

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.



Hopper Center

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+		26.0%	+3.0%	29.0%	16.7%	N
High standards Level 4+		NA	NA	NA	NA	NA
Proficiency Level 3+ in AYP subgroups						
	White	27.3%	+3.0%	30.3%	22.7%	N
	Black	26.3%	+3.0%	29.3%	0.0%	N
	Hispanic	33.3%	+3.0%	36.3%	0.0%	N
	ELL	NA	NA	NA	NA	NA
	SWD	22.2%	+3.0%	25.2%	16.7%	N
	ED	26.5%	+3.0%	29.5%	15.8%	N
Learning Gains		50.0%	+3.0%	53.0%	42.9%	N
Lowest 25% making Learning Gains		60.0%	+3.0%	63.0%	NA	NA
Learning Gains Levels 4/5		NA	NA	NA	NA	NA
Learning Gains in AYP subgroups						
	White	46.7%	+3.0%	49.7%	NA	NA
	Black	62.5%	+3.0%	65.5%	NA	NA
	Hispanic	33.3%	+3.0%	36.3%	NA	NA
	ELL	NA	NA	NA	NA	NA
	SWD	50.0%	+3.0%	53.0%	NA	NA
	ED	50.0%	+3.0%	53.0%	NA	NA

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		25.5%	+3.0%	28.5%	16.7%	N
High standards Level 4+		NA	NA	NA	NA	NA
Proficiency Level 3+ in AYP subgroups						
	White	34.8%	+3.0%	37.8%	23.8%	N
	Black	21.1%	+3.0%	24.1%	7.7%	N
	Hispanic	16.7%	+3.0%	19.7%	0.0%	N
	ELL	NA	NA	NA	NA	NA
	SWD	21.7%	+3.0%	24.7%	13.9%	N
	ED	26.0%	+3.0%	29.0%	15.8%	N
Learning Gains		54.5%	+3.0%	57.5%	39.4%	N
Lowest 25% making Learning Gains		66.7%	+3.0%	69.7%	NA	NA

Learning Gains Levels 4/5		NA	NA	NA	NA	NA
Learning Gains in AYP subgroups						
	White	58.8%	+3.0%	61.8%	NA	NA
	Black	38.0%	+3.0%	41.0%	NA	NA
	Hispanic	100.0%	NA	100.0%	NA	NA
	ELL	NA	NA	NA	NA	NA
	SWD	54.8%	+3.0%	57.8%	NA	NA
	ED	54.8%	+3.0%	57.8%	NA	NA

Writing Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Score		41.7%	+3.0%	44.7%	27.3%	N
High standards Score 6.0		NA	NA	NA	NA	NA
Proficiency Score in AYP subgroups						
	White	40.0%	+3.0%	43.0%	33.3%	N
	Black	33.3%	+3.0%	36.3%	0.0%	N
	Hispanic	NA	NA	NA	50.0%	NA
	ELL	NA	NA	NA	NA	NA
	SWD	40.0%	+3.0%	43.0%	12.5%	N
	ED	41.7%	+3.0%	44.7%	30.0%	N
High standards Score 6.0 in AYP subgroups						
	White	NA	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA
	ELL	NA	NA	NA	NA	NA
	SWD	NA	NA	NA	NA	NA
	ED	NA	NA	NA	NA	NA

Science Goals (ES and MS accountability groups)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		0.0%	+10.0%	10.0%	23.5%	Y
High standards Level 4+		NA	NA	NA	NA	NA
Proficiency Level 3+in AYP subgroups						
	White	0.0%	+10.0%	10.0%	36.4%	Y
	Black	0.0%	+10.0%	10.0%	0.0%	N
	Hispanic	0.0%	+10.0%	10.0%	0.0%	N
	ELL	NA	NA	NA	NA	NA
	SWD	0.0%	+10.0%	10.0%	26.7%	Y
	ED	0.0%	+10.0%	10.0%	21.4%	Y
High standards Level 4+ in AYP subgroups						
	White	NA	NA	NA	NA	NA

	Black	NA	NA	NA	NA	NA
	Hispanic	NA	NA	NA	NA	NA
	ELL	NA	NA	NA	NA	NA
	SWD	NA	NA	NA	NA	NA
	ED	NA	NA	NA	NA	NA

Discipline Goals					
	Current	+/-	Expected	Actual	Met (Y,N,P)
To reduce the average number of Opportunity Lab Interventions per student.	17.55	-1.0	16.55	15.42	Y

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
To reduce the percent of Opportunity Lab Interventions for Leaving assigned area/Inappropriate location/Out of bounds area.	16.22%	-1.0	15.22%	12.36%	Y

Goal Summary

Number of Goals Met: 2

Number Not Met: 3

Number Partially Met: 1

CARRY OVER GOALS 2012-2013

State Priority #3 – Alignment of Standards and Resources

Hopper Center will continue to align classroom instruction and learning activities with the Next Generation/Common Core Sunshine State Standards and will allocate available funds to provide supplies and other resources.

