

# *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.*



**Greenwood Lakes Middle School**

School Improvement Plan 2012-2013

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## EVALUATION OF SCHOOL IMPROVEMENT PLAN 2011-2012

Reading Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		77.2%	+2%	80%	60.0%	N
High standards Level 4+		36.8%	+3.7%	40.5%	27.7%	N
Proficiency Level 3+ in AYP subgroups						
	White	83.4%	+1.6%	85%	66.7%	N
	Black	54.8%	+6.2%	61%	45.8%	N
	Hispanic	71.9%	+4.1%	76%	50.2%	N
	ELL	51.5%	+3.5%	55%	26.5%	N
	SWD	38%	+3%	41%	47.0%	Y
	ED	65.3%	+2.2%	67.5%	48.1%	N
Learning Gains		63.1%	+4.9%	68%	63.3%	N
Lowest 25% making Learning Gains		64.0%	+4%	68.0%	65.5%	N
Learning Gains Levels 4/5		33.3%	+5%	38.3%	86.6%	Y
Learning Gains in AYP subgroups						
	White	64.9%	+1.7	66.6%	66.0%	N
	Black	58.9%	+9%	68%	58.7%	N
	Hispanic	60.5%	+4.5%	65%	58.0%	N
	ELL	62.5%	+4.8%	67.3%	65.3%	N
	SWD	54.6%	+3.4%	58%	65.0%	Y
	ED	60.8%	+2.2%	63%	58.4%	N

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		77.7%	+4.3%	82%	62.3%	N
High standards Level 4+		38.3%	+3.7%	42%	29.7%	N

Proficiency Level 3+ in AYP subgroups						
	White	84.5%	+2%	86.5%	71.0%	N
	Black	57.7%	+3.3%	61%	41.9%	N
	Hispanic	69.6%	+3.7%	73.3%	52.2%	N
	ELL	48.5%	+3.5%	52%	32.7%	N
	SWD	39	+3.3%	42.3%	44.2%	Y
	ED	62.6%	+2%	64.6%	50.1%	N
Learning Gains		70.6%	+4.4%	75%	65.6%	N
Lowest 25% making Learning Gains		69.5%	+5.8%	75.3%	62.4%	N
Learning Gains Levels 4/5		84.6%	+7.7%	92.3%	88.7%	N
Learning Gains in AYP subgroups						
	White	74.0%	+2%	76%	66.7%	N
	Black	66.4%	+3.8%	70.2%	58.3%	N
	Hispanic	68.3%	+3.9%	72.2%	62.7%	N
	ELL	62.5%	+2.5%	65%	65.3%	Y
	SWD	65.3%	+3.2%	68.5%	56.5%	N
	ED	63.0%	+2%	65%	60.6%	N

Writing Goals (accountability group)	Current	% +/-	Expected	Actual	Met (Y,N,P)	
Proficiency Score	91.2%	+1.8%	93%	79.1%	N	
High standards Score 6.0	12.7%	+3.3%	16%	0.7%	N	
Proficiency Score in AYP subgroups						
	White	93.0%	+2.5%	95.5%	82.9%	N
	Black	85.7%	+5.3%	91%	88.2%	N
	Hispanic	89.5%	+5.5%	95%	61.2%	N
	ELL	58.3%	+9.7%	68%	42.9%	N
	SWD	93%	+2%	95%	57.7%	N
	ED	85.8%	+6.2%	92%	70.3%	N
High standards Score 6.0 in AYP subgroups						
	White	14.6%	+1%	15.6%	1.1%	N

	Black	11.4%	+4.9%	16.3%	0.0%	N
	Hispanic	9.2%	+2.3%	11.5%	0.0%	N
	ELL	0.0%	+10.5%	10.5%	0.0%	N
	SWD	10%	+2%	12%	1.9%	N
	ED	7.1%	+1.3%	8.4%	0.0%	N

<b>Science Goals (ES and MS accountability groups)</b>		<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Proficiency Level 3+		64.7%	+3.3%	68%	54.0%	N
High standards Level 4+		4.0%	+3.3%	7.3%	15.9%	Y
Proficiency Level 3+in AYP subgroups						
	White	77.5%	+3%	80.5%	63.9%	N
	Black	30.3%	+6.1%	36.4%	26.5%	N
	Hispanic	47.4%	+5.2%	52.6%	38.5%	N
	ELL	15.4%	+7.7%	23.1%	14.3%	N
	SWD	73%	+2%	75%	38.8%	N
	ED	43.5%	+4.6%	48.1%	38.8%	N
High standards Level 4+ in AYP subgroups						
	White	5.9%	+1.2%	7.1%	19.5%	Y
	Black	0.0%	+6%	6%	0.0%	N
	Hispanic	1.3%	+2.6%	3.9%	6.2%	Y
	ELL	0.0%	+7.7%	7.7%	0.0%	N
	SWD	19%	+2%	21%	18.4%	N
	ED	0.9%	+1.9%	2.8%	3.6%	Y

<b>Advanced Coursework Goals</b>	<b>Current</b>	<b>% +/-</b>	<b>Expected</b>	<b>Actual</b>	<b>Met (Y,N,P)</b>
Participation in advanced coursework	52%	+4%	56%	41.7%	N
Performance in advanced coursework	99%	+1%	100%	94.7%	N

Discipline Goals	ALL				
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: Economically Disadvantaged	72%	-2.0%	70%	63.5%	Y
Out-of-school suspensions (unduplicated) Subgroup: Economically Disadvantaged	17%	-1.5%	15.5%	28.8%	N
Subgroup: Black Students	21%	-2.5%	18.5%	35.6%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	99%	+1%	100%	95.4%	N
At-Risk students graduating or advancing with age-level peers	100%	0%	100%	93.2%	N

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	2%	9%	11%	2%	N
Activity and subgroup: Blacks in Volleyball					

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase the number of students enrolled in both Greenwood Lakes Middle School on-campus classes and Seminole Virtual School classes concurrently.	0.33% (3 of 889)	+2.67	3.0% (25 of 889)	12% (114/938)	Y

**Goal Summary**

**Number of Goals Met:** 11  
**Number Not Met:** 60  
**Number Partially Met:** 0

## **CARRY OVER GOALS**

### **2012-2013**

**Carry-Over Objective:** Greenwood Lakes Middle School will continue to promote health and fitness of its staff and students. All students will be required to take a semester of physical education unless the proper waiver form is signed by the parent or an intensive course is required in its place. Staff will be encouraged to take advantage of their wellness check-ups provided through the district's insurance and a wellness champion for the school staff will be identified.

**Carry-Over Objective:** Greenwood Lakes Middle School will continue to provide parents and community with informational meetings and training. We will continue to provide students with academic recognition; parents with informational meetings on Inclusion, ESE, transition and IEP processes; and the community members with opportunities to become involved through the distribution of the Eagle Express, and communications through the Dividends and the school marquee.

