



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL:

Seminole County Middle/High School: Principal - Mr. Kent Richardson

NAME OF DISTRICT/SUPERINTENDENT:

Seminole County: Superintendent - Mr. Brinson Register

Comprehensive Support School *Targeted Support School* *Schoolwide Title 1 School* *Targeted Assistance Title 1 School* *Non-Title 1 School*
 Opportunity School

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Name	Position/Role	Signature
Corene Hamilton	Deputy Superintendent	
Dr. Marie Barber	Assistant Superintendent	
Kent Richardson	Principal	
Glenn Arnold	Technology	
Dr. Cindy Bryant	Assistant Principal	
Tommy Tabb	Assistant Principal	
Susan Chambliss	Differentiated Instructional Supervisor	
April Tabb	Middle School Counselor	
Natalie Horne	High School Counselor	
Parent	Carol Baker	
SIS		

Planning Committee Members (SWP 8, 16)

Title I only (SWP 10, 15, 19)
The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan School
_____ **None** _____

School Designated as a Priority School **No** (Yes or No) School Designated as a Focus School **Yes** (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Needs Assessment Data

This school Improvement plan is based on information about all students in the school, identified students, and groups of students who are not yet achieving mastery of the Georgia Milestone/End of Course/GSE content standards including

- Economically disadvantaged students which includes 92.6 % students classified as free and reduced
- Students from major racial and ethnic groups, including 41.3 % black population
- Students with disabilities will make up 7% of the student population during the 2016-2017 school year
- English language arts and math continues to be content areas of need that will be addressed during the Flexible Learning Program.
- Migrant/Immigrant students will make up .01% of the student population during the 2016-17 school year
- In middle grades and high school English language arts, the reading and vocabulary domain was the weakest. For the extended writing task, high school students demonstrated strength in the area of idea development, organization, and coherence. In grade 9 English language arts, 61% of the students were above grade level in reading and vocabulary. In mathematics, the weakest domain for coordinate algebra, analytic geometry, as well as middle school grade 8 math was probability and statistics. In analytic geometry, number and quantity was equally as weak as probability and statistics. Strengths in both analytic geometry and middle school grade 7 math were in the domain of expressions, equations, and functions. In grade 8 math, the domain of algebra and functions was a strength. In the area of middle school science, the weakest domain for grade 6 was astronomy with the greatest strength being geology. In grade 7, cells, human body, and genetics was the weakest domain and Interdependence of life was the domain of greatest strength. The strength for grade 8 science was structure of matter. In high school physical science, the weakest domain was chemistry – atom, nuclear theory, and the Periodic Table. In biology the strongest domain was genetics and the weakest was evolution. Social studies weakest domains were government/civics for grades 6, 7, and 8. High school social studies domains identified as weakest were: in US history - industrialization, reform, and imperialism; in economics - macroeconomics concepts.

The 2015 CCRPI data also indicated math and English language arts as areas that need improvement throughout the school. These areas reflect students not meeting proficiency by scoring the lowest in the area of achievement. However, these areas are making more progress with student growth between the lower 25% of the student population which includes most of the “SWD” subgroup and the “Economically Disadvantaged” (ED) subgroup. Students continue to struggle with closing the achievement gap between the lower 25% of the student population and the states average in English language arts and math.

Needs to be addressed:

Needs are in the area of academic vocabulary building and reading comprehension. Seminole County Middle/High School is committed to improving Lexile scores, which will improve academic achievement in all content areas. In math, improving students' knowledge in high school geometry and middle grades math will be addressed. Seminole County Middle/High School will also improve attendance and discipline issues.

- **The specific academic needs of those students that are to be addressed in the Schoolwide program plan will be:**

Division of School and District Effectiveness | School Improvement PLAN

Deficiency in vocabulary and reading comprehension will be improved by the implementation of reading strategies in middle school reading classes and high school reading classes that will include academic vocabulary strategies and research based intervention strategies. Deficiencies in math will be improved by the implementation of research based intervention strategies using the iLearn software and research strategy interventions within the math classes. In addition, the use of iLearn and Study Island software will be included in the Flexible Learning after school curriculum.

Math, science and social studies deficiencies will be addressed during the regular instructional time using hands-on activities which may include inquiry based labs, cooperative group activities, and map skills activities. Math and ELA deficiencies will be addressed in the after school flexible learning program, which will consist of FLP teachers that will provide support and interventions.

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Improve performance in English language arts through improving reading comprehension and vocabulary Grades 6-12	CCRPI data 2014-2015 English language arts GA Milestone data 2015 STAR data 2014-2015	Teachers, parents, students, administrators, Leadership Team, RESA language arts consultant, and RESA SIS	Parents, community, and LEA will be made aware of the added reading and vocabulary support through letters and/or email, school website, local newspaper, Remind app, open house, and parent workshops. SIP translation will be provided for ESOL parents.
Increase rigor in grades 6-8 science, math, English language arts, and social studies	CCRPI Achievement Data, 2014-2015 GA Milestone 6-8 science, math, English language arts, and social studies data, 2015 GPS/CRCT math data, 2014 -15	Teachers, parents, students, administrators, Leadership Team, RESA math consultants, and RESA SIS	Parents, community, and LEA will be made aware of the change in middle school rigor and the opportunities for remediation through letters and/or email, school website, local newspaper, Remind app, open house, and parent workshops. SIP translation will be provided for ESOL parents.
Improve attendance Staff and students Grades 6-12	Climate reports 2014-2015 CCRPI data 2014-2015 TEMS data	Teachers, students, administrators, counselors, Leadership Team	Parents, community, and LEA will be made aware of the need for consistent school attendance through letters and/or email, school website, local newspaper,