State Priority #4 – Educational Leadership

Hopper Center's teachers and staff will continue to receive professional development activities to develop the skills and knowledge needed to encourage and assist students in achieving overall success. These activities will continue to focus on benign restraint and verbal diffusion training for all new employees and refresher classes for existing employees. All employees are encouraged to develop a working knowledge of basic technology and how best to use it in the classroom. Annual professional development will continue on procedures for dispensing medication to students.

State Priority #6 – Parental, Student, Family, Educational Institution, and Community Involvement

Hopper Center will continue to provide information about adult education programs and opportunities in the area. All staff will continue to promote the Dividends program at Hopper Center

READING GOALS

Aligned with Strategic Plan System Initiative B

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

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

2013 FCAT 2.0 Reading

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

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

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

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

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

Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	16.7%	7/42	+3.0%	19.7%
2. Proficiency Level 3+ in subgroups:				
White	22.7%	5/22	+3.0%	25.7%
Black	0.0%	0/12	+10.0%	10.0%
Hispanic	0.0%	0/4	+10.0%	10.0%
ELL	0.0%	0/1	+10.0%	10.0%
SWD	16.7%	6/36	+3.0%	19.7%
ED	15.8%	6/38	+3.0%	18.8%
3. High standards Level 4+	NA	NA	NA	NA
4. Learning Gains	42.9%	15/35	+3.0%	45.9%
5. Lowest 25% making Learning Gains	NA	NA	NA	NA
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	NA	NA	NA	NA
7. Learning Gains Levels 4/5	NA	NA	NA	NA
8. Learning Gains in subgroups:				
White	NA	NA	NA	NA
Black	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
ELL	NA	NA	NA	NA
SWD	NA	NA	NA	NA
ED	NA	NA	NA	NA

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. Establish an individual placement plan for each student within a 45 day period.	1-8	absenteeism, mobility	Teachers	baseline	Successmaker, FAIR	im, tech
2. Maintain records and track reading gains throughout the school year utilizing screeners and progress monitors according to the K-12 Comprehensive Reading Plan.	1-8	absenteeism, mobility	Teachers, Administration	mid-year end of year	FAIR, FCAT, Successmaker	st, tech
3. Develop an individualized prescriptive reading program for each student using the Successmaker reading program.	1-8	none	Teachers	ongoing	Successmaker	im, tech
4. Utilize scientifically research-based instructional reading methods throughout the day.	1-8	none	Teachers	ongoing	FAIR, FCAT, Successmaker	im, t, or
5. Provide professional development in reading activities across the disciplines.	1-8	limited PD time	Teachers, Administration, Reading Coach	ongoing	Observation	t, or
6. Continue to expand and implement an incentive program to honor and recognize student literacy gains.	1-8	none	Teachers, Administration, Paraprofessionals	ongoing	Observation	b, t, or
7. Provide and instruct students with all allowable accommodations as outlined in the student's Individual Education Plan.	1-8	none	Teachers, Administration	ongoing	FCAT	im, t

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

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

MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

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

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

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

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

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

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

Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	16.7%	7/42	+3.0%	19.7%
2. Proficiency Level 3+ in subgroups:				
White	23.8%	5/21	+3.0%	26.8%
Black	7.7%	1/13	+3.3%	10.0%
Hispanic	0.0%	0/4	+10.0%	10.0%
ELL	0.0%	0/1	+10.0%	10.0%
SWD	13.9%	5/36	+3.0%	16.9%
ED	15.8%	6/38	+3.0%	18.8%
3. High standards 4+	NA	NA	NA	NA
4. Learning Gains	39.4%	13/33	+3.0%	42.4%
5. Lowest 25% making Learning Gains	NA	NA	NA	NA
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	NA	NA	NA	NA
7. Learning Gains Levels 4/5	NA	NA	NA	NA
8. Learning Gains in subgroups:				
White	NA	NA	NA	NA
Black	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
ELL	NA	NA	NA	NA
SWD	NA	NA	NA	NA
ED	NA	NA	NA	NA

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. Establish an individual placement plan for each student within a 45 day period.	1-8	absenteeism, mobility	Teachers	baseline	Successmaker	im, tech
2. Maintain records and track math gains throughout the school year utilizing progress monitoring probes.	1-8	absenteeism, mobility	Teachers, Administration	midyear, end of year	Successmaker, DA, FCAT	st, tech
3. Develop an individual prescriptive mathematics program for each student utilizing the Success Maker mathematics program and the SCPS Mathematics Frameworks.	1-8	none	Teachers	ongoing	Successmaker, DA	im, tech
4. Implement the use of manipulatives in mathematics courses.	1-8	none	Teachers	ongoing	observation	im
5. Develop activities in an integrated curriculum that will engage students in relevant knowledge work that requires the application of math skills and concepts.	1-8	none	Teachers	ongoing	Successmaker, DA, FCAT	im
6. Provide and instruct students with all allowable accommodations as outlined in the student's Individual Education Plan.	1-8	none	Teachers, Administration	ongoing	DA, FCAT	im, t
7. Continue to expand and implement an incentive program to honor and recognize student performance in math.	1-8	none	Teachers, Administration	ongoing	Observation	b, t, or