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

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		60.0%	505 / 842	+7%	67%
2. Proficiency Level 3.0+ in subgroups:					
	White	66.7%	311 / 466	+8.3%	75%
	Black	45.8%	54 / 118	+14.2%	60%
	Hispanic	50.2%	102 / 203	+9.8%	60%
	ELL	26.5%	13 / 49	+23.5%	50%
	SWD	47.0%	70 / 149	+7%	54%
	ED	48.1%	221 / 459	+13%	61.1%
3. High Standards Level 4.0+		27.7%	233 / 842	+10%	37.7%
4. Learning Gains		63.3%	503 / 795	+10%	73.3%
5. Lowest 25% Making Learning Gains		65.5%	135 / 206	+10%	75.5%
6. Learning Gains Increase a Level□(Level 3 to 4, 4 to 5, 3 to 5)		27.6%	60 / 795	+5%	32.6%
7. Learning Gains Levels 4/5		86.6%	188 / 217	+3.4%	90%
8. Learning Gains in subgroups:					
	White	66.0%	293 / 444	+5%	71.0%
	Black	58.7%	64 / 109	+6.3%	65%
	Hispanic	58.0%	112 / 193	+7%	65%
	ELL	65.3%	32 / 49	+10.2%	75.5%
	SWD	65.0%	91 / 140	+7%	72%
	ED	58.4%	250 / 428	+7%	65.4%

**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. Implement and utilize, with fidelity, District Adopted research-based Intensive Reading curriculum emphasizing five reading components: phonemic awareness, phonics, fluency, comprehension, and vocabulary.	1, 3, 4, 5, 7	Funding	Administration, Literacy Specialist, Teachers	Baseline, quarterly, mid-year, end of year	FAIR, FORF, FCAT, Focused walkthroughs by administration and reading coach to observe the frequency of reading components	b/t/im/st
2. Strategically place struggling readers in Research-based Intensive Reading programs based on instructional level rather than grade level.	1, 3, 4, 5, 7	Resources	Administration, Literacy Specialist	Baseline, quarterly, mid-year, end of year	FAIR, FORF, FCAT	b/im/st/t
3. Foster and develop Professional Learning Communities that analyze FCAT and progress monitoring data (including common assessments of targeted standards) and make adjustments to instruction based on that data.	All reading goal	Time for PD, Grading Policies/Practices	Administration, Literacy Specialist, PLC Coordinator, PLCs, Teachers	Quarterly	Focused walkthroughs by administration and reading coach to observe the focus on targeted standard, PLC log will show direction of focus	Im/t/or/tech
4. Continue emphasizing the use of our research-based strategies, such as Building Academic Vocabulary and the Reciprocal Teaching Framework.	All reading goals	Time for PD	Administration, Literacy Specialist, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	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 the “C” schools only a mid-year data analysis will be submitted as an addendum.

5. Implement and utilize Standards-Based Language Arts Project curriculum in 7 <sup>th</sup> and 8 <sup>th</sup> grade with fidelity.	All reading goals	Time for PD, Grading Policies/Practices	Administration, Literacy Specialist, PLCs, Teachers	Quarterly	Common assessments, FCAT, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	Im/t
6. Provide professional development in research-based effective instruction through reading and studying <i>The Art and Science of Teaching</i> by Robert J. Marzano as a faculty.	All reading goals	Time for PD, funding	Administration, Literacy Specialist, PLCs	Ongoing	Professional development reflection logs and classroom walk-throughs	Im/b/t
7. Continue to provide assistance in Reading in the Content Areas and literacy strategies through the utilization of a Literacy Specialist and Curriculum Support Team.	All reading goals	Time for PD, funding	Administration, Literacy Specialist	Ongoing	Professional development reflection logs and classroom walk-throughs	St/im/t
8. Utilize technology, including but not limited to FCAT Explorer, FCAT FOCUS, and Ed Insight, to provide practice opportunities for students at school and at home.	All SIP Academic Goals	Lack of student motivation, Resources, Funding, Transportation	Administration, ETF, Literacy Specialist, Teachers	Ongoing	Reports generated from utilized technology, classroom walk-throughs, lesson plans	St/t/im/tech
9. Provide before and after school tutoring including open lab.	All SIP Academic Goals	Lack of student motivation, Transportation, Resources, Funding	Administration, ETF, Teachers, Guidance	Ongoing	Tutoring sign-in sheets	Tech/st/b
10. Continue implementing and developing the nine- step OTL process utilizing “essential questions” that are rigorous (higher-order), relevant, and establish relationships between previous and new knowledge.	All SIP Academic Goals	Resources, Funding	Administration, Literacy Specialist, PLC Coordinator, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals and Principal.	Im/b/t
11 Recruit mentors and community partners to meet with at-risk students specifically addressing needs of Black students and Students with Disabilities in Reading.	Reading 1, 3, 4, 5, 7	Resources, Lack of Parental Involvement	Administration, Teachers, Community, Parents,	Ongoing	Dividend hours reports, Five-star school portfolio	SSS, or, t

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

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

## MATH GOALS

Aligned with Strategic Plan System Initiative B

(Elementary and Middle School FCAT)

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

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		62.3%	524 / 841	+5%	67.3%
2. Proficiency Level 3.0+ in subgroups:					
	White	71.0%	331 / 466	+5%	76%
	Black	41.9%	49 / 117	+9.1%	50%
	Hispanic	52.2%	106 / 203	+5%	57.2%
	ELL	32.7%	16 / 49	+10%	42.7%
	SWD	44.2%	65 / 147	+5.8%	50%
	ED	50.1%	229 / 457	+5%	55.1%
3. High Standards Level 4.0+		29.7%	250 / 841	+4.3%	34%
4. Learning Gains		65.6%	521 / 794	+5%	70.6%
5. Lowest 25% Making Learning Gains		62.4%	133 / 213	+7.6%	80%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		16.6%	76 / 457	+8.4%	25.5%
7. Learning Gains Levels 4/5		88.7%	212 / 239	+4%	92.7%
8. Learning Gains in subgroups:					
	White	66.7%	296 / 444	+7.3%	74%
	Black	58.3%	63 / 108	+8.1%	64.4%
	Hispanic	62.7%	121 / 193	+5.6%	68.3%
	ELL	65.3%	32 / 49	+2.2%	67.5%
	SWD	56.5%	78 / 138	+8.8%	65.3%
	ED	60.6%	258 / 426	+5%	65.6%

**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. Provide research-based Intensive Math program that includes Inquiry-based Math.	Math 1, 3, 4, 5, 7	Beliefs, Time for PD	Administration, Math Coach, Teachers	Baseline, quarterly, mid-year, end of year	DA, FCAT	Tech/ b/ im
2. Educate teachers, students, and parents about benefits of and readiness for advanced mathematic tracks prior to course selection in the winter.	Math 2, 6, 7	Time, Beliefs, Lack of Parental Involvement	Administration, Math Coach, Teachers, Parents,	End of year	Student course selections	st
3. Foster and develop Professional Learning Communities that analyze FCAT and progress monitoring data (including common assessments of targeted standards) and make adjustments to instruction based on that data.	All SIP Academic Goals	Time for PD, Grading Policies and Procedures	Administration, Math Coach, PLC Coordinator, PLCs, Teachers	Quarterly	Focused walkthroughs by administration to observe the focus on targeted standard, PLC log will show direction of focus.	Im/t/or/tech
4. Continue emphasizing the use of our research-based strategies, such as Building Academic Vocabulary and the Reciprocal Teaching Framework.	All SIP Academic Goals	Time for PD	Administration, Math Coach, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals and Principal.	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 the “C” schools only a mid-year data analysis will be submitted as an addendum.