			<p>open house, parent teacher conference, school handbook, and parent workshops.</p> <p>Attendance recovery is available.</p> <p>SIP translation will be provided for ESOL parents.</p>
<p>Decrease number of discipline referrals</p> <p>Grades 6-12</p>	<p>Climate report 2014-15</p> <p>CCRPI data</p> <p>TEMS data</p>	<p>Teachers, students, administrators, counselors, Leadership Team, RESA consultant</p>	<p>Parents, community and LEA will be made aware of the need to decrease discipline referrals through letters and/or email, school website, local newspaper, open house, parent teacher conference, school handbook, and parent workshops.</p> <p>SIP translation will be provided for ESOL parents.</p>

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL? The 2015 CCRPI data reflects the 2015 Georgia Milestone data and reveals a need for goals to address each content area to show progress, increase student SGPs, improve the achievement gap, and Georgia Milestone Assessment scores in ELA, math, science, and social studies:

SMART Goal # 1: Seminole County Middle/High School (SCM/HS) will increase the percentage of middle school and high school students attaining Growth Percentiles of 35% and higher in all content areas by 2%. Seminole County Middle/High School (SCM/HS) will increase students scoring proficient or higher on the Georgia Milestone EOG tests in middle school by 2% and Georgia Milestone EOC tests in high school by 1% as depicted in Appendix 1-a, b, c.

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Action /Strategies Include description of (SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Curriculum Standard 1. Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		<p>Ensure that teachers gather and analyze data to adjust instruction and monitor student achievement progress as follows:</p> <ul style="list-style-type: none"> • Provide data analysis training for staff. • School Leadership Team meet, review, discuss data and make informed decisions based on the data presented. • Consistently analyze student data to determine strengths and areas of needs. • Develop a process to analyze all available student data on a weekly basis to determine strengths and areas of need. Each department will develop monitoring processes and adjust instruction to meet the needs of these students. <p>Review and revise units, lesson plans and aligned resources</p>	<p>Units/Lesson plans that reflect implementation of:</p> <ul style="list-style-type: none"> • Collaborative planning • Pre/Post tests • Learning targets • Thinking maps • Differentiation • Technology • Hands-on instruction • Formative assessments • Performance tasks <p>Critical expectations for content areas are clearly written and communicated with stakeholders.</p> <ul style="list-style-type: none"> • Monitoring templates or tools are aligned to the 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Articulation of the current level of implementation and next steps to support the desired practice. • Articulation of clear guidance and implementation of balanced assessments, common assessments, Thinking Maps, DOK, differentiation, instructional technology, and RTI • Monitoring and supporting of teacher engagement in the 	<p>On- going monitoring of the articulation of both teachers and students of progress toward learning targets.</p> <p>Students verbalizing what they need to do to master the standard.</p> <p>Monitoring of teachers' use of formative instructional practices.</p> <p>On-going professional learning for teachers in the implementation of data analysis and best practices instructional strategies.</p>	<p>Resources: GOFAR Common assessments Pre/Post tests Quizzes Benchmarks Performance Tasks Labs/Lab Materials Manipulatives GOSA RESA (Grant Funds)</p> <p>School Improvement Funds:</p> <ul style="list-style-type: none"> • Computers for each teacher's classroom • Computerized Math and Reading • Intervention Program - ILearn • Data Link Benchmarks

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Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed		<p>as needed in all academic areas.</p> <ul style="list-style-type: none"> Units and lessons are aligned to standards. The unit pacing guides include the specified course-level standards and are adjusted to reflect identified content needs. Curriculum maps noting instructional sequence and viable pacing is collaboratively developed by teachers. Unit assessments, informal progress checks, formative assessments, and tasks are aligned to and reflect the rigor of the standards. Collaborative team schedules reflect time for engagement in the curriculum development process. All units will include strategies that encourage students to use higher order thinking skills, progress, and mental habits of the mind such as compare/contrast, classify, problem-solving, decision making, critical thinking, and creative thinking. All units will include clear learning targets and expectations related to the standards and elements. Teachers will use the language of the standards to guide instruction, adjust instruction, and increase rigor. Units will reflect that students with disabilities will receive grade level GSE/GPS instruction in regular education classrooms with appropriate modifications and accommodations as needed. <p>Leadership Team monitor, provide feedback, and support the implementation of collaborative planning that:</p> <ul style="list-style-type: none"> Utilizes structured protocols and produces effective lesson plans Reviews student data and adjusts instruction accordingly Analyzes student work to prioritize student needs Reviews/revises pacing Implementation of Formative Instructional Practices 	<p>expectations.</p> <ul style="list-style-type: none"> Observation results indicate effective implementation of expectations. Feedback is provided to teachers. Feedback from teacher monitoring templates or tools are aligned to the expectations. Feedback from teachers is reviewed by the Leadership Team <p>Critical expectations for content areas are clearly written and communicated with stakeholders.</p> <ul style="list-style-type: none"> Classroom observation data evidencing instruction that includes: Learning targets, Differentiation, Technology, Hands-on Instruction, Formative assessments, and Performance 	<p>process of data analysis and collaborative planning.</p> <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Teachers can articulate the Schoolwide and content specific expectations. Teachers implement the expectations consistently in practice. Use of balanced and common assessments to improve instruction and impact student learning. Implementation of aligned DOK levels, differentiation, RTI, Thinking Maps, and technology into classroom instruction to improve student achievement Use of analyzed data and collaborative planning to inform 	<p>Monitor the use and effectiveness of professional learning on student achievement and instruction</p> <p>Teachers use activities aligned to DOK levels of standards, instructional technology, thinking maps, differentiation, performance tasks, and formative assessments</p> <p>Focus Walks with timely feedback</p> <p>On-going monitoring of teachers using data to adjust instruction</p> <p>Monthly data reports to the School Leadership Team</p> <p>Monitoring of collaborative planning meetings and providing feedback to teachers</p>	<ul style="list-style-type: none"> Thinking Maps Math in the Fast Lane Carol Marsh Series Content Related Maps Level texts and/or media books Primary Resources by Teacher Created Materials (SIP Funds) USA Test Prep (SIP Funds) Lab equipment Consumable items for class activities/labs (SIP Funds) Interactive Notebooks Various instructional apps iLearn Learning Farm IXL Additional Technology Specialist Non contracted time for unit revision <p>Title IIA and Title I</p> <ul style="list-style-type: none"> Math manipulatives headphones math lab (SIP)