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

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

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 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 4.0+	27.3%	3/11	+3.0%	30.3%
2. Proficiency Score 4.0+ in subgroups:				
White	33.3%	2/6	+3.0%	36.3%
Black	0.0%	0/2	+10.0%	10.0%
Hispanic	50.0%	1/2	+3.0%	53.0%
ELL	0.0%	0/1	+10.0%	10.0%
SWD	12.5%	1/8	+3.0%	15.5%
ED	30.0%	3/10	+3.0%	33.0%
3. High standards Score 6.0	NA	NA	NA	NA
4. High standards Score 6.0 in subgroups:				
White	NA	NA	NA	NA
Black	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
ELL	NA	NA	NA	NA
SWD	NA	NA	NA	NA
ED	NA	NA	NA	NA

*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. Provide professional development in all disciplines in the use of holistic/rubric grading and the elements of effective expository and narrative writing.	1-4	limited PD time	Reading Coach, Administration	ongoing	DA, FCAT, school based writing assessments	im, tech
2. Utilize instructional and assistive technology to gather information and communicate knowledge.	1-4	resources	Teachers	ongoing	DA, FCAT, school based writing assessments	tech
3. Utilize word processing for the purpose of drafting and revising writing.	1-4	none	Teachers	ongoing	DA, FCAT, school based writing assessments	tech
4. Develop strategies that allow students opportunities for remediation in writing that include the use of technology and writing software.	1-4	none	Teachers	ongoing	DA, FCAT, school based writing assessments	im, tech
5. Use web probes and other internet resources to engage student in writing.	1-4	none	Teachers	ongoing	DA, FCAT, school based writing assessments	tech
6. Provide and instruct students with all allowable accommodations as outlined in the student's Individual Education Plan.	1-4	none	Teachers, Administration	ongoing	DA, FCAT, school based writing assessments	im, t
7. Continue to expand and implement an incentive program to honor and recognize student performance in writing.	1-4	none	Teachers, Administration, Paraprofessionals	ongoing	DA, FCAT, school based writing assessments	b, or

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

*For "C" schools 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 Level 3+	23.5%	4/17	+3.0%	26.5%
2. Proficiency Level 3+ in subgroups:				
White	36.4%	4/11	+3.0%	39.4%
Black	0.0%	0/4	+10.0%	10.0%
Hispanic	0.0%	0/1	+10.0%	10.0%
ELL	NA	NA	NA	NA
SWD	26.7%	4/15	+3.0%	29.7%
ED	21.4%	3/14	+3.0%	24.4%
3. High standards Level 4+	NA	NA	NA	NA
4. High standards Level 4+ in subgroups:				
White	NA	NA	NA	NA
Black	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
ELL	NA	NA	NA	NA
SWD	NA	NA	NA	NA
ED	NA	NA	NA	NA

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. Utilize assistive and instructional technology in classrooms to enhance students' science skills, gather information, and communicate knowledge.	1-4	resources	Teachers	baseline, mid-year, end of year	DA, FCAT	b, tech
2. Continue to expand and implement an incentive program to honor and recognize student performance in science.	1-4	none	Teachers, Administration, Paraprofessionals	ongoing	DA, FCAT	b, or
3. Provide and instruct students with all allowable accommodations as outlined in the student's Individual Education Plan.	1-4	none	Teachers, Administration	ongoing	DA, FCAT	im, t
4. Develop activities in an integrated curriculum that will engage students in relevant knowledge work that requires the application of science skills and concepts.	1-4	none	Teachers	ongoing	DA, FCAT	im
5. Provide professional development for teachers that emphasize instructional strategies and the district science instructional plan.	1-4	limited PD time	Teachers, Administration	ongoing	DA, FCAT	im, t

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

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

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the average number of Opportunity Lab Interventions per student.

Discipline Goal # 1			
	Current	+/-	Expected
1. Average number of Opportunity Lab Interventions per student.	15.42	- 1.0	14.42

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. Implement and update as appropriate the Positive Behavior Management Plan.	1	none	Administration, Guidance, Teachers	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	t
2. Provide students with motivational assemblies and activities that promote appropriate behavior.	1	resources	Administration, Guidance, Teachers	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	b, im, sss
3. Utilize information from Functional Behavior Assessments to develop effective Behavior Intervention Plans for students with chronic emotional and behavioral challenges.	1	none	Administration, Guidance	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	or
4. Provide professional development for staff on how to work with angry and socially challenged students as well as incorporating cooperative learning activities into their instruction.	1	limited PD time	Administration, Guidance, Teachers, Paraprofessionals	monthly	Daily point sheets and summary data, Opportunity Lab data, observation	t, im
5. Operate a school store/token economy to promote positive behavioral expectations.	1	resources	Administration, SAC, Teachers, Paraprofessionals	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	b, or
6. Conduct professional development for bus drivers and monitors with regards to working with students with chronic emotional and behavioral challenges.	1	limited PD time	Administration, Transportation	annually	Daily point sheets and summary data, Opportunity Lab data, observation	b, t