5. Implement and utilize the district adopted curriculum with fidelity.	All Math Goals	Lack of Student Motivation	Administration, Math Coach, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	Tech/ b/ im
6. Provide professional development in research-based effective instruction through reading and studying <i>The Art and Science of Teaching</i> by Robert J. Marzano as a faculty.	All SIP Academic Goals	Time for PD, Funding	Administration, Math Coach, PLC	Ongoing	Professional development reflection logs and classroom walk-throughs	Im/b/t
7. Continue to provide assistance in Math strategies, OTL, Kagan cooperative learning, and inquiry-based math utilizing the Math Coach.	All Math Goals	Funding	Teachers, Math Coach, Administration	Ongoing	The coach's weekly log will be shared with administrators.	St/im/t
8. Utilize technology, including but not limited to FCAT Explorer, FCAT FOCUS, and Ed Insight, to provide practice opportunities for students at school and at home.	All SIP Academic Goals	Lack of student motivation, Resources, Funding, Transportation	Administration, ETF, Literacy Specialist, Teachers	Ongoing	Reports generated from utilized technology, classroom walk-throughs, lesson plans	Im/b/t
9. Provide before and after school tutoring including open lab.	All SIP Academic Goals	Lack of student motivation, Resources, Funding	Administration, ETF, Teachers, Guidance	Ongoing	Tutoring sign-in sheets	SSS/ or/ t
10. Continue implementing and developing the nine- step OTL process utilizing "essential questions" that are rigorous (higher-order), relevant, and establish relationships between previous and new knowledge.	All SIP Academic Goals	Resources, Funding	Administration, Literacy Specialist, PLC Coordinator, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	Or/tech/st/t

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

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

11. Recruit mentors and community partners to meet with at-risk students specifically addressing needs of Economically Disadvantaged, English Language Learners, and Students with Disabilities in Mathematics.	Math 1, 3, 4, 5, 7	Resources, Lack of Parental Involvement	Administration, Teachers, Community, Parents,	Ongoing	Dividend hours reports, Five-star school portfolio	SSS/ or/ t
12. Promote school-community relationships and family involvement through school events and educational programs.	All SIP Academic Goals	Resources, Lack of Parental Involvement	Administration, Teachers, Community, Parents,	Ongoing	Dividend hours reports, Five-star school portfolio	Or/tech/st/t

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

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

## MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM

Aligned with Strategic Plan System Initiative B

(Middle and High School)

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

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	86.5%	122 / 141	5.0%	91.5%
2. Proficiency Level 3+ in subgroups:				
White	88.1%	82 / 93	5.4%	93.5%
Black	80.0%	12 / 15	7.0%	87.0%
Hispanic	81.8%	18 / 22	4.5%	86.3%
ELL	100.0%	1 / 1	0%	100.00%
SWD	93.3%	14 / 15	0%	93.3%
ED	82.7%	43 / 52	7.3%	90.0%
3. High standards 4+	37.6%	53 / 141	12.4%	50.0%
4. Learning Gains	80.5%	107 / 133	4.5%	85.0%
5. Lowest 25% making Learning Gains	100.0%	4 / 4	0%	100.0%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	6.5%	6 / 92	8.5%	15.0%
7. Learning Gains Levels 4/5	73.2%	60 / 82	6.2%	80.0%
8. Learning Gains in subgroups:				
White	74.4%	67 / 90	15.6%	90.0
Black	92.9%	13 / 14	0%	93.0%
Hispanic	94.7%	18 / 19	0%	95.0%
ELL	100.0%	1 / 1	0%	100.0%
SWD	78.6%	11 / 14	7.1%	85.7%

ED	87.0%	40 / 46	4.3%	91.3%
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**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. Educate teachers, students, and parents about benefits of and readiness for advanced mathematic tracks prior to course selection in the winter.	Math 2, 6, 7	Time, Beliefs, Lack of Parental Involvement	Administration, Math Coach, Teachers, Parents,	End of year	Student course selections	st
2. Educate teachers, students, and parents about benefits of and readiness for advanced mathematic tracks prior to course selection in the winter.	Math 2, 6, 7	Time, Beliefs, Lack of Parental Involvement	Administration, Math Coach, Teachers, Parents,	End of year	Student course selections	st
3. Foster and develop Professional Learning Communities that analyze FCAT and progress monitoring data (including common assessments of targeted standards) and make adjustments to instruction based on that data.	All SIP Academic Goals	Time for PD, Grading Policies and Procedures	Administration, Math Coach, PLC Coordinator, PLCs, Teachers	Quarterly	Focused walkthroughs by administration to observe the focus on targeted standard, PLC log will show direction of focus.	Im/t/or/tech
4. Implement and emphasizing the use of our research-based Building Academic Vocabulary program and the Reciprocal Teaching Framework.	All SIP Academic Goals	Time for PD	Administration, Math Coach, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	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 the “C” schools only a mid-year data analysis will be submitted as an addendum.

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)
5. Provide professional development in research-based effective instruction through reading and studying <i>The Art and Science of Teaching</i> by Robert J. Marzano as a faculty.	All Science Goals	Resources, time	Administration, PLCs, Teachers	Ongoing	PLC reflection logs, Focused walkthroughs by administration	im/b
6. Provide before and after school tutoring, including open lab.	Science Goals 1 and 3	Transportation, resources, lack of student motivation	Teachers, Administration, Guidance	Ongoing	Tutoring sign-in sheets	im/b/or/st/tech
7. Utilize technology, including but not limited to FCAT Explorer, FCAT FOCUS, and Ed Insight, to provide practice opportunities for students at school and at home.	All Science Goals	Resources, time, transportation	Administration, Teachers	Ongoing	Reports generated from utilized technology, classroom walk-throughs, lesson plans	st/or/tech/t/im
8. Implement and utilize the district instructional plan with fidelity.	All Math Goals	Lack of Student Motivation	Administration, Math Coach, PLCs, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	t/im/tech
9. Continue to provide assistance in Math strategies, OTL, Kagan cooperative learning, and inquiry-based math utilizing the Math Coach.	All Math Goals	Funding	Teachers, Math Coach, Administration	Ongoing	The coach's weekly log will be shared with administrators.	St/im/t
10. Identify and make recommendations to Black, ESE, Hispanic, ELL, and Economically Disadvantaged students to join Math teams.	Science Goals 3 and 4	Lack of student motivation, Transportation	Teachers, Guidance	Ongoing	Activity rosters	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)

## WRITING GOALS

Aligned with Strategic Plan System Initiative B

- Writing Goal #1:** To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
- Writing Goal #2:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
- Writing Goal #3:** To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing
- Writing Goal #4:** To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		79.1%	235 / 297	+12.1%	92.2%
2. Proficiency Score 3.0+ in subgroups:					
	White	82.9%	145 / 175	+9.1%	93%
	Black	88.2%	30 / 34	+3%	91.2%
	Hispanic	61.2%	41 / 67	+13.8%	75%
	ELL	42.9%	6 / 14	+7.1%	50%
	SWD	57.7%	30 / 52	+9.2%	76.9%
	ED	70.3%	102 / 145	+9.7%	80%
3. High Standards Score 6.0		0.7%	2 / 297	+12%	12.7%
4. High Standards Score 6.0 in subgroups:					
	White	1.1%	2 / 175	+13.5%	14.6%
	Black	0.0%	0 / 34	+11.4%	11.4%
	Hispanic	0.0%	0 / 67	+9.2%	9.2%
	ELL	0.0%	0 / 14	+1%	1%
	SWD	1.9%	1 / 52	+8.1%	10%
	ED	0.0%	0 / 145	+7.1%	7.1%