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			Tasks <ul style="list-style-type: none"> Assessment data which provides evidence for: Adjusted lesson plans, RTI, Differentiation, Analysis of assessments, Balanced assessments, Balanced assessments data, Progress monitoring data, and Monthly Leadership Team data reports Student work evidencing: Formative assessments, standard alignment, DOK alignment, Differentiation, and Instructional Technology Meeting agendas and notes: Grade level, Subject level, Leadership Team, and RTI Professional learning sign-in logs and agendas FIP module certificates 	instruction <ul style="list-style-type: none"> Current standards, elements and essential questions are accessible to all students Evidence of higher order thinking is reflected in assigned tasks and student responses Students Demonstrate: <ul style="list-style-type: none"> Students know the expectations and goals for each grade level The use of balanced and common assessments to set and self-monitor learning targets Use of thinking maps to improve study skills and leaning Students are asked to explain and justify/ support their answers as well as show the evidence that validates their reasoning. They are also able to defend their 		Funds) Other Resources: <ul style="list-style-type: none"> ASCD Videos TKES/LKES Interactive Notebooks Georgia Standards Website GSE / GPS Related resources Substitutes for Professional Learning GOSA grant FIP resources KUTA Test bank Software (SIP Funds)

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Instruction Standard 6: Uses appropriate, current technology to enhance learning		<p>Continue updating all classroom technology resources</p> <p>Maintain and repair technology for FLP Lab</p> <ul style="list-style-type: none"> Mobile labs for each content area and/or grade level and continuous upgrades 	<p>Classroom observations of Promethean Boards, computers, Elmos, tablets and Activotes in use.</p> <ul style="list-style-type: none"> Lesson plans documenting use of technology. 	<p>answers and are asked to compare, contrast, predict and summarize what they have read or learned.</p> <ul style="list-style-type: none"> Students are able to articulate the current standard/elements and essential question/I can statements Improved student achievement <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> Articulation of school goals and expectations for each grade and are aware of strategies to use to help students at home to improve academically and achieve school goals. 		

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL? The 2015 CCRPI, which reflects the 2015 Georgia Milestone-Lexile data, suggests that this should be a goal. The overall improvement in reading achievement is continuing; however, there is still a need for continued growth and improvement of student Lexile levels.

SMART Goal #2: Seminole County Middle/High School (SCM/HS) will demonstrate a 10% increase in the number of students reading at or above grade level. This will be accomplished by establishing an empowering learning environment, providing timely interventions, monitoring resources, and providing student feedback.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Action /Strategies Include description of (SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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<p>Instruction Standard 8: Establishes a learning environment that empowers students to actively monitor their own progress.</p> <p>Instruction Standard 9: Provides timely, systematic, data-driven interventions</p> <p>Planning and Organization Standard 4: Monitors the use of available resources to support continuous improvement</p>	All Students	<p>Identify students in need of reading remediation/intervention and the specific skills to be addressed.</p> <p>Develop pre/post evaluative tool to determine effectiveness of intervention.</p> <p>Reading Intervention Specialist to provide targeted reading instruction to lower quartile students in grades 6-12.</p> <p>The Media Specialist and support personnel will provide instructional support to assist in increasing Lexile scores. These staff members will also supervise the circulation of media center resources.</p> <p>Increase availability of resources of technology (hardware and software) in classrooms/media center for self-monitoring of student achievement.</p> <p>Utilize department/grade level meetings to:</p> <ul style="list-style-type: none"> Analyze student data to identify area of strengths and weaknesses to provide differentiation. Monitor student progress. Develop common assessments. Focus on instruction and student achievement 	<ul style="list-style-type: none"> Pre/Post Test Data Lab Schedule STAR Reading Results AR Report Formative Assessment Data Media schedule Lab Schedule Awareness Walks Data Lesson plans reflecting independent reading times Agendas/Sign-in sheets Minutes Department/Grade Level Notebook PL Plan Student work Tracking charts for targeted students Classroom data analysis 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Articulation of the remediation progress to include the initial identification of at-risk students, differentiation utilized during remediation to address the student's individual needs, and the progress for determining when a student no longer needs remediation Monitoring of and support of teachers' use of Lexile levels in classroom instruction and goal setting. <p>Teachers</p>	<ul style="list-style-type: none"> Lexile and STAR reports showing progress toward goal. Frequent conferences to encourage self-monitoring of reading progress. Evidence of teachers using Lexile levels to differentiate instruction. Teachers reading and conferencing with students concerning growth toward Lexile goal. Parents discussing reading progress during parent/teacher conferences. 	<ul style="list-style-type: none"> Classroom Novel Sets AR360 \$5,000 (Local Funds) STAR Reading USA Test Prep (SIP Funds) New books and tests in media center