7. Initiate periodic school bus rules and safety activities for students to reinforce appropriate bus behavior.	1	none	Administration, Guidance, Teachers, Paraprofessionals	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	b, or
8. Continue to expand and implement an incentive program to honor and recognize student adherence to school wide behavioral expectations.	1	none	Administration, Guidance, Teachers, Paraprofessionals	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	b, or

SCHOOL DEFINED GOAL

Goal #1: To reduce the percentage of Opportunity Lab Interventions for leaving assigned area/inappropriate location/out of bounds area.

School Defined Goal	Current %	% +/-	Expected %
Percentage of Opportunity Lab Interventions for leaving assigned area/inappropriate location/out of bounds area.	12.36%	-1.0%	11.36%

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Implement and update as appropriate the Positive Behavior Management Plan.	none	Administration, Guidance, Teachers	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	t
2. Provide students with motivational assemblies and activities that promote appropriate behavior.	resources	Administration, Guidance, Teachers	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	b, im, sss
3. Utilize information from Functional Behavior Assessments to develop effective behavior plans for students with chronic emotional and behavioral challenges.	none	Administration, Guidance, Teachers	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	or
4. Provide professional development for staff on how to work with angry and socially challenged students as well as incorporating cooperative learning activities into their instruction.	limited PD time	Administration, Guidance, Teachers, Paraprofessionals	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	t, im
5. Operate a school store/token economy to promote positive behavioral expectations.	resources	Administration, SAC, Teachers, Paraprofessionals	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	b, or

6. Initiate “peer court” intervention activities to address issues with students that receive multiple Opportunity Lab Interventions in this area.	none	Administration, Teachers	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	b, t
7. Continue to expand and implement an incentive program to honor and recognize student adherence to school wide behavioral expectations.	none	Administration, Teachers, Guidance, Paraprofessionals	ongoing	Daily point sheets and summary data, Opportunity Lab data, observation	b, or

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
Curriculum and Instruction	Reading, Math and Writing all goals	12-5-12 1-23-13 1-30-13 2-13-13 2-20-13 3-6-13 3-13-13 4-3-13 4-24-13 5-1-13	Improving student achievement	School-Wide	13		Reading Coach Math Coach Administration
Behavior Modification and Classroom Management	Discipline and School Defined all goals	10-24-12 11-28-12 12-12-12 2-6-13 4-10-13 5-8-13	Improving student behavior and classroom management	School-Wide	13		Guidance Counselor Psychologist Administration
Deliberate Practice	All	8/22/12	Reflective Practice	School-wide	54		Administration/Instructional
Kagan Strategies/Team Building	All RMWS	9/12/12	Classroom Management	School-wide	54		Administration/Academic Coaches
WEX Training New Teachers	W 1-4	9/13/12	Writing Integration	New to WEX	13		Administration/Reading Coach/WEX Contact
WEX Integration in 2 nd Grade	W 1-4	9/14/12	Writing Integration	2 nd Grade Teachers	6		Administration/Reading Coach/WEX Contact
Creating Scales	All RMWS		Formative and Summative Assessment	All Instructional	54		Administration
Technology Overview	All RMWS	10/10/12 and 10/17/12	Technology Integration	All Instructional	54		Administration/ETF
Comprehension Matters	R 1-8	10/10/12 and 10/17/12	Reading Comprehension	Classroom Teachers	35		Administration/Reading Coach
New Marzano Indicators	All	11/7/12	Reflective Practice	School-wide	54		Administration
Cooperative Learning	All RMWS			All Instructional	54		Administration/Academic Coaches
Junior Great Books	R 1-8			Classroom Teachers	35		Administration/Reading Coach
FCAT Training	All RMWS			All Instructional	54		Administration

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

INCOME:

Original Allocation:	\$42.79
Adjustment:	\$173.00
Carry Over:	\$369.00
Total Income:	\$613.79

EXPENDITURES	ACTUAL COST	BALANCE
In the 2011-2012 school year, no School Improvement Funds were encumbered for Hopper Center.	-0-	\$613.79

□
}

CARRY OVER:

Total carry over for 2012-2013: \$613.79

- Carry over funds will be used for behavior management student incentives.

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*.

Paul Harshman: Assistant Principal, Marcy Mead: Literacy, Betty Carter-Gilmartin: Counselor, Orrett Thomas: Intermediate, Ruth Rubin: Primary, Elliot Choi: 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?