\*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. Align the curriculum with the district K-12 writing framework.	All Writing Goals	Time	Administration, District curriculum specialist, PLCs, Curriculum leader, Teachers	Baseline, mid-year, end of year	DA, FCAT, Focused walkthroughs by administration	Im/ or
2. Provide FCAT Writes Rubric training to all core and elective teachers and recommend all Content Area PLC's design writing assignments that are scored with the FCAT Writes Rubric.	All Writing Goals	Time for PD, Beliefs	Administration, Curriculum leader	Ongoing	DA, FCAT	t/ im
3. Implement the Standards-Based Language Arts Project Curriculum in 8 <sup>th</sup> grade with fidelity.	All Writing Goals	Beliefs, Grading Policies and Procedures	Administration, Teachers, PLCs, Curriculum leader	Ongoing	DA, FCAT, Focused walkthroughs by administration	Im/ t
4. Provide opportunities for 6 <sup>th</sup> grade Language Arts PLCs, SB-LAP 7 PLC and Social Studies 8 PLCs to discuss and analyze the 8 Curriculums' focus on the reading and writing connection in order to adjust lessons for smoother vertical and cross curricular alignment.	All Writing Goals	Time for PD	Administration, Teachers, PLCs, Curriculum leader	Ongoing	6 <sup>th</sup> and 7 <sup>th</sup> grade writing simulation scores	Im/ or/ t
5. Continue emphasizing the use of our research-based Building Academic Vocabulary program.	All Writing Goals	Time	Administration, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	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)

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)
6. Continue to emphasize use of the Six (6) Traits of Writing, focusing on Ideas, Organization, Word Choice, Sentence Fluency, Voice, and Conventions, and identify mastery levels for each trait at each grade level.	All Writing Goals	Time for PD, Resources	Administration, Teachers	Baseline, mid-year, end of year	DA, FCAT, Focused walkthroughs by administration	Im/t
7. Provide multiple opportunities for students to work through the writing process and publish for authentic audiences.	All Writing Goals	Lack of Student Motivation, Resources	Administration, Teachers	Baseline, mid-year, end of year	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	Or/ tech
8. Administer, score (using FCAT rubric) and analyze results of 6 <sup>th</sup> - 8 <sup>th</sup> grade FCAT Writes simulations in order to monitor writing progress of all students, especially Students with Disabilities, English Language Learners, and Black, Hispanic and Economically Disadvantaged students.	Writing Goals 3 and 4	Time	Administration, Teachers	Baseline, mid-year, end of year	DA, FCAT	Tech/
9. Continue implementing and developing the nine- step OTL process utilizing “essential questions” that are rigorous (higher-order), relevant, and establish relationships between previous and new knowledge.	All SIP Academic Goals	Time for PD	Administration, Teachers	Ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals	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)

## SCIENCE GOALS

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

**Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science**  
**Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science**  
**Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science**  
**Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science**

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		54.0%	156 / 289	11.0%	65.0%
2. Proficiency Score 3.0+ in subgroups:					
	White	63.9%	108 / 169	13.6%	77.5%
	Black	26.5%	9 / 34	5.0%	31.5%
	Hispanic	38.5%	25 / 65	9.0%	47.5%
	ELL	14.3%	2 / 14	15.7%	30.0
	SWD	38.8%	19 / 49	11.2%	50.0%
	ED	38.8%	54 / 139	11.2%	50.0%
3. High Standards Score 4.0+		15.9%	46 / 289	9.1%	25.0%
4. High Standards Score 4.0+ in subgroups:					
	White	19.5%	33 / 169	10.5%	30.0%
	Black	0.0%	0 / 34	10.0%	10.0%
	Hispanic	6.2%	4 / 65	5.0%	11.2%
	ELL	0.0%	0 / 14	10.0%	10.0%
	SWD	18.4%	9 / 49	4.0%	22.4%
	ED	3.6%	5 / 139	11.4%	15.0%

**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. Provide support for training and PLC initiatives that include, but are not limited to, constructing horizontal and vertical alignment and focusing on Sunshine State Standards, Common Core, and assessed benchmarks.	All Science Goals	Time, beliefs	Administration, PLCs	ongoing	PLC reflection logs	t/tech/im/b
2. Administer and analyze results of 6 <sup>th</sup> -8 <sup>th</sup> grade FCAT Science Simulation to determine adjustments for greatest impact.	All Science Goals	Time, resources	Administration, PLCs, Teachers	Baseline and end of year	FCAT Science Simulations	or/im/tech
3. Identify students scoring Level 1 or 2 in both Reading and Math, and provide support for modified strategies that assist struggling students in understanding scientific concepts and assessed benchmarks.	Science Goal 1 & 3	Lack of student motivation, time	Administration, PLCs, Teachers	End of the year and ongoing	FCAT Science scores, Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	st/sss/im/or/b
4. Continue to implement the district-wide science curriculum and assessments with fidelity.	All Science Goals	Time, beliefs	Administration, PLCs, Teachers	ongoing	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principals.	im/or/t
5. Provide professional development in research-based effective instruction through reading and studying <i>The Art and Science of Teaching</i> by Robert J. Marzano as a faculty.	All Science Goals	Resources, time	Administration, PLCs, Teachers	ongoing	PLC reflection logs, Focused walkthroughs by administration	im/b

6. Provide before and after school tutoring, including open lab.	Science Goals 1 and 3	Transportation, resources, lack of student motivation	Teachers, Administration, Guidance	ongoing	Tutoring sign-in sheets	im/b/or/st/tech
7. Utilize technology, including but not limited to FCAT Explorer, FCAT FOCUS, Study Island Discovery Education and Ed Insight, to provide practice opportunities for students at school and at home.	All Science Goals	Resources, time, transportation	Administration, Teachers	ongoing	Reports generated from utilized technology, classroom walk-through, lesson plans	st/or/tech/t/im
8. Provide opportunities for special education science teachers to meet with regular education teachers to align curriculum.	All Science Goals	Time	Administration, Teachers	monthly	PLC reflection logs	st
9. Provide school community with Family Science Night incorporating the school-wide science fair and guest advanced-level educators prior to 8 <sup>th</sup> graders high school registration.	Science Goals 2 and 4	Transportation, Resources, Lack of Parent Involvement	Administration, community, Guidance, Teachers	End of the year	Student course selections for high school	Or/tech/st
10. Identify and make recommendations to Black, ESE, Hispanic, ELL, and Economically Disadvantaged students to join SECME and other science related extracurricular activities.	Science Goals 3 and 4	Lack of student motivation, Transportation	Teachers, Guidance	ongoing	Activity rosters	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)

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

## ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

**Advanced Coursework Goal #1: To increase the percent of students “participating” in advanced coursework**

**Advanced Coursework Goal #2: To increase the percent of students “performance” in advanced coursework**

Elementary School: Middle School level coursework  
 Middle School: High school level coursework  
 High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	41.7%	75/180	9.3%	50.0%
2. Level of Performance	94.7%	71/75	1.3%	96.0%

### 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. Provide Kagan strategies training for the staff focused on educating all students and effective learning strategies.	Adv Course 1 and 2	Time for PD	Administrators, PLCs, Teachers	Ongoing	PD reflection logs, Focused walkthroughs by administration	t/ im
2. Use FCAT data, Lexile data, GPA data, and/or teacher recommendations to identify prospective students for placement in advanced courses.	Adv Course 1 and 2	Lack of student motivation, Lack of parent involvement	Administration, PLCs, Guidance, Teachers	Baseline, end of year	FCAT, EOC	or/tech/sss
3. Provide tutoring opportunities for students before and after school, including an open lab.	Adv Course 1 and 2	Transportation, Resources	Administration, Teachers	Ongoing	FCAT, tutoring sign-in sheets	b/ st/ im/ or
4. Identify and meet with students at-risk of failing advanced classes before the end of each quarter to assist them in overcoming difficulties.	Adv Course 2	Time, Lack of student motivation	Science Teachers, Guidance	Quarterly	Meeting logs	Or/ st
5. Request a parent/teacher conference for any student in an advanced course who falls below a C average at any point during the school year.	Adv Course 2	Lack of parent involvement, Transportation	Teachers	Quarterly	Conference logs	St/ tech