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<p>Instruction Standard 7: Provides feedback to students on their performance of standards/ targets</p> <p>Family and Community Engagement Standard 5: Develops the capacity of families to use support strategies at home that will enhance academic achievement</p>		<p>Look at student work</p> <ul style="list-style-type: none"> Collaborate ideas as a staff to improve reading and writing literacy in all classrooms <p>The school’s Leadership Team will facilitate the development of a comprehensive school improvement plan that addresses achievement gaps identified by student data.</p> <p>Use of Sustained Silent Reading Time (SSR) during homeroom</p>	<p>identifying targeted deficiencies, benchmark data, attendance sheets</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> Articulation of the remediation progress to include the initial identification of at-risk students, differentiation utilized during reading remediation to address the student’s individual needs, and the progress for determining when a student no longer needs remediation Use of Lexile levels in differentiated lessons, assisting students with goal setting, and checking out independent reading books. Design and model assignments that demonstrate evidence of consistency in teaching each standards while continuously revising lesson plans and instructional 		

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	(SWP 9)		Artifacts	Evidence		
				practice based on the results of their data, formative assessments, and STAR Reading results Students Demonstrate: <ul style="list-style-type: none"> • Self-monitoring through AR and STAR Reading • Increase the number of students performing on grade level in Star Reading • Increase in number of students achieving proficient and distinguished learner level on GA Milestone in Reading Parents Demonstrate: <ul style="list-style-type: none"> • Articulation of school AR goals and expectations for each grade and awareness of strategies to use to help students at home to improve academically and achieve school goals. • Reading with 		

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers)	Action /Strategies Include description of (SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
	(SWP 9)		Artifacts	Evidence		
				students nightly.		

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL? Data from TEMS EOY reports and CCRPI 2015 data suggest that this should be a goal.

SMART Goal #3: Seminole County Middle/High School (SCM/HS) will increase the percent of students not assigned to OSS and ISS. OSS will increase from 94% to 95% and ISS will increase from 75% to 76%.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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<p>School Culture Standard 1: Develops, communicates, and implements rules, practices, and procedures to sustain a safe orderly learning environment.</p> <p>School Culture Standard 2: Establishes a culture of trust and respect that promotes positive interaction and a sense of community.</p> <p>School Culture Standard 3: Establishes a culture that supports the college and career readiness of students.</p> <p>School Culture</p>	All Students	<ul style="list-style-type: none"> • Revise handbook to reflect less focus on minor infractions • Maintain and monitor monthly records of student discipline referrals to identify at-risk persons • Monitor number of discipline referrals every 4.5 weeks • Behavior incentive activities • Provide interventions for habitual violators • Continue a mentoring program • Establish a committee of students and teachers to plan appropriate celebrations for statewide test results, CCRPI, and other important events and milestones • After School Detention 	<ul style="list-style-type: none"> • Schoolwide Discipline Plan • Revised handbook • Behavior incentive program • Monthly data reports • Charts posted • Counselor conference notes for supporting students and teachers in attendance issues • Conference notes for student behavior modifications • Behavior Contracts used by administration • Alternative Behavior Educator (ABE Systems) • Behavioral RTI 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> • Provide monthly discipline reports to staff • Implement incentive program • Monitoring tools <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> • Understanding of schoolwide discipline plan • Communication to students and parents of SIP Goals • Follow RTI meeting and documentation procedures <p>Students Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of the expectations of SIP Goal and Discipline plan and benefits of acceptable 	<ul style="list-style-type: none"> • Leadership Team will monitor on-going review of discipline data • Communication with parents on Schoolwide Discipline Plan • Articulation of expectations and consequences of Schoolwide Discipline Plan by teachers and students 	<ul style="list-style-type: none"> • Leadership Team • Program Directors • Revised handbook • After School Detention staff members

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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<p>Standard 4: Supports the personal growth and development of all students.</p> <p>School Culture Standard 5: Celebrates and recognizes achievements and accomplishments of students and staff.</p>				<p>behavior</p> <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of the expectations of SIP Goal and Discipline plan and benefits of acceptable behavior. Assist school in achieving SIP Goals. 		

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL/WHAT IN THE SCHOOL-LEVEL DATA SUGGEST THAT THIS SHOULD BE A GOAL? Data from TEMS EOY reports and CCRPI 2014 data suggest that this should be a goal.

SMART Goal 4: Seminole County Middle/High School (SCM/HS) will decrease the percentage of students who have been absent 6 or more school days by 10%.

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<p>Family and Community Engagement Standard 1: Creates an environment that welcomes, encourages, and connects family and community members to the school</p> <p>Family and Community Engagement Standard 5: Collaborates about available school interventions as well as support strategies that can be used at home to enhance academic achievement</p> <p>Family and Community Engagement</p>	All Students	<ul style="list-style-type: none"> Administration monitors daily attendance with the use of TEMS. Leadership Team will analyze student attendance data monthly. Leadership Team will review and monitor revised attendance policy, interventions and incentives to assess their effectiveness i.e., truancy intervention. Leadership Team will research strategies and interventions for solutions to the weaknesses illustrated by the data. Teachers send in their attendance report to the office. The school will follow the districts truancy policy and make referrals to the school social workers as indicated in the plan. Implement behavior incentive activities to improve attendance Attendance Recovery opportunity Semester exam exemptions Events to celebrate for improved/perfect student attendance 	<ul style="list-style-type: none"> Leadership Team meeting minutes Reports Indistar Daily staff attendance sheets TEMS attendance reports Parent Communication Social Worker Referrals 	<p>School Leaders Demonstrate:</p> <ul style="list-style-type: none"> Leadership Team/School Social Worker will be able to articulate any change made in policy and practice as driven by analyzed data to parents and staff. Review attendance reports to SLT by grade level, teacher and student <p>Teachers Demonstrate:</p> <ul style="list-style-type: none"> Communicate with parent when absenteeism is impacting learning <p>Students Demonstrate:</p> <ul style="list-style-type: none"> Knowledge of expectations of school attendance 	<p>Review of attendance reports</p> <p>Regular communication to parents on:</p> <ul style="list-style-type: none"> attendance expectations their own child's attendance 	<ul style="list-style-type: none"> State/System Truancy Policy School Social Worker (Local Funds) School Counselor Previous attendance data Current attendance data Incentives for students to decrease absenteeism Awards Attendance Recovery staff