- The leadership team meets on a monthly basis to determine appropriate interventions to be implemented with individual students and/or sub-groups of students.
- Members of the team meet with teachers to discuss the strategies to utilize for implementation of the interventions.
- Interventions are evaluated on an as needed basis for effectiveness.

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

The role of the leadership team is to evaluate and analyze the academic and behavioral progress of all students. The leadership team keeps staff informed and updated on new materials and any changes in district procedures. The team will investigate and network with other schools regarding additional effective strategies and techniques.

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

The Hopper Behavior Management Program is designed to increase appropriate behaviors through the systematic use of rewards (points) and to reduce inappropriate behaviors through the withholding of rewards (points), along with the limited use of a consequence. The point system is used as a basis for all earned rewards and privileges. This system represents tier 1 in the positive reinforcement continuum.

Tier 2 in the continuum of positive reinforcement is the level system. The daily point accumulation is used to determine the level of activities from which the student has to choose. This provides a differential valuing of performance and an increase in time between the demonstration of appropriate behavior and positive reinforcement.

Tier 3 includes an individualized contract that is developed for students that do not demonstrate success on the school-wide behavior management program. The contract will focus on specific interventions that address the problematic behaviors that the student is demonstrating.

Behavior data sources include:

- The daily behavior management point sheets.
- Opportunity Lab Interventions
- Disciplinary referrals
- Behavior Intervention Plans
- Positive Behavior Support (PBS)

District level administrators work with schools on an individual basis and allocate resources based on the needs determined by review of student performance data. This process allows district and school staff to work together to meet student needs as well as serve as a model for accountability.

The district has established a Reading Team whose members are highly qualified in reading. They work directly with the school's Reading Coach to ensure that the reading plan is implemented with consistency and integrity.

The principal sets the tone as the school's educational leader and will assure the parents, teachers, and students that all children can learn and improve academically. The principal and staff of the school will participate in activities and training that ensures their understanding of core academic areas.

Academic data sources include:

- Discovery Education Assessments
- Grades
- Progress Reports
- Report Cards
- FCAT
- Chapter Tests
- Quarterly Exams
- End of Course/Unit exams

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.

- Hopper Center currently has school-wide implementation of the MTSS process with regards to the behavior management program. All students are continually evaluated through the school-wide behavior point system. All students that are not successful under this system are provided specific interventions that are also continuously evaluated and modified to meet the individual need of the student.

In addition to the school-wide and individualized behavior management program, Hopper Center will implement the following:

- Professional development activities that will be used with teachers and parents in the development of MTSS strategies to increase student performance.
- Title 1 parents at Hopper will be involved with parent education classes and workshops related to MTSS.
- Develop a parent literacy group to identify materials and strategies to support MTSS.

6. Describe the plan to train staff on MTSS.

The leadership team will provide recommendations for various professional development opportunities throughout the 2012-2013 school year. These professional development activities will focus on:

- Departments/Content (academic and behavioral) area specific training.
- PBS strategies
- Behavior modification and classroom management

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).

Paul Harshman: Assistant Principal, Marcy Mead: Literacy, Betty Carter-Gilmartin: Counselor, Ruth Rubin: Primary, Orett Thomas: Intermediate, Elliot Choi: Psychologist

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

- The Literacy Leadership team meets on a monthly basis to determine appropriate interventions to be implemented with individual students and/or sub-groups of students.
- Members of the team meet with teachers to discuss the literacy strategies to utilize for implementation of the interventions.
- Interventions are evaluated on a continual basis for effectiveness.
- The effectiveness of the intervention then determines if the intervention is continued, discontinued, or adjusted to meet the needs of the student(s).
- The team will analyze and problem-solve using school-wide literacy data to provide a structured program to meet the needs of all students in a stimulating learning environment.