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)
6. Articulate efforts with GLMS feeder elementary schools and high schools to increase efforts in recruiting all curriculum students for advanced courses.	Adv Course 1	Time, Resources	Teachers, Administration, Guidance	Ongoing	Meeting notes	Or/ st/ b

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

## DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

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

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

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	Black	34.3%	20.0%
2. Out-of-school suspensions (unduplicated)	Black	35.6%	20.0%

### Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Develop a guideline of discipline interventions for students who chronically disrupt the classroom or campus.	All Disc Goals	Time	Administration, Positive Behavior Support Team, Teachers, Guidance	Ongoing	Focused walkthroughs by administration	Im/ or/ t
2. Monitor referrals weekly to identify students by subgroup that have received discipline referrals.	All Disc Goals	Time, Resources	Deans, Positive Behavior Support Team	Weekly	Skyward Discipline Report	Tech/ st
3. Continue the PBS (Positive Behavioral Support) intervention program to establish behavioral expectations and teach students how to properly handle situations when disruptions occur.	All Disc Goals	Beliefs, Time, Resources, Lack of student motivation	Administration, Positive Behavior Support Team, Teachers, Guidance	Ongoing	PBS action plan reports	Im/ or/ b
4. Continue school-wide training for staff on classroom interventions and Kagan Win-Win Discipline.	All Disc Goals	Time	Administration, Guidance	Ongoing	Classroom walkthroughs	t/ b

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)
5. Document the use of the RtI strategies with students prior to referrals.	All Disc Goals	Beliefs, Time for PD	Administration, Positive Behavior Support Team, Teachers, Guidance	Ongoing	Focused walkthroughs by administration	Im/ or/ t
6. Incorporate character education and PBS through daily announcements.	All Disc Goals	Time	Deans, Positive Behavior Support Team	Weekly	Skyward Discipline Report	Tech/ st
7. Review discipline data to identify time and location of discipline incidents of aggression to increase supervision in those times and areas.	All Disc Goals	Time, Resources	Administration, Positive Behavior Support Team, Teachers, Guidance	Ongoing	PBS action plan reports	Im/ or/ b
8. Refer students with repetitive behavior problems of aggression to guidance and/or a mentor teacher or Dividends mentor.	All Disc Goals	Lack of student motivation, Resources	Administration, Guidance	Ongoing	Classroom walkthroughs	t/ b
9. Identify students at-risk for discipline issues to extracurricular activities that encourage character development and healthy habits.	All Disc Goals	Lack of student motivation, Resources	Administration, Positive Behavior Support Team, Teachers, Guidance, Parents	Ongoing	Skyward Discipline Report	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)

## ON-TIME PROMOTION GOALS

Aligned with Strategic Plan System Initiative A

(Elementary and Middle School)

**On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers**  
**At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers**

Elementary School: Percent of students non-retained in all grades  
 Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades  
 Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	95.4%	902/945	1.0%	96.4%
2. At-Risk Promotion Level of Performance	93.2%	465/499	2.0%	95.2%

### 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. Continue the Leap program where students can be assigned to the next grade after success in the first quarter, students work with a guidance counselor and mentor, and students are monitored during the entire school year.	Grad/Prom Goals 1 and 2	Funding, Resources, Lack of student motivation	Administration, Guidance, Teacher	Every two weeks during 1 <sup>st</sup> quarter, bi-quarterly for 2 <sup>nd</sup> through 4 <sup>th</sup> quarters	1 <sup>st</sup> quarter report card, end of year GPA	b/ im/ or/ st/ sss
2. Continue to identify at-risk students before the end of the first semester and provide mentor teachers.	Grad/Prom Goals 1 and 2	Lack of student motivation	Guidance, Teachers	Quarterly	GPA	Or/ tech
3. Provide a Guided Homework Referral program for students who are unable to or not successful at completing assignments.	Grad/Prom Goals 1 and 2	Lack of student motivation	Guidance Teachers	Ongoing	Daily gradebook	B, im, or, st, sss
3. Provide a Truancy team to ensure students attend school regularly.	Grad/Prom Goals 1 and 2	Lack of student motivation	Dean, Teachers	Ongoing	Attendance reports	Tech/ or/ sss
4. Recommend extracurricular activities to students at-risk of falling behind academically.	Grad/Prom Goals 1 and 2	Lack of student motivation	Guidance, Teachers	Ongoing	GPA	Or

5. Identify students to enroll in summer transition programs for high school transition and provide mentors for student coming to our school from an elementary transition program.	Grad/Prom Goals 1 and 2	Funding	Administration, Guidance	End of year, Start of year	GPA, FCAT	Or
6. Identify students for advanced coursework prior to student registration for the upcoming school year.	Grad/Prom Goals 1 and 2	Time, Lack of parent involvement	Guidance, Teachers	Mid-year	FAIR, FCAT, DA, GPA	Tech/ 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)

## EXTRACURRICULAR ACTIVITIES GOAL(S)

Aligned with Strategic Plan System Initiative C

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

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

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

High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis  
(Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)

\*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Track and Field	Black	18%	25

#### 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. Identify students interested in extracurricular activities and recommend they participate.	1a. 1b.	Transportation, Funding, Lack of parent involvement	Teachers, Guidance	Ongoing	Interest surveys, Club rosters	or
2. Examine participation trends to identify disparity.	1a. 1b.	Time	Guidance, Administration	Yearly	Skyward Reports	Tech/or
3. Educate sponsors and coaches regarding the options available to students who cannot pay for activities.	1b.	Funding, Time	Administration	Ongoing	Skyward Reports	Or/t/st/b
4. Identify and utilize community members who will sponsor an Economically Disadvantaged student in activities.	1b.	Resources, Lack of parental involvement	Community, Administration	Ongoing	Skyward Reports	Or/t

## SCHOOL DEFINED GOAL

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

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

Middle schools – Virtual options, ACCEL, etc.

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

Other school defined goals may be added.

### Goal #1: To increase the number of students enrolled in both Greenwood Lakes Middle School on-campus classes and Seminole Virtual School classes concurrently.

School Defined Goal	Current	# of #-	% +/-	Expected
Increase the number of students enrolled in both Greenwood Lakes Middle School on-campus classes and Seminole Virtual School classes concurrently. (unduplicated)	12%	114/938	13%	25% (240/960)
Increase the number of students enrolled in the Forensic Science/Law Studies Program.	0%	100/960	10.0%	10.0%

\*If necessary adjust table headings to reflect the needs suited to the goal.

#### Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Make a Seminole Virtual School and Program of Emphasis course list available to students through guidance.	Time	Guidance, Administration	Semester 2, ongoing	Provide at Spring Orientation	Tech, im
2. Incorporate a virtual courses and Program of Emphasis Courses as part of our GLMS Curriculum Guide.	Time, beliefs	Guidance, Administration	Semester 2, ongoing	Provide at Spring Orientation	Tech, im
3. Provide flexible scheduling of time and location to facilitate students desiring a virtual course while on campus.	Time, resources, beliefs	Tech. Fac., Administration	Semester 2, ongoing	Master schedule	Tech, or, st
4. Identify and schedule students most interested or most likely to benefit from a virtual course on campus and from the Program of Emphasis	Time, lack of student motivation, beliefs	Guidance, teacher, parents	ongoing	Interest survey	Tech, im, or, st

## PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Data Analysis and Goal Setting for PLCs	All Academic Goals	First Quarter	PLCs will focus on identifying the needs of current students and create goals as a team that addresses specific needs. "Where are we and where do we go from here?" and "What do our students need?"	PLCs	67		Administration/Literacy Specialist/ IST, PLC Coordinator, PLC Leaders
Reciprocal Teaching	All Academic Goals	First Quarter	PLC will focus on the Reciprocal Teaching Framework of Predicting, Questioning, Clarifying Summarizing	PLCs	67		Administration/Literacy Specialist/ IST, PLC Coordinator, PLC Leaders
Deliberate Practice	All Academic Goals	First Quarter	Instructional staff will identify strategies that will increase the effectiveness of instruction thus yielding increased student learning.	All instructional Staff	67		Administration/IST/PLC Leaders
Identifying Learning Goals and Scales	All Academic Goals	First Quarter – Fourth Quarter	PLCs will focus on developing common Learning Goals and scales that align to the State Standards and to Common Core Standards	PLCs	67		Administration/Literacy Specialist/ IST, PLC Coordinator, PLC Leaders
Data Analysis and Goal Setting for PLCs Part 2	All Academic Goals	Second Quarter	PLCs will focus on identifying the needs of current students and create goals as a team that addresses specific needs. "What do our students need?"	PLCs	67		Administration/LLT/ IST, PLC Coordinator, PLC Leaders
PLCs Identifying assessed standards	All Academic Goals	Second Quarter	Planning, "What do we want students to learn and when?" Answering the questions, "How will we know when they have learned it?" and "What will the levels of proficiency look like?"	PLCs	67		Administration/LLT/ IST, PLC Coordinator, PLC Leaders

PLCs remediation and enrichment plans	All Academic Goals	Second-Third Quarter	Planning, “What do we do when students don’t learn the content?” and “What do we do when student do learn the content and want to move on?”	PLCs	67		Administration/LLT/IST, PLC Coordinator, PLC Leaders
OTLs (Opportunities to Learn) and Essential Questioning	All Academic Goals	First Quarter-Fourth Quarter	Continuing our focus from last year revisiting Opportunities to Learn, engagement, and Essential Question as High-Yield and Literacy Strategies	School-wide	67		Administration/LLT/IST, PLC Coordinator, PLC Leaders
Reading and Writing in the Content Areas for new teachers	All Reading and Writing Goals	Second-Third Quarter	Addressing how reading and writing instruction is incorporated in multiple subjects.	New Teachers	12		LLT/ IST, Literacy Coach, New Teacher Mentor
Building Academic Vocabulary for new teachers and refresher	All Academic Goals	Second-Third Quarter	Teaching students background content vocabulary enhances their understanding of concepts, skills, and processes within content.	New Teachers	12		LLT/ IST, Literacy Coach, New Teacher Mentor
Multi-Tiered Support System (Positive Behavior Support and RtI )for all teachers	All Discipline Goals	First Quarter	When we follow a process that focuses on intervention, students’ needs can be individually addressed.	All Teachers	12		Administrators/Deans, MTSS Team
SBLAP 7 and 8 Reflection	All Writing Goals	Third Quarter	After several months of utilizing the SBLAP Content Focus, teachers can reflect on the successes and concerns of this guide.	8 <sup>th</sup> grade LA teachers	10		LA PLC Leader, LA PLC Members, Administration
Readdressing MARzano through <i>The Art and Science of Teaching</i> Book Discussion	All Academic Goals	Ongoing	Together we will readdress the Marzano High-Yield Strategies, how they help students learn, and how we will be evaluated while using them.	Curriculum Leaders then through PLCs	67		Administration/LLT/IST, PLC Coordinator, PLC Leaders
Bullying and Suicide Prevention	All Discipline Goals	First Semester	It is important to recognize when students are struggling due to the school or other social environment. We will learn about bully prevention and the warning signs for suicide.	School-wide	70		Administration, Guidance

Content Support Team PD	All Reading, Writing Goals And Math	Ongoing	The District's Content support Team will work with Social Studies teachers in strategies that teach reading complex texts for reference and research, as well as other reading strands.	Social Studies Teachers Science Teachers Math Teachers	15		District CST
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# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2011-2012

**INCOME:**

Original Allocation:	\$990.00
Adjustment:	\$3113.00
Carry Over:	\$6167.47
<b>Total Income:</b>	<b>\$10270.47</b>

EXPENDITURES	ACTUAL COST	BALANCE
		\$10270.47
Substitutes for teachers attending Professional Development	4131.94	\$6138.53
Benefits for substitutes	509.28	\$5629.25
Books for class room libraries	391.56	\$5237.69

**CARRY OVER:**

Total carry over for 2012-2013:         \$5237.69

This carry over will be spent on supporting curricular efforts through Professional Development, SAC grants and other activities to be determined by SAC.

## 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.**

Core: Debra Abbott (Principal); Linda Mumey (Asst. Principal); Doris Merchant (ESE Specialist); Kim Longarzo (Guidance); Judy Bell (Literacy Specialist); Priscilla Harris (Math Specialist), Rendon Fletcher (PBS Coach/Dean)

**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?**

- This team is scheduled to meet regularly on Friday of each week and as needed.
- Team roles include facilitator, recorder, timekeeper and case liaison. Additionally, all teachers of the student are invited to attend to provide background information/data and appropriate intervention strategies.
- The processes include the following:
  1. Assess teacher concerns.
  2. Inventory student strengths, talents and resources.
  3. Review baseline data.
  4. Select target teacher concerns.
  5. Set academic goals.
  6. Set behavioral goals.
  7. Design an Intervention Plan.
  8. Determine method of monitoring progress.
  9. Review outcomes.
  10. Schedule a follow-up MTSS meeting within 6 to 8 weeks to review progress.
  11. Debrief.

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

The GLMS MTSS team seeks to prevent academic failure through early intervention, frequent progress measurement and increasingly intensive research-based instructional interventions for students who continue to have difficulty, both in the academic and behavioral realms. The Leadership Team is responsible for developing the multi-tiered delivery model which includes primary, secondary, and tertiary levels of support. The intensity of intervention increases as the severity of the problem increases. The team will regularly review progress-monitoring documents that include data from Discovery Education, Skyward, Guidance, unit assessments, content level assessments and teacher observation.

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

- a. SCPS Reports (FCAT R,M,W, Science: Re. Data specific to school, level, teacher, placements, lowest quartile) AYP information
- b. Discovery Education
- c. Skyward
- d. Dashboard Reports
- e. School Data Book
- f. Teacher Assessments
- g. School based management system re: reading/math placements

**5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.**

The MTSS team will use PLC data reviews, progress monitoring data, and follow-up meeting to align the interventions to the student's needs. The Leadership team will also attend trainings that will support and assist with the alignment of functions. This training will include the purpose and guidelines for the interventions in addition to the protocols that will be used.