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) <i>(SWP 9)</i>	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
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<p>Standard 6: Connects families with agencies and resources in the community to meet the needs of students</p> <p>Planning and Organization Standard 3: Monitors implementation of the school improvement plan and makes adjustments</p> <p>School Culture Standard 4: Supports the personal growth and development of students</p>				<p>and benefits of attending regularly</p> <ul style="list-style-type: none"> An increase in student attendance as reported in TEMS. <p>Parents Demonstrate:</p> <ul style="list-style-type: none"> Articulate expectations of school attendance and benefits of attending regularly and make sure student attend school daily. 		

Professional Learning Plan to Support School Improvement Plan
(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> Formative Instructional Practice (FIP) SMART GOAL #1 	<ul style="list-style-type: none"> 2016-2017 	<ul style="list-style-type: none"> Title 1 School Improvement Georgia Department Of Education FIP Modules RESA SIS FIP Notebooks (RESA) TLE Platform 	<ul style="list-style-type: none"> Teachers Leadership Team Administrators RESA SIS 	<ul style="list-style-type: none"> Leadership Team and/or administrator will analyze Walk-through data, revised curriculum maps, lesson plans assessments, and student work samples. 	<ul style="list-style-type: none"> PLU completion certificates for FIP Modules Develop and deliver follow-up training session. Walk-through data Student work/goal setting/conference/feedback Revised Curriculum Units/Maps lesson plans Sign in sheets, agendas, handouts Results of surveys by participants TKES Walk-through data Revised assessments and learning targets Increase student achievement
<ul style="list-style-type: none"> Lexile Framework Training Modules STAR Renaissance and AR 360 training SMART Goal #2 	<ul style="list-style-type: none"> 2016-2017 	<ul style="list-style-type: none"> Title I School Improvement Title II Lexile.com RESA 	<ul style="list-style-type: none"> Teachers Leadership Team Administrators RESA SIS Title I Director Curriculum Director Special Ed. Director Media Specialist Technology Support 	<ul style="list-style-type: none"> Leadership Team and/or administrator will analyze Walk-through data, revised curriculum maps, lesson plans, STAR reports, and student work samples. 	<ul style="list-style-type: none"> Develop and deliver follow-up training session. Walk-through data Student work Revised Curriculum Units/Maps lesson plans Sign in sheets, agendas, handouts Results of surveys by participants TKES Walk-through data Improve student Lexile Levels STAR Reports Improved Lexile Levels Improved student achievement in all content areas Lesson plans that include strategies to improve Lexile level

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> TKES Standards 	<ul style="list-style-type: none"> 2016-2017 	<ul style="list-style-type: none"> School Improvement Title II TLE Platform 	<ul style="list-style-type: none"> Teachers Leadership Team Administrators RESA SIS Title I Director Curriculum Director Special Ed. Director School Improvement Support (SISS) 	<ul style="list-style-type: none"> Leadership Team and/or administrator will analyze Walk-through data, revised curriculum maps, lesson plans, assessments, and student work samples. Develop and deliver follow-up training session 	<ul style="list-style-type: none"> PLU completion certificates Walk-through data Student work Revised Curriculum Units/Maps lesson plans Sign in sheets, agendas, handouts Results of surveys by participants TKES Walk-through data Revised assessments, learning targets Teacher lesson plans differentiates the instructional content, progress, product, and learning environment to meet individual developmental needs. Teacher lesson plans reflect remediation, enrichment, and acceleration to further student understanding. Formative Assessment Data Improve student achievement
<ul style="list-style-type: none"> Parental Involvement 	<ul style="list-style-type: none"> 2016-2017 	<ul style="list-style-type: none"> Title I Parental Involvement GADOE 	<ul style="list-style-type: none"> Teachers Leadership Team Administrators RESA SIS Title I Director Special Ed Director Parent Liaison Parent Involvement Coordinator School Social Worker 	<ul style="list-style-type: none"> Leadership Team, administrator, and/or Parent Involvement Coordinator will establish relationships and decision making progress that build capacity of family and community engagement in the success of students. 	<ul style="list-style-type: none"> Sign-in sheet, agenda, handouts Parent Involvement/calendar being followed Parental Involvement activities Parent Survey Data Increase parent participation/involvement Increase student achievement Decrease discipline

