

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: SHERIDAN TECHNICAL CENTER

District Name: Broward

Principal: Mr. D. Robert Boegli

SAC Chair: Mr. Scott Julson

Superintendent: Mr. Robert W. Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	D. Robert Boegli	-Master of Education in Marketing and Distributive Education, minor in Business Administration, Florida Atlantic University -Bachelor of Science in Marketing and Distributive Education, minor in Marketing and Business Administration, Florida Atlantic University Florida State Certification: Distributive Education, Diversified	8	37	Sheridan Technical Center provides postsecondary technical and workforce training; our students do not take the FCAT, nor participate in K-12 achievement measures. According to annual COE reports from 2007 through 2011, Sheridan has maintained completion and placement rates ahead of or within the national average. Based on the latest report (2011-2012) the student completion rate is 77.01% , the job placement rate is 79.54% and the licensure pass rate is 97.65%

		Cooperative Training, Vocational Director			
Assis Principal	Annette Johnson	- Master of Education in Educational Leadership, Florida Atlantic University -Bachelor of Science in Medical Technology & Biology, University of West Florida Florida State certification: -Educational Leadership Broward County Certification -Medical Technology -ESOL endorsement	23	6	Sheridan Technical Center provides postsecondary technical and workforce training: our students do not take the FCAT, nor participate in K-12 achievement measures. According to annual COE reports from 2007 through 2011, Sheridan has maintained completion and placement rates ahead of or within the national average. Based on the latest report (2011-2012) the student completion rate is 77.01% , the job placement rate is 79.54% and the licensure pass rate is 97.65%
Assis Principal	Thomas Moncilovich	-Master of Science in Vocational Education, minor in Admin/Supervisor of Vocational Education, Florida International University -Bachelor of Science in Education, minor in Industrial Arts, University of Miami Florida State Certification: -Local Director of Vocational Education -Technology Education Grades 6-12	5	8	Sheridan Technical Center provides postsecondary technical and workforce training: our students do not take the FCAT, nor participate in K-12 achievement measures. According to annual COE reports from 2007 through 2011, Sheridan has maintained completion and placement rates ahead of or within the national average. Based on the latest report (2011-2012) the student completion rate is 77.01% , the job placement rate is 79.54% and the licensure pass rate is 97.65%
Assis Principal	Daryl Diamond	-Bachelor of Arts in Secondary Education, SUNY -Master of Science in Education Computing and Technology, Barry University -Education Specialist Education Leadership, Florida Atlantic University -Doctor of Philosophy in Education Leadership, Florida Atlantic University -Florida State Certifications: Educational Leadership (all levels), Mathematics (grades 6-12), School Principal (all levels)	2	5	Sheridan Technical Center provides postsecondary technical and workforce training: our students do not take the FCAT, nor participate in K-12 achievement measures. According to annual COE reports from 2007 through 2011, Sheridan has maintained completion and placement rates ahead of or within the national average. Based on the latest report (2011-2012) the student completion rate is 77.01% , the job placement rate is 79.54% and the licensure pass rate is 97.65%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA	NA	NA			N/A – Sheridan provides postsecondary instruction in technical and workforce education and, therefore, does not employ instructional coaches.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Partnering new teachers who have less than three years experience with veteran staff (NESS, ACTIVE)	Annette Johnson, NESS Administrator and Wendy Bromberg, NESS Liaison	Ongoing	
2	Monitoring the certification status of all instructors working toward a permanent certificate	Administrators by department	Ongoing	
3	Provide wellness support for all faculty/staff members including the use of the Wellness Center and an overall Wellness Initiative	Lourdes Perez, Wellness Coordinator	Ongoing	
4	Continue to operate Professional Learning Communities for all departments	Department Chairpersons	Quarterly	
5				