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

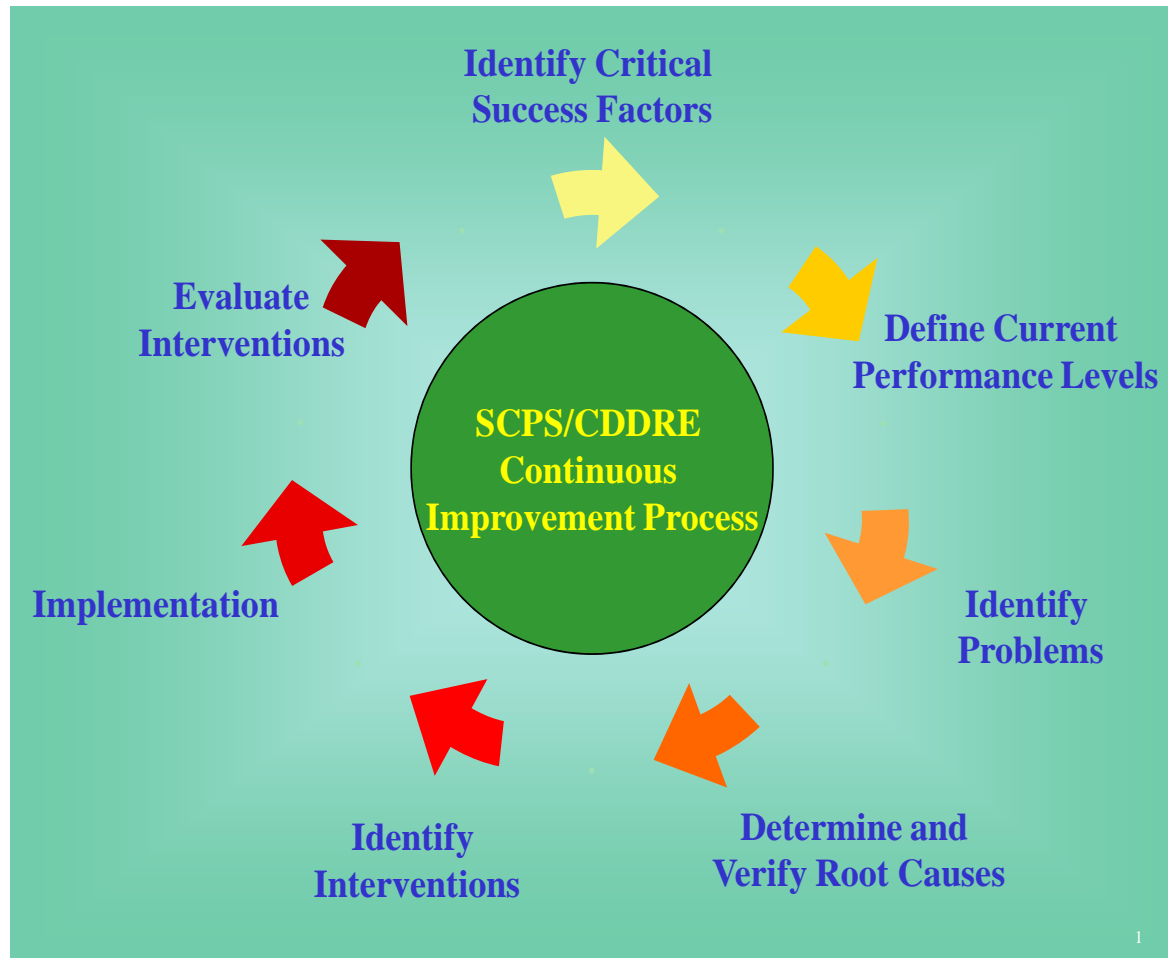
The role of the literacy leadership team is to evaluate and analyze the literacy progress of all students. Team members will facilitate literacy strategies for students and staff that will result in student academic growth.

- School-wide writing program.
- Incorporating reading strategies throughout all content areas.
- Participate in poetry and literacy contests.
- Utilize a common rubric for writing across the disciplines.

ADDENDUM 3 -LESSON STUDY

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

The teachers and paraprofessionals at Hopper Center will participate in Lesson Studies to enhance and evaluate the differentiation of instruction in Reading and Mathematics. The Professional Learning Communities at Hopper Center will be strengthened through these Lesson Studies. Professional development opportunities will be provided through the on-site reading and math coaches as well as through district professional development opportunities and the district Title One Specialist. Initial and follow-up sessions will be scheduled to help facilitate growth and direction.



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): All students in grades K-5 will be screened and evaluated using the assessment plan developed by Seminole County Public Schools. The assessment will begin with an initial screening followed by intensive instruction to meet the specific identified needs of the individual students. SRI, FAIR, Discovery Education, Common Assessments, and DRA will be utilized to monitor progress in reading. Harcourt Go Math, Discovery Education, Common, and District Assessments will be utilized to monitor progress in Math. Harcourt, Discovery Ed, and Progress Monitoring Assessments will be utilized to monitor progress in science. Students who are receiving Tier 2 interventions, (30 minutes of specific instruction on identified skills provided in addition to the 90 minute reading block and 60 minute math block) will be monitored through the MTSS team. This team will meet monthly to review and discuss individual student's progress with classroom teachers, curriculum specialists, guidance, and administration. If the student continues to have significant deficits in their progress, an additional 30 minutes of intervention is added and the student will become a Tier 3 student. Tier 3 students in Reading will utilize the SIPPS curriculum, Fast For Word program, and/or Making Meaning.

School Improvement Goal(s) that support the Initiative(s): All goals defined in the plan.