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
					referrals • Parent communication logs
• Implement Formative Instructional Strategies	• 2016-2017	• FIP notebooks provided by RESA	• Assistant Principal • RESA SIS	• Leadership Team and administrators will monitor completion of modules and implementation of modules strategies.	• PLU completion certificates
• Gifted Endorsement	• 2016-2017	• Southwest GA RESA • Course and travel costs for teachers	• Southwest GA RESA • Teachers • Administrators	• Leadership Team and administrators will monitor implementation of gifted endorsement strategies.	• Certificate • Increase percentage of students scoring distinguished on GA Milestone (EOG and EOC)
• Southwest GA RESA • Science leadership (Unit revisions for revised science standards)	• 4 sessions quarterly	• Substitute and travel for teachers	• Southwest GA RESA • Teachers • Administrators	• Leadership Team and administrators will monitor implementation of revised science standards..	• PLUs • Increase student achievement • Classroom matches revised science instruction
• Southwest GA RESA professional learning (Math GOSA grant) grades 6-8	• 2016-2017	• Substitute and travel costs for middle grade math teachers	• Southwest GA RESA • Teachers • Administrators	• Leadership Team and administrators will monitor implementation of revised math standards..	• PLUs • Increased student achievement • Classroom lesson plans matches revised math instruction
• Southwest GA RESA • Social studies professional learning (Unit revisions for revised social studies standards)	• 2016-2017	• Substitute and travel costs for teachers	• Southwest GA RESA • Teachers • Administrators	• Leadership Team and administrators will monitor implementation of revised social studies standards.	• PLUs • Increased student achievement • Improved classroom lesson plans instruction
• All content area unit planning	• 2016-2017	• Funding for non-contracted time for teachers	• Department Chairs • Teachers • Administrators	• Leadership Team and administrators will monitor implementation of revised units.	• PLUs • Updated curriculum guides • Revised units • Increase percentage of students scores on GA Milestone (EOG and EOC)
• CCRPI Academy	• 2016-2017	• Substitute and travel cost for participants	• Southwest GA RESA • Principal • Assistant Principal		• Increased CCRPI scores
• GA DOE Instructional Leadership Conference for Focus Schools (Principal)	• 2016-2017	• Substitute and travel cost for participants	• Principal and district representative		• Increased CCRPI scores

Seminole Middle School Data Summary (GA Milestones)

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. No (Yes or no)

If no, explain

All core subject teachers are highly qualified. At the present time, we have some of our teaching staff that teach non-core classes in the TAPP Program and are pursuing certification to become highly qualified. Others are exempted according to strategic waiver for IE2.

List efforts to recruit highly qualified teachers to your school.

Advertisements in local and area papers and through Teach Georgia website.

Parent Engagement and Communication

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> • Open House 	<ul style="list-style-type: none"> • 2016-2017 	<ul style="list-style-type: none"> • Seminole MS/HS Staff • Registration Materials 	<ul style="list-style-type: none"> • Seminole MS/HS Staff 	<ul style="list-style-type: none"> • Increase in parent attendance • Improved school climate 	<ul style="list-style-type: none"> • Sign-in Sheets • Communication About Meeting • Improved Student Achievement • Increased Parental Involvement • Parents use of support strategies/materials at home to enhance academic achievement • Decreased discipline issues • Improved student attendance
<ul style="list-style-type: none"> • 6th Grade Orientation 	<ul style="list-style-type: none"> • 2016-2017 	<ul style="list-style-type: none"> • Seminole MS Staff • Registration • Materials 	<ul style="list-style-type: none"> • Seminole MS Staff 	<ul style="list-style-type: none"> • Increase in parental participation • Students express confidence in transitioning to middle school. • Parental awareness of 6th grade curriculum and extracurricular activities. • Increase in parent surveys submitted 	<ul style="list-style-type: none"> • Sign-in Sheets • Agenda • Communication About Meeting • Improved Student Achievement • Increased Parental Involvement • Parents use of support strategies/materials at home to enhance academic achievement • Decreased discipline issues • Improved student attendance
<ul style="list-style-type: none"> • PTO 	<ul style="list-style-type: none"> • 2016-2017 	<ul style="list-style-type: none"> • Seminole MS/HS Staff • Parents • PTO.org 	<ul style="list-style-type: none"> • Seminole MS/HS Staff • Parents 	<ul style="list-style-type: none"> • Parent/Teacher organizational meetings are regularly scheduled. • All stakeholders express how active parental involvement in the school impacts student learning. • Increase in parent survey completions 	<ul style="list-style-type: none"> • Sign-in Sheets • Agenda • Communication About Meetings • Improved Student Achievement • Increased Parental Involvement • Parents use of support strategies/materials at home to enhance academic achievement • Decreased discipline issues • Improved student

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Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> Annual Title I Meeting 	<ul style="list-style-type: none"> 2016-2017 	<ul style="list-style-type: none"> Seminole MS/HS Staff District Title I Staff 	<ul style="list-style-type: none"> Seminole MS/HS Staff District Title I Staff 	<ul style="list-style-type: none"> All stakeholders express how active parental involvement in the school impacts student learning. Increase in parent survey completions 	<p>attendance</p> <ul style="list-style-type: none"> Sign-in Sheets Agenda Communication About Meeting Improved Student Achievement Increased Parental Involvement Parents use of support strategies/materials at home to enhance academic achievement Decreased discipline issues Improve student attendance
<ul style="list-style-type: none"> Parent-Teacher Conferences 	<ul style="list-style-type: none"> 2016-2017 	<ul style="list-style-type: none"> Seminole MS/HS Staff 	<ul style="list-style-type: none"> Seminole MS/HS Staff 	<ul style="list-style-type: none"> Parents know key learning goals of their child or children. Parents can discuss grade level student work for sample units or lessons. Parents are given grade level samples of reading passages. Parents are aware of the reading level of their child or children. Students can discuss their learning goals and their progress in mastering standards. 	<ul style="list-style-type: none"> Sign-in sheets Agenda Communication about meeting Improve student achievement Increase parental involvement Parents use of support strategies/materials at home to enhance academic achievement Decrease discipline issues Improve student attendance
<p>Parent Nights:</p> <ul style="list-style-type: none"> Georgia Student Finance Commission Financial (GSFC) workshop FAFSA Completion Conference AP Parent Night MOWR 8th Grade Orientation 	<ul style="list-style-type: none"> 2016-2017 	<ul style="list-style-type: none"> Seminole MS/HS Staff 	<ul style="list-style-type: none"> Seminole MS/HS Staff Counselors Bainbridge College Staff GSFC staff 	<ul style="list-style-type: none"> Increase in parental participation and awareness in programs Increase in student participation and awareness in programs 	<ul style="list-style-type: none"> Sign-in sheets Agenda Communication about meeting Improve student achievement Increase parental involvement Parents use of support strategies/materials at home to enhance academic achievement