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

- Review data from Year 1: Consensus, Focus on Tier One, Four Problem Solving Steps
- State MTSS Plan
- Review Skyward data, Survey data, Skill Assessment Data
- Strategies for Consensus
- Roles of Team Members
- Data collection

**During the 2012-2013 school year, we will again address:**

- Problem Solving
- Case Study Examples
- Tier Three Problem Identification
- Data collection/review/analysis

## 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).**

The GLMS LLT Team consists of Debra Abbott (Principal), Linda Mumey (Assistant Principal), Cynthia Woods (Assistant Principal), Greg Pesichek (Dean), Rendon Fletcher, Dean, Judy Bell (Literacy Specialist), and Pricilla Harris (Math Coach).

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

Our LLT Team functions as an Instructional Support Team that meets weekly to discuss the support of literacy in and outside of the classrooms. The team plans weekly communications, PD, and coaching schedules to facilitate these efforts. Members of the LLT provide side-by-side coaching opportunities to the teachers to model best practices. The LLT then designed a pre-plan professional development to address the Reciprocal teaching initiative and will follow up the professional development with a second session in the fall.

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

The major initiatives of the 2012-2013 LLT include:

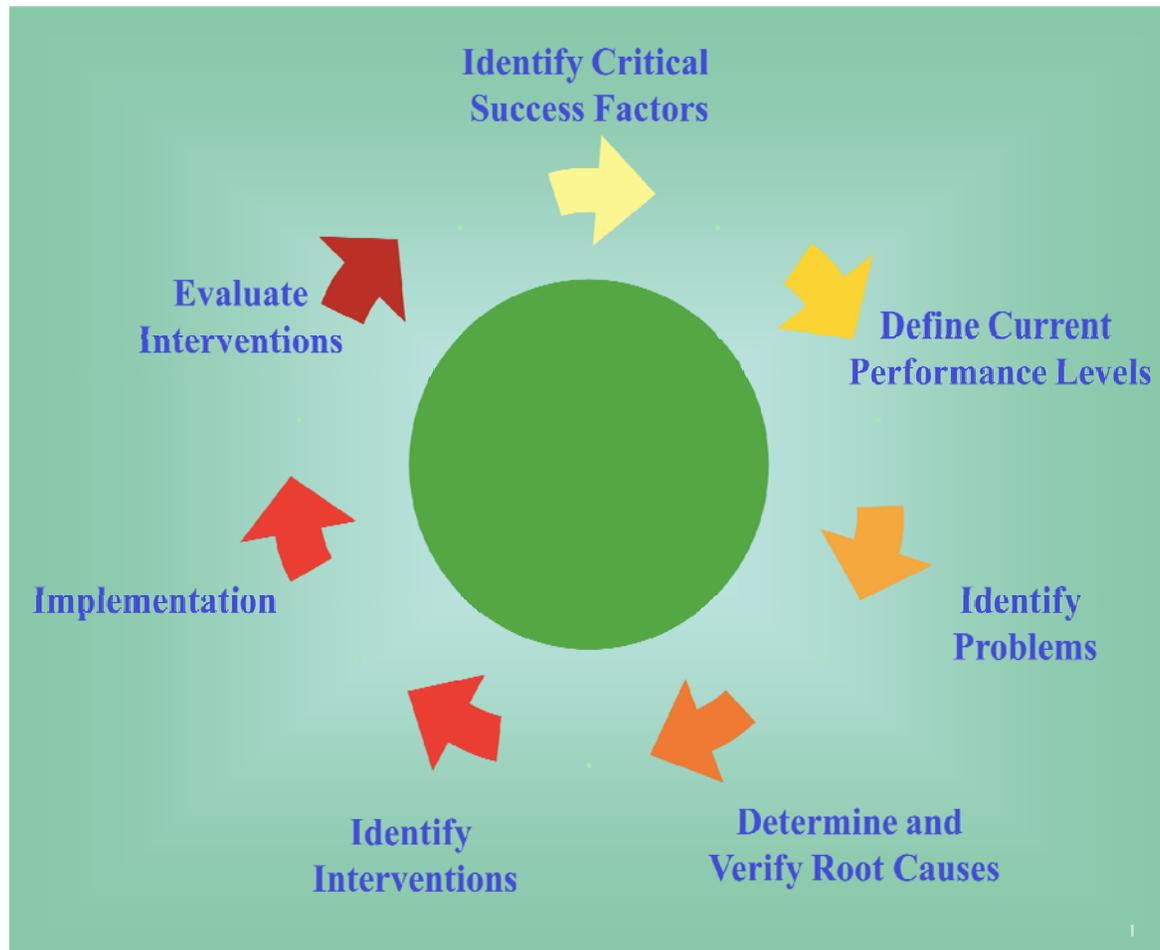
- Pride Time, which provides Literacy, Numeracy and Citizenship strategies, as well as Sustained Silent Reading, to all students during the first fourteen minutes of period 1.
- Reciprocal Teaching across the curriculum to promote cross-curricular literacy.
- Provide professional development in research –based effective instruction as presented by Marzano's The Art and Science of Teaching.
- The LLT team plans to focus efforts on the lowest quartile students in both math and reading by designing an after school program addressing these students specific deficiencies.

## 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.**

GLMS Professional Learning Communities (PLC’s) are organized first by departments and then broken down into grade levels within those departments. Grade level PLC’s meet a minimum of two times per week. Department level PLC’s (whole department, all grade levels) meet at a minimum on one Wednesday a month. The purpose of the PLC’s is to provide an opportunity for teachers to discover through study groups/ “Lesson Studies” how to help their students learn and achieve. The Plan-Do-Study-Act Method/Strategy will be incorporated into our action plans. The process includes the following:

- Review and understand 2012 FCAT Data to improve student learning.
- Establish an intended outcome (what we want the students to learn/improve).
- Discuss a plan, do, study, act process of common assessments.
- State the objective of the common assessment.
- Create common assessments by grade level and classes including Next Generation Sunshine State Standards.
- Establish a timeline for developing and completing the common assessments.
- Carry out the assessment with students.
- Document any concerns and unexpected observations.
- Begin analysis of the data.
- Evaluate and discuss student work.
- Complete analysis of the results of the data to validate improvement.
- Determine what modifications should be made.
- Summarize and reflect on what was learned.
- Prepare a plan for the next common assessment.
- Maintain professional development learning logs and report to their curriculum Assistant Principal.



## 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	55.4%	516/931	10.0%	65.4%

### 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)
Parents will have an opportunity to register for the Skyward Portal during Open House	All Academic Goal	Lack of parental involvement	Guidance	Ongoing	Skyward Data	st, tech,
GLMS will send an information letter to all parents who have not registered for the Skyward Portal	All Academic Goals	Funding	Guidance, FTE	Ongoing	Skyward Data	St, b,
GLMS will provide weekly early morning and evening Open Lab for parents to register for the Skyward Portal.	All Academic Goals	Lack of parental involvement, funding	Admin	Ongoing	Skyward Data	St, b, 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.

GLMS currently offers courses in Math Science and Technology. Technology courses are offered via Seminole Virtual School in a computer lab on the GLMS campus. All students are required to complete a Science Fair Project. All projects are entered into a school wide science fair. Each entry has the opportunity to be selected to progress to the District and State levels.

In 2011-2012 math students participated in the District Math competition. However, GLMS was not represented at the 2011-2012 Math Counts Competition.