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):

The Harcourt Trophies Reading Program will be used as the core program for reading instruction in grades K-5 at Hopper Center. In addition, leveled texts from the Wright Group, Rigby, Making Meaning and Newbridge will be used to support each learner at his or her individual level as determined by assessment. The Title I supported SuccessMaker Lab, will be used by targeted students in grades 1-5 in reading both in a lab setting and within classrooms. Voyager, Passport, and Fast ForWord also will be utilized in 1-5 for identified students through MTSS. Kindergarten and 1st grade students will receive daily phonics/phonemic awareness instruction using Fast Track Phonics, (Success for All), in the core block. Additional supplemental reading instruction includes: Making Meaning, Six Minute Solutions: A Reading Fluency Program; Primary and Intermediate, (grades 1-5, ELL and ESE); Comprehension Matters Kits, (grades 3, 4, 5, ELL and ESE); Primary Comprehension ToolKit Bundle (grade 2, ELL and ESE; Comprehension ToolKit Texts (grades 2-3, ELL and ESE); 95% Group materials and strategies; Time 4 Kids Text Selections; and SRA

Reading Mastery. In addition, our reading coach and reading specialists will work with classroom teachers to support reading in the 6 core areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, oral language by administering and interpreting on-going progress monitoring assessments. SIPPs (Systematic Instruction of Phonemic Awareness, Phonics and Sight Words), Fast For Word, and/or Compensation Tool Kit Bundle (3-5) will be utilized for Tier 3 reading students.

School Improvement Goal(s) that support the Initiative(s): Reading Goals 1-8

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

The Just Read Florida and the SCPS Reading Plan use assessment as the beginning foundation for instruction. Before a teacher can begin the appropriate instruction of his or her students, he or she must be cognizant of the students' reading levels and their individual strengths and weaknesses. Furthermore, teachers must have the ability, the training, and the materials necessary to differentiate instruction to meet the needs of their students. Our instructional program at Hopper Center focuses on assessment driven instruction and effective teacher professional development through a collaborative teaching model and research based educational materials. Professional development for teachers is a key component of both initiatives. This will be accomplished through a variety of different professional development formats including large group instruction, small group instruction, peer mentoring, individualized modeling, and teacher study groups. The team will meet regularly in a Professional Learning Community to discuss strategies. Additional measures have been put in place to identify gifted students and insure we are instructionally meeting the needs of the highest 25% of our student body.

Math Initiative(s):

The Harcourt Go Math Program will be used as the core math program at Hopper Center. AIMS Math will be used to provide additional hands-on math learning experiences for students in grades K-5. The Title I supported SuccessMaker Lab, will be used to support and enhance academic achievement in math. In addition, our math specialists will work with teachers to incorporate strategies that promote algebraic thinking, problem solving, inquiry-based learning strategies, and cooperative learning strategies. Discovery Education and EDInsight will be used as a valuable interactive website that will generate multiple reports based on Formal Assessments throughout the year.

School Improvement Goal(s) that support the Initiative(s): Math Goals 1-8

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.

Use of Data Initiative(s):

Teachers at Hopper Center meet monthly to discuss screener, diagnostic, formative, and summative assessment data on select students. Through the use of data assessment, the team discusses the performance of each student and creates interventions based on the needs of identified students. Interventions are adjusted at each data review to continually address the students' needs. During PLC's, teams meet throughout the month with subject area coaches to discuss learning goals and grade level common assessments.

School Improvement Goal(s) that support the Initiative: Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4, Science Goals 1-4, Discipline Goal and School Defined Goal.

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):

The program described above is designed to meet the individual needs of all children, regardless of the diversity of their needs. Beginning with a school-wide schedule, Hopper Center will evaluate each student individually to determine his or her strengths and weaknesses, and we will then use assessment driven instruction to support the student's learning needs. By having a comprehensive program that is designed to offer a wide variety of strategies, materials and techniques, we will be able to individualize and differentiate instruction for the students. The collaboration between the classroom teachers, Exceptional Education teachers, ELL teachers, and reading, writing, behavior, academic and math specialists will provide additional support for these students. Differentiated instruction and interventions will also be utilized during our additional 30 minute intervention time at each grade level, K-5. This intervention time will be used for both remediation and acceleration.

School Improvement Goal(s) that support the Initiative(s): All goals defined in the plan.

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):

Tutorial Funds will be spent in the Fall 2012 on hiring teachers to teach both during the school day and after school tutorial two days per week in the areas of reading and math for all eligible students in grades 1-5. Addition tutorial sessions will begin in January to help identify students in danger of regression regardless of their current achievement level. SES will also be provided for all eligible Hopper Center students.

School Improvement Goal(s) that support the Initiative: Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4, Science Goals 1-4, Discipline Goal, and School Defined Goal.

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):

Hopper Center offers support in seeking out student counseling (both on and off campus), individualized behavior plans, participation in a dairy council grant to promote students' health and well-being, peer mentoring, backpacks with food for identified families, and resources from our Families in Transition office or FIT.

School Improvement Goal(s) that support the Initiative: All goals defined in the plan.

