, Administrators	Ongoing	PBS	tii, st, sss

4) Professional development will be provided by PBS - Positive Behavior Support.	Discipline Goal 1-2	Professional Development Schedule	Guidance counselor, Administrators	Ongoing	PBS	tii, st, sss
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## ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

**On-time Promotion Goal #1: To increase the percent by 2% (97% to 99%) the number of students advancing with their age-level peers**

**At-Risk Promotion Goal #2: To increase the percent by 2% (96% to 98%) the number of At-Risk students advancing with their age-level peers**

Elementary 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

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	96.6%	603/624	+2%	98.6%
2. At-Risk Promotion Level of Performance	95.7%	269/281	+2%	97.7%

### 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) Identify our At-Risk (FRL) students within our lowest 25% and provide interventions and support to ensure student academic growth	Graduation Goal 1-2	Mobility Rate	Reading Coach, Administrators	End of the Year	FAIR, FCAT, DA	st, im, tI, TII
2) Identify retained students and progress monitor them closely to ensure academic growth and success.	Graduation Goal 1-2	Mobility Rate	Reading Coach, Administrators	End of the Year	FAIR, FCAT, DA	st, im, tI, TII

## EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

**Extracurricular Activities Goal #1: To reduce the disparity by 10% in representation of the following subgroups (Black Students) participating in extracurricular activities**

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

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
<b>1a. Activity: <u>Chorus/Student Council/TV Production</u></b>	<b>Subgroup</b> <b>White: 63%</b> <b>Black 7%</b> <b>Hisp 25%</b> <b>Asian 3%</b> <b>Other 2%</b> <b>ED 44%</b> <b>ELL 6%</b> <b>SWD 15%</b>	<b>2011 Current Level of Participation</b> <b>45% of our subgroup students participate in chorus, student council, and TV production</b>	<b>50% of our subgroup students participate in chorus, student council, and TV production</b>

### 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) Work with Student Council, Chorus and our TV production crew coordinators to ensure that our participation population represents our current population of students.	Extracurricular Goal 1	Transportation for students who stay after school	Administrator, Guidance Counselor	Midyear	Counts	b, im, st
2) Identify students from each subgroup who can participate in chorus, student council, and TV production.	Extracurricular Goal 1	Constant mobility with students participating	Administrator, Media Specialist	Midyear	Counts	st, b

## SCHOOL DEFINED GOAL

**Goal #1:** To increase by 2% (20% to 22%) the number of 4<sup>th</sup> Grade students participating in 4<sup>th</sup> Grade PRIMES.

School Defined Goal	Current	# of #-	% +/-	Expected
1) To increase by 2% (20% to 22%) the number of 4 <sup>th</sup> Grade students participating in 4 <sup>th</sup> Grade PRIMES.	20%	20 of 100	+2	22%

### Action Plan

Strategy	School Defined Goal Number(s)	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) Increase amount of students in PRIMES to accelerate highest level math students by establishing a 4 <sup>th</sup> grade PRIMES class.	School Defined Goal 1	Can the students keep up with the content, class size requirements	Teachers, Administrators	Ongoing	ThinkCentral, DE	tech, st, t
2) Examine 4 <sup>th</sup> Grade Discovery Education results to determine if students are qualified for 4 <sup>th</sup> Grade PRIMES.	School Defined Goal 1	Discovery Ed reliability	Teachers, Administrators	Ongoing	ThinkCentral, DE	tech, st, t
3) Examine 3 <sup>rd</sup> Grade 2012-2013 FCAT results and identify those students who are ready for 4 <sup>th</sup> Grade PRIMES.	School Defined Goal 1	Date of release of scores	Teachers, Administrators	Ongoing	ThinkCentral, DE	tech, st, 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
Comprehension Tool Kit/Toolbox	Reading	TBD	Improving Student Achievement	K-5 Teachers	TBD		Reading Coach, Literacy Council
K-5 Discovery Ed Implementation	Reading, Math, Science	Ongoing	Improving Student Achievement	K-5 Teachers	TBD		Reading Coach, Assistant Principal, Tech Facilitator
Reading Comprehension Strategies (Breakfast Club)	Reading	Every other Friday	Improving Student Achievement	K-5 Teachers	20-30		Reading Coach
Math Best Practice Sessions	Math	TBD	Improving Student Achievement	K-5 Teachers	20-30		Math Mentors
Writing 6+1 Traits	Writing	4 Sessions PLC Time	Improving Student Achievement	K-5 Teachers	30		SCPS Writing Specialist
Science Best Practice Sessions	Science	TBD	Improving Student Achievement	K-5 Teachers	30		Science TASK Force Representative, District Level Representative
Kagan Cooperative Learning	Reading, Math, Science, Writing	TBD	Improving Student Achievement	K-5 Teachers	30		Teachers who went to Kagan Workshops over the Summer

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	\$580.00
Adjustment (5/12/12):	\$1441.00
Carry Over:	\$1984.14
<b>Total Income:</b>	<b>\$4005.14</b>

EXPENDITURES	ACTUAL COST	BALANCE
		\$4005.14
Substitutes to support implementation of Kindergarten through 2 <sup>nd</sup> Grade FAIR Testing	\$812.00	\$3193.14
Marzano Art & Science of Teaching Books (December 2011)	\$166.70	\$3027.14
FCAT 2.0 Reading Rehearsal Grades Third-Fifth Grade (Reading and Mathematics)	\$1630.00	\$1397.14
\$1757.15 in May 2011 \$226.99		
<u>Please note:</u> We increased our SIP Budget due to an increase in enrollment in 2011 and 2012. \$1757.15 in May, 2011 and \$1441.00 in May, 2012.		