**STEM Goal #1:** GLMS will participate in the Math Counts Competition.

### 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)
Identify staff member to coach the Math Counts Team.	Lack of staff involvement	Admin., Teachers	Ongoing	Attendance Roster, Math Counts Competition	b., st, im
Promote the formation the team and Identify student team members.	Lack of students involvement	Team Sponsor	Ongoing	Attendance Roster, Admin. visits	b, st, im
Provide meeting times and instructional materials for students to learn and practice strategies and develop skills needed for competition.	Lack of student involvement	Team Sponsor	Ongoing	Attendance Rosters, Sponsor logs,	b, st, im

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

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

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

GLMS currently offers course in Business Keyboarding, Career and Decision Making and Computing for College and Careers through Seminole Virtual School. Students take these classes in the computer lab during the regular school day. GLMS also offers a Junior ROTC Program that introduces the students to a career in the military while also building leadership skills. GLMS is currently working closely with Lake Mary High School to connect with the LMHS Program of Emphasis in Forensic Science and Law Studies. For 2012-2013, GLMS has developed an exploratory course that introduces Forensic Science and Debate/Public Speaking.

**CTE Goal #1:** Increase to 100 the number of students who successfully complete the Exploratory Course in Forensics Science and Debate/Public Speaking.

### 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)
LMHS and GLMS teachers to collaborate on curriculum needs for a Middle School Level Course.	Scheduling conflicts	Teachers, Admin	Baseline	Curriculum	b, st, im
GLMS team to develop a curriculum for the program.	Allocations, funding, transfer of staff	Teachers, Admin.	Ongoing	Curriculum	b, st, im
Provide Professional Development for development and implementation of the program	Funding	Teachers, Admin	baseline	PD log/reflection Walk through	b, st, im
Add course to the Master Schedule and identify a diverse population of students to be placed in the classes	Schedule conflicts,	Guid., Admin.	Baseline, Mod-year	Master Schedule, class roster	b, st, im

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

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

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

All middle schools except Chiles and Rock Lake

All high schools except Crooms, Journeys, and Oviedo

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

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

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

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

CELLA (All students)	Current	# of #	% +/-	Expected
1. Proficient in Listening & Speaking	53.1%	26/49	6.9%	60.0%
2. Proficient in Reading	30.0%	15/50	20.0%	50.0%
3. Proficient in Writing	28.6%	14/49	11.4%	40.0%

### Action Plan

Strategy	CELLA Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII, TIII, t)
1. Students are placed in Developmental Language Arts through ESOL.	1,2,3	Decline in listening, speaking and writing. Disengaged students	ESOL Teacher, Content area teacher, ESOL support Staff, Guidance	Mid-year	Cella online	St, im, b
2. Students may use opened book research based programs facilitate learning.	1,2,3	Nonproficient readers, disengaged students	ESOL Teacher, Content area teacher, ESOL support Staff,	Mid-year	Cella online	St, im, b

3. New comers are placed in a specific class to facilitate Language and Content acquisitions	1,2,3	Size of class, Uninvolved students	ESOL Teacher, Content area teacher, ESOL support Staff,	Mid-year	Cella online	St, im, b
4. Content area teachers use cooperative learning strategies/activities and ESOL best practices strategies.	1,2,3	Lack of knowledge of strategies, Uninvolved teachers	ESOL Teacher, Content area teacher, ESOL support Staff,	Mid-year	Cella online	St, im, b

## ADDENDUM 9 – FLORIDA ALTERNATIVE ASSESSMENT (FAA) GOALS

**Based on the analysis of 2011-2012 Florida Alternative Assessment data, the following schools will need to complete FAA goals:**

Middle school: Millennium (24 students), Milwee (18 students), Rock Lake (16 students), Greenwood Lakes (22 Students), Indian Trails (15 students)  
 High schools: Lake Mary (21 students), Lyman (23 students) and Winter Springs (38 students)

\*Level 4 is proficient on the Florida Alternative Assessment.

FAA (Accountability Group)	Current	# of #	% + or -	Expected
Reading-Students Scoring Levels 4 and above	63.6%	14/22	4.6%	68.2%
Reading-Students Scoring Levels 7 and above	13.6%	3/22	4.6%	18.2%
Reading-Percent of Students Making LG	95.5%	21/22	0.0%	95.5%
Math-Students Scoring Levels 4 and above	63.6%	14/22	4.6%	68.2%
Math-Students Scoring Levels 7 and above	4.5%	1/22	4.5%	9.0%
Math-Percent of Students Making LG	95.5%	21/22	3.0%	95.5%
Writing-Students Scoring Levels 4 and above	60.0%	6/10	10.0%	70.0%
Writing-Students Scoring Levels 7 and above	20.0%	2/10	10.0%	30.0%
Science-Students Scoring Levels 4 and above	50.0%	5/10	10.0%	60.0%
Science-Students Scoring Levels 7 and above	20.0%	2/10	3.0%	20.0%

### Action Plan

Strategy	FAA Goal Subject	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)
Students will receive information through unique learning systems	Math. Science, LA, writing	Disengaged students	Teacher, Parapro.	Ongoing	Monthly unit pre and post tests	B, st, im, tech
The SRA curriculum will be used for the students	Reading	Students proficiency is below that of the reading curriculum	Teacher, Parapro	Ongoing	Mastery tests	B st, im, tech

Direct instruction is used for Reading and Math	Reading and Math	Students proficiency is below that of the curriculum	Teacher, Parapro.	Ongoing	Progress monitoring	B st, im. tech
Student will receive the STARS curriculum	Math, Science, LA	Lack of student engagement	Teacher, Parapro.	ongoing	Progress monitoring	B st, im. tech

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

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

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

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

<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>65</b>	<b>60</b>	<b>71</b>	<b>74</b>	<b>77</b>	<b>80</b>	<b>83</b>
American Indian							
Asian	73	70	78	80	82	84	87
Black/African-American	43	46	53	57	62	67	72
Hispanic	58	51	65	69	72	76	79
White	72	66	77	79	81	84	86
English Language Learners	31	27	43	48	54	60	66
Students with Disabilities	35	35	46	51	57	62	68
Economically Disadvantaged	50	49	58	63	67	71	75

<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>65</b>	<b>62</b>	<b>71</b>	<b>74</b>	<b>77</b>	<b>80</b>	<b>83</b>
American Indian							
Asian	97	89	98	98	98	98	99
Black/African-American	42	42	52	57	61	66	71
Hispanic	56	53	63	67	71	74	78
White	72	71	77	79	81	84	86
English Language Learners	38	33	48	54	59	64	69
Students with Disabilities	33	31	44	50	55	61	67
Economically Disadvantaged	48	51	57	61	65	70	74

# 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.

**Please Sign & Date**

<b>ADMINISTRATOR</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>	<b>PARENT/COMMUNITY</b>	<b>DATE</b>
Debra Abbott - Principal	9/24/2012	Gina Lipp- Chairperson	9/19/2012		
		Nakia Taylor- Parent	9/19/2012		
<b>INSTRUCTIONAL</b>		Tammy Bingham	9/21/2012		
Hawley Jervis- SAC Advisor	9/19/2012	Robbin Kostewicz- Parent	9/21/2012		
Margaret Mullen- Teacher	9/19/2012	Deborah Dimitry – Parent	9/19/2012		
Jhamilia Smith- Teacher	9/19/2012	Jennifer Menello – Parent	9/19/2012		
Kammi Berry-McCray - Teacher	9/19/2012	Dorene Penhaligon – Parent	9/20/2012		
<b>NON-INSTRUCTIONAL</b>					
Britney Gooden- Instructional Assistant	9/19/2012				