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

Professional Learning Initiative(s):

The Professional Development Plan for the 2012-2013 school year for Hopper Center will include the following: Six +1 Traits of Writing; Fast Track Phonics, (Success for All); Positive Behavior Support Team, Kagan Cooperative Learning Strategies, Harcourt Go Math, Making Meaning by the Developmental Studies Center (DSC), Writer's Express (WEX) and Marzano training to further develop an understanding for our students' needs and enhance understanding of quality instruction. Specialized Training will also be provided as needed and in a wide variety of formats. For example, large group trainings are sometimes appropriate when large numbers of teachers need the information being disseminated. It is sometimes more feasible to deliver small group professional development to meet identified individual needs after administration has conducted on-going classroom walk-throughs as supported by discussions/meetings with Mark Rolewski, consultant. Teachers at Hopper Center will also embark on professional study groups this year based on building professional learning communities, or PLC's based on the work of Richard and Rebecca Dufour, Robert Eaker, and Thomas Many. Also, professional study groups will focus on Reading instruction utilizing the book The Art & Science of Teaching by Robert Marazano. Grade level articulation sessions are often held, using substitutes to cover classes. This format allows teachers to meet with curriculum specialists to enhance their understanding of content and instruction. Each teacher is required to complete a Deliberate Practice (DP) Plan to address their personal goals for improving their delivery of instruction and understanding of curriculum and standards. The teachers' DP Plans also set SMART goals, (Strategic and Specific, Measurable, Attainable, Results Oriented for students and Time Bound), for students' performance in the classroom. Administration and curriculum specialists assist teachers in meeting their individual goals. Hopper Center also uses the on-going mentoring and coaching models of professional development as well as utilizing teacher leaders as master trainers. Using this collaborative model, the reading coaches, reading specialists, math/science coach go into the classroom and work side by side with the teacher, helping and modeling. Title I funds are utilized to pay for resource specialist positions along with district funding and IDEA funds.

School Improvement Goal(s) that support the Initiative(s): All goals defined in the plan.

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):

Per state statute, all entering Kindergarten students will be screened using the FLKRS instrument, (Florida Kindergarten Readiness Screener) and FAIR (Florida Assessments for Instruction in Reading). These assessments will provide individual information on school readiness, both socially and instructionally, which will allow teachers to plan to meet the individual needs of the students. In addition, parents of incoming kindergarten students are invited to a spring tour, hosted by a guidance counselor, who provides information on academic expectations, as well as school resources.

School Improvement Goal(s) that support the Initiative(s): All goals defined in the plan.

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):

Hopper Center actively recruits parents to assist in our school. We enlist parents from SAC, PTA, Dividends, and outside focus groups to serve as our core group and team members. Newsletters asking parents to serve on our Parent Advisory Team are sent home at the beginning of the new school year and parent volunteers for SAC, PTA and other areas are solicited through emails, through the quick volunteer list on the Community Involvement database.

The Hopper Center/Lake Orienta School Advisory Council, (SAC) committee will serve as the Title I Parent Involvement Team and will take part in reviewing and planning the Title I School-wide Plan and the Title I Parent Involvement Plan. Home School Liaison will support and encourage parent involvement utilizing resources from a grant funded by the local Dairy Council Title I resources. SAC is represented by teachers from various grade levels, parents, business partners, and community members that volunteer to serve.

School Improvement Goal(s) that support the Initiative: All goals defined in the plan.

ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1. Parents registered for Parent Portal	12.1%	7/58	+37.9%	50.0%

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. Communicate to parents and guardians the benefits and advantages of utilizing the Skyward Parent Portal.	1	Access to technology and the internet.	Administration, Guidance, Teachers	Ongoing	Monitoring of enrollment	tech
2. Register Parents at Open House for Skyward access	1	Transportation and schedules of working parents	ETF, teachers	Ongoing	Monitoring of enrollment	tech
3. Advertise and encourage participation in parent newsletters.	1	None	Administration	Ongoing	Monitoring of enrollment	tech
4. Parents of new students during the school year will complete Skyward enrollment as part of the registration process.	1	Access to technology and the internet.	Administration, Office Staff	Ongoing	Monitoring of enrollment	tech

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	18	9	32	39	45	52	59
American Indian							
Asian							
Black/African-American	***						
Hispanic							
White	23	16	36	42	49	55	62
English Language Learners							
Students with Disabilities	18	10	32	39	45	52	59
Economically Disadvantaged	18	7	32	39	45	52	59

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	20	12	33	40	47	53	60
American Indian							
Asian							
Black/African-American	***						
Hispanic							
White	30	17	42	48	53	59	65
English Language Learners							
Students with Disabilities	20	10	33	40	47	53	60
Economically Disadvantaged	20	10	33	40	47	53	60

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
Donna Weaver	10/15/12	Kim Ornberg, Chairperson	10/15/12	Holly Nacol	10/15/12
INSTRUCTIONAL		Brian Giddens	10/15/12	Shawnette Pankey	10/15/12
Stephanie Beasley	10/15/12				
		Sandra Frutchey	10/15/12	Marie Rivera	10/15/12
Marcyanna Mead	10/15/12				
		Holly Nacol	10/15/12		
Jane Taricano	10/15/12				
		Larissa Hardesty	10/15/12		
Venua Facciponti	10/15/12				
NON-INSTRUCTIONAL					
Paula Ellis	10/15/12				