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	N/A - All instructors currently on Sheridan's list of non-highly qualified teachers are not required to be "highly qualified." This is due to the differing requirements for teachers of Workforce and Postsecondary programs. These teachers hold the necessary credentials to teach their respective programs as outlined by State Workforce standards.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
118	1.7%(2)	15.3%(18)	51.7%(61)	31.4%(37)	35.6%(42)	0.0%(0)	4.2%(5)	1.7%(2)	72.9%(86)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Di Ramnath-Jadual	Shane Minton	Sheridan utilizes the New Educator Support System (NESS). Through this program, each new teacher is paired with a teaching mentor who has substantial teaching experience. Di Ramnath-Jadual is an experienced STC teacher and has mentored many incoming instructors.	The new teacher attends monthly meetings as part of a learning community and creates a portfolio to include all necessary certifications and new teacher competencies. The new teacher is able to learn effective teaching strategies through this support system and is also observed teaching by his/her mentor and an administrator in order to receive feedback and make improvements.
Joni McLaurine	Krystal Stubbs	Sheridan utilizes the New Educator Support System (NESS). Through this program, each new teacher is paired with a teaching mentor who has substantial teaching experience.	The new teacher attends monthly meetings as part of a learning community and creates a portfolio to include all necessary certifications and new teacher competencies. The new teacher is able to learn effective teaching strategies through this support system and is also observed teaching by his/her mentor and an administrator in order to receive feedback and make improvements.
Wendy Bromberg	Brian Rutherford	Sheridan utilizes the New Educator Support System (NESS). Through this program, each new teacher is paired with a teaching mentor who has substantial teaching experience. Wendy Bromberg is an experienced STC teacher and long-time NESS Liaison.	The new teacher attends monthly meetings as part of a learning community and creates a portfolio to include all necessary certifications and new teacher competencies. The new teacher is able to learn effective teaching strategies through this support system and is also observed teaching by his/her mentor and an administrator in order to receive feedback and make improvements.
		Sheridan utilizes the New Educator	

Denise Vajanc	Henry Michaud	Support System (NESS). Through this program, each new teacher is paired with a teaching mentor who has substantial teaching experience. Henry Michaud is paired with his department head.	The new teacher attends monthly meetings as part of a learning community and creates a portfolio to include all necessary certifications and new teacher competencies. The new teacher is able to learn effective teaching strategies through this support system and is also observed teaching by his/her mentor and an administrator in order to receive feedback and make improvements.
John Craig	Nick Diaz	Sheridan utilizes the New Educator Support System (NESS). Through this program, each new teacher is paired with a teaching mentor who has substantial teaching experience. Nick Diaz is paired with an experienced teacher within his department.	The new teacher attends monthly meetings as part of a learning community and creates a portfolio to include all necessary certifications and new teacher competencies. The new teacher is able to learn effective teaching strategies through this support system and is also observed teaching by his/her mentor and an administrator in order to receive feedback and make improvements.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sheridan Technical Center focuses on postsecondary education which does not utilize MTSS/RtI. The school serves two small populations of secondary students:

(1) Students enrolled in the Career Placement and ACCESS programs, which do not require MTSS/RtI.

(2) Share Time students who attend Sheridan for non-academic programs while also attending a traditional high school where they complete academic courses and are monitored by the home schools' MTSS/RtI teams.

The responses in this section refer to the team that monitors Share Time students and works with the home high schools to ensure student success.

Team: Daryl Diamond (Assistant Director), Denise Mancini (High School Coordinator), Johanna Kelly (ESE Specialist), Dr. Jan Boursiquot, LCSW (District Social Worker), Jeanette Schwartz (Psychologist)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The High School Coordinator keeps records for each Share Time student and maintains communication with all Share Time instructors and home high schools. Any student showing signs of academic and/or behavioral problems may be referred to the Assistant Director/ESE Specialist to discuss the problem and design an intervention which may or may not warrant contacting the student's home school for further intervention. The District Social Worker and Psychologist are contacted on an as-needed basis.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Sheridan's Share Time students are incorporated into the Completion Rate and Job Placement goals listed in the SIP. Share Time instructors, Administrators, and the High School