Division of School and District Effectiveness | School Improvement PLAN

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> Honors Night 	<ul style="list-style-type: none"> 2016-2017 	<ul style="list-style-type: none"> Seminole MS/HS Staff Counselors 	<ul style="list-style-type: none"> Seminole MS/HS Staff 	<ul style="list-style-type: none"> Number in attendance 	<ul style="list-style-type: none"> Communication about meeting Improve student achievement Increase parental involvement Improve student attendance

Seminole Middle School Data Summary (EOGT/GA Milestone)

Performance Index Description	Performance 2015	Points Earned on Indicator 2015	Performance 2014	Points Earned on Indicator 2014	Performance 2013	Points Earned on Indicator 2013
1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate >= 95%) (2015 GA Milestone Proficient or Distinguished Learner)	48.425	4.843	88.9	8.9	90.9	9.1
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate >= 95%) (2015 GA Milestone no reading)			93.1	9.3	95.4	9.5
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate >= 95%) (2015 GA Milestone Proficient or Distinguished Learner)	55.118	5.512	84.9	8.5	87.1	8.7
4. Percent of students scoring at Meets or Exceeds in science (required participation rate >= 95%) (2015 GA Milestone Proficient or Distinguished Learner)	46.579	4.658	72.5	7.3	74	7.4
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate >= 95%) (2015 GA Milestone Proficient or Distinguished Learner)	43.028	4.303	68.7	6.9	70.3	7
6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day	80.769	10	69	10	70	10
8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate >= 95%)			74.8	7.5	80.1	8
9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050	59.559	5.9	66.9	6.7	76.3	7.6
10. Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8	100	10	100	10	100	10
11. Student Attendance Rate Students missing fewer than 10 days (%) (15-16 Student missing fewer than 6 days of school)	68.3	6.83	96.5	10	96.9	9.7
12. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT			60.6	6.9	63.7	7.2
13. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies) (15-16) Percentage of student at Proficient or Distinguished on Georgia Milestone)	43.026	4.303	27.3	4.6	26.4	4.5

Seminole High School Data Summary (EOCT/GA Milestone)

Performance Index Description	Performance 2015	Points Earned on Indicator 2015	Performance 2014	Points Earned on Indicator 2014	Performance 2013	Points Earned on Indicator 2013
1. Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (2013 and 2014) Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Ninth Grade Literature EOC 2015 (required participation rate >= 95%)	43.644	4.364	93.3	9.3	75.8	7.6
2. Percent of students scoring at Meets or Exceeds on the American Literature EOC (required participation rate >= 95%) 2013 & 2014 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC (required participation rate >= 95%) (2015)	52.358	5.236	94.8	9.5	96.0	9.6

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Performance Index Description	Performance 2015	Points Earned on Indicator 2015	Performance 2014	Points Earned on Indicator 2014	Performance 2013	Points Earned on Indicator 2013
3. Percent of students scoring at Meets or Exceeds on the Coordinate Algebra/GPS Algebra/Mathematics I End of Course Test (required participation rate >= 95%) 2013& 2014. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Coordinate Algebra EOC (required participation rate >= 95%) (2015)	36.179	3.618	39.8	4	36.8	3.7
4. Percent of students scoring at Meets or Exceeds on the GPS Geometry (transitioning to CCGPS Analytic Geometry in 2013-2014)/Mathematics II End of Course Test (required) Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Analytic Geometry EOC (required participation rate >= 95%) (2015)	43.548	4.355	29.9	3	66.1	6.6
5. Percent of students scoring at Meets or Exceeds on the physical science End of Course Test (required participation rate >= 95%) 2013 & 2014 Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Physical science EOC (required participation rate >= 95%) (2015)	40.417	4.042	79.6	8	76.1	7.6
6. Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate >= 95%) (2013 &2014)Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC (required participation rate >= 95%)	64.783	6.478	68.6	6.9	77.0	7.7
7. W Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate >= 95%) eighted percent of students scoring at Developing Learner or above on the Georgia Milestones US History EOC (required participation rate >= 95%) (2015)	54.630	5.463	78.1	7.8	79.2	7.9
8. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Economics EOC. (2013 & 2014) Percent of students scoring at Developing Learner or above on the Georgia Milestones Economics EOC (required participation rate >= 95%)(2015)	58.654	5.865	75.8	7.6	71.0	7.1
9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or an IB Career Related Program, or a fine arts pathway, or a world language pathway within their program of study	75.238	7.523	80.9	8.1	69.1	6.9
10. Percent of graduates completing a CTAE pathway and earning a national industry recognized credential	63.333	8.4	NA	NA	NA	NA
11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams	65.753	7.809	87	8.7	78.8	7.9
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses	41.905	5.558	70.6	7.1	35.3	3.5
13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test	87.931	8.793	91.3	9.1	91.8	9.2
14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC	47.170	4.717	43.6	4.4	33.3	3.3
15. Percent of EOCT assessments scoring at the Exceeds level (2013 and 2014); Percent of students' assessments scoring at Proficient or Distinguished Learner on	26.144	2.614	59.6	6	47.1	4.7