**CARRY OVER:**

Total carry over for 2012-2013:      \$1397.00

These funds are being used to purchase these for our teachers:

The book - “The Continuum of Literacy Learning: A Guide to Teaching” by Fountas and Pinnell  
(Price \$53.00)

The book- “Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading” by Fountas and Pinnell (Price \$55.00)

Remaining Funds will be used for substitutes to support Discovery Ed implementation in the primary grades.

## 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.**

Kelly Mitchell - Assistant Principal, Jennifer Dunaye - Reading Specialist, and Sue Arbuckle - Guidance Counselor, Kerri Hadden --- Primary Teacher, Peter Gaffney - Principal

**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 RTI Team meets bi-monthly to review data and determine if interventions are working successfully. Plans to the intervention plan are made at this time. We keep RTI folders are students and review the data periodically to monitor student progress. Teachers recommend students for these meetings and come prepared with data to discuss.

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

The RTI Team shares observations and concerns related to patterns in data collected following assessments and progress monitoring. Resources and personnel assignments may be adjusted to increase student proficiency. Dialogue focuses on the instructional needs of the students and changes which might be necessary to increase achievement. All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency, they receive Tier II intervention using more targeted interventions such as small group or individual assistance or computer assisted instruction. If these strategies do not allow the child to be successful within a period of time, then through Student Study, a student would be referred for Tier III and possible testing for special education services.

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

Teachers collect formative data through their assessments, observations, class assignments and student projects. Ongoing progress monitoring results from Discovery Education, DRA, SRI, PASI, and writing prompts will give us additional academic data. Discovery Education and EdInsight will house data collected throughout the year which will be reviewed during our meetings. During our PLC Team Meetings, improving student achievement is the overall goal. Our PLC teams will meet at least once every two week to discuss what is being taught in each grade level, how it is being taught, how the subject matter is being assessed, and did how you teach it work?

**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.**

Through an orientation with teachers from our Reading Specialist and Guidance Counselor and our PLC leaders, the staff will learn the process of referrals to the RtI Leadership Team. Open discussions between teachers and administrators will be encouraged. Keeth teachers have been working with tiered intervention since the implementation of the Seminole County K-12 Reading Plan in 2007-2008. Keeth has a productive Walk-to-Intervention Model in place that meets the needs of all students at Keeth.

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

At Keeth Elementary, by coordinating our PLC Leaders with our RTI Leadership Team, we will establish a practice of always addressing the needs of our students. Our Walk-to-Intervention Model will continue to be our method of reaching students academic needs. After each assessment, the data will be reviewed and instructional decisions will be made to meet the needs of all of our students.

## 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).**

Kerri Hadden  
Ashley Cooper  
Alex Molina  
Debbie Goodnough  
Karen Giambalvo  
Janet Adams  
Cheryl Darby  
Kelly Mitchell  
Sue Arbuckle  
Jennifer Dunaye

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

The LLT focuses on all Literacy initiative for the year, including Professional Development, Breakfast Club topics, school-wide testing, Intervention, Cougar Reading Club, AR prizes, Family Fun Nights, etc. This committee meets on an “as needed basis” several times a year .