Performance Index Description	Performance 2015	Points Earned on Indicator 2015	Performance 2014	Points Earned on Indicator 2014	Performance 2013	Points Earned on Indicator 2013
Georgia Milestones EOCs (2015)						
16. Student Attendance Rate (%) (2013 and 2013); Percent of students missing fewer than 6 days of school (2015)	55.511	7.753	96.6			
17. 2015 4-Year Cohort Graduation Rate (%)	91.222	6.082	85.70	5.7	79.1	2.6
18. 2014 5-Year Extended Cohort Graduation Rate (%)	85.849	2.862	79.10	2.6		

SMART Goal 1: Increase the % of Grade 6 Students scoring Proficient or Higher on the Georgia Milestones

Tests (All Students)	2015 Baseline	Target 2016	Target 2017
Language arts	30%	31%	33%
Actual Scores	---	37%	%
Mathematics	27%	29%	31%
Actual Scores	---	26%	%
Science	31%	33%	35%
Actual Scores	---	30%	%
Social studies	22%	24%	26%
Actual Scores	---	19%	%

SMART GOAL 1: Increase the % of Grade 7 & 8 Students scoring Proficient or Higher on the Georgia Milestones

7 th Grade Tests (All Students)	2015 Baseline	Target 2016	Target 2017	8 th Grade Tests (All Students)	2015 Baseline	Target 2016	Target 2017
Language arts	24%	26%	28%	Language arts	31%	32%	33%
Actual Scores	---	22%	%	Actual Scores	---	37%	%
Mathematics	29%	30%	32%	Mathematics	28%	29%	30%
Actual Scores	---	38%	%	Actual Scores	---	36%	%
Science	33%	35%	37%	Science	21%	23%	25%
Actual Scores	---	40%	%	Actual Scores	---	26%	%
Social studies	10%	12%	14%	Social studies	21%	23%	25%
Actual Scores	---	26%	%	Actual Scores	---	29%	%

SMART Goal 1: Increase the % of High School students scoring Proficient or Higher on the Georgia Milestones

Tests (All Students)	2015 Baseline	Target 2016	Target 2017
9 th Grade Lit. & Comp.	20%	22%	24%
Actual Scores	---	44%	%
Amer. Lit. & Comp.	26%	28%	31%
Actual Scores	---	38%	%
Algebra	12%	14%	16%
Actual Scores	---	38%	%
Geometry	18%	20%	22%
Actual Scores	---	24%	%
Physical science	22%	23%	25%
Actual Scores	---	29%	%
Biology	43%	44%	45%
Actual Scores	---	45%	%
U.S. History	33%	35%	36%
Actual Scores	---	60%	%
Economics	32%	34%	35%
Actual Scores	---	39%	%

District Goal 12: Increase the percentage of students achieving Lexile Targets at all School Levels

Grade Level	2014	2015	2016	2017
Third Grade	64%	65%	58%	59%
650 Lexile	Actual Rate	57.1%	%	%
Fifth Grade	64%	65%	69%	70%
850 Lexile	Actual Rate	68.1%	%	%
Eighth Grade	67%	68%	60%	61%
1050 Lexile	Actual Rate	59.5%	%	%
Eleventh Grade	44%	45%	47%	48%
1275 Lexile	Actual Rate	47.1%	%	%

SMART GOAL 3: Increase student attendance (According to revised 2015 CCRPI Indicator: Percent missing fewer than six days)

School Level	2015 Attendance	Target 2016	Target 2017
Teachers		38%	38%
	37%	%	%
Leaders		100%	100%
	100%	%	%
Staff		47%	47%
	46%	%	%
Students		76%	77%
	75.76%	%	%

Middle School Teachers, Leaders, Staff, Students—according to Star Ratings

School Level	2015 Attendance	Target 2016	Target 2017
Teachers		46%	46%
	45%	%	%
Leaders		97%	97%
	97%	%	%
Staff		46%	46%
	45%	%	%
Students		88%	88.5%
	87.9%	%	%

High School Teachers, Leaders, Staff, Students according to Star Ratings

School Level	2015 Attendance	Target 2016	Target 2017
Teachers		46%	46%
	45%	%	%
Leaders		97%	97%
	97%	%	%
Staff		46%	46%
	45%	%	%
Students		68%	69%
	67.5%		

School Climate Star Rating

	Surveys	Discipline	Safe/Substance Free Learning Environment	Schoolwide Attendance	Final Score	Total Stars Awarded
Seminole County Middle School	68.7	59.8	85.1	96.7	77.6	★★★
Seminole County High School	68.7	59.8	85.1	96.7	77.6	★★★

The analysis of four broad area ratings reveals that:

- For 2014, the expectation was that 75% or students and staff complete the surveys and have at least 15 parents participate in the surveys. Seminole County’s Schools had less than 75% participation in completing surveys. District and school staff should review responsibilities for survey administration going forward to prevent schools from losing stars because of low participation by students, parents or staff.
- Seminole County Middle High School had their lowest scores in the area of Discipline. The primary determiners for this area are In-School Suspension (ISS), Out of School Suspension (OSS), Alternative School Placement and Expulsion.

Further analysis of the data should be performed at the schools, with quarterly monitoring of key data points such as the percent of students not receiving ISS or OSS should occur there and at the district levels. Monitoring of participation rates of students, staff and parents in each survey should be done periodically to ensure that the required rates are obtained.

Discipline Data Trend	ISS	OSS
2015-2016	945	211
2014-2015	973	185
2013-2014	1067	200
Number Less	122	11
Percent Decrease	11%	5%

Resources:

- Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>
- Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>
- System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>
- Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>
- QCIS (Indistar) - <http://www.indistar.org/>
- Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>