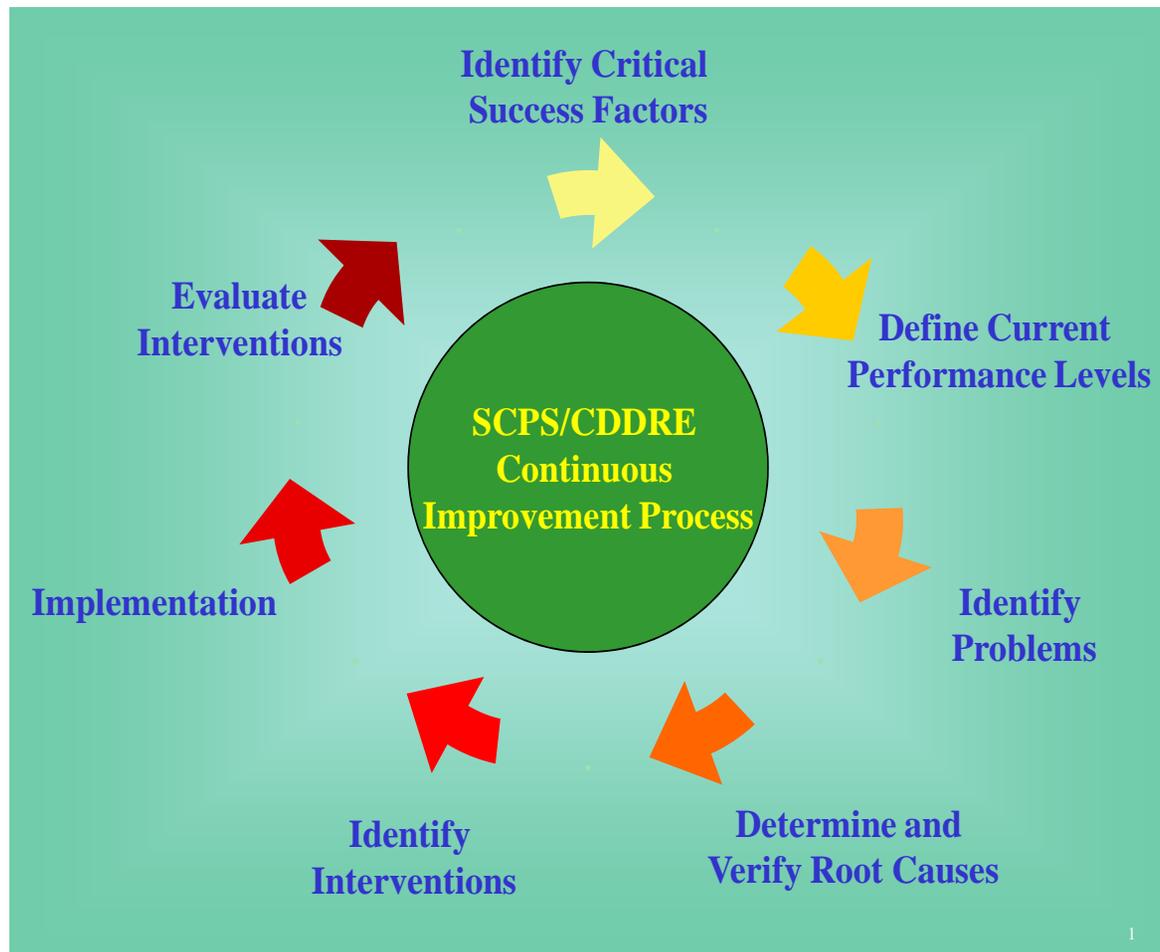
**3. What will be the major initiatives of the LLT this year?**

We will continue to focus on past initiatives. This year we will also explore implementation of Tutorial for our at risk kids at Loma Vista. We’ll also provide information and discussion on the “Push In Model” and conferencing with students during the reading block, through our Breakfast Club meetings.

## 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.**

At Keeth Elementary, our 4th Grade team explored lesson study as their PLC focus group. We will look to continue to build on our lesson study capacity as the year progresses. Over the summer, we order more lesson study kits to support our teachers with future implementation. We also used flip cameras with our lesson study to observe and watch each other teach lessons.



## 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 by 10% (43% to 53%) who are registered for the Skyward Parent Portal.**

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	43.4%	256/590	+10%	53.4%

### 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) Notify parents via school communications that the Skyward parental portal is available.	Goal 1	Parents not having computers at home	Tech Facilitator, Assistant Principal	Ongoing	Skyward System	Tech

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

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

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

At Keeth Elementary, we have a Robotics Class that is taught by Mr. Sean Halerz, 1<sup>st</sup> Grade Teacher. Mr. Halerz has a Robotics group that meets after school. Mr. Halerz's goal is to get involved in Robotics competition this year.

### 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) Continue with our Robotics Club after school	Number of students in the club	Mr. Halerz	Ongoing	NA	t
2) Participate in Robotics Competitions	Money to support the registration	Mr. Halerz	Ongoing	NA	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>76</b>	<b>75</b>	<b>80</b>	<b>82</b>	<b>84</b>	<b>86</b>	<b>88</b>
American Indian							
Asian		75					
Black/African-American	55	52	63	66	70	74	78
Hispanic	63	58	69	72	75	78	82
White	85	85	88	89	90	91	93
English Language Learners	19	29	33	39	46	53	60
Students with Disabilities	50	49	58	63	67	71	75
Economically Disadvantaged	61	61	68	71	74	77	81

<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>76</b>	<b>73</b>	<b>80</b>	<b>82</b>	<b>84</b>	<b>86</b>	<b>88</b>
American Indian							
Asian		75					
Black/African-American	60	52	67	70	73	77	80
Hispanic	62	58	68	72	75	78	81
White	83	81	86	87	89	90	92
English Language Learners	56	41	63	67	71	74	78
Students with Disabilities	42	38	52	57	61	66	71
Economically Disadvantaged	61	61	68	71	74	77	81

# SCHOOL ADVISORY COUNCIL SIGNATURES

**2012-2013**

**FINAL COPY**

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

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Peter Gaffney	10/9/12	John Catan	10/9/12		
<b>INSTRUCTIONAL</b>					
Amanda Vandermay	10/9/12	Anna Saintil	10/9/12		
Lindsey Todd	10/9/12	Peggy Jandrew	10/9/12		
		Dan Finley	10/9/12		
		George Gonzalez	10/9/12		
<b>NON-INSTRUCTIONAL</b>		Steve Schricker	10/9/12		
Kathie Gerber	10/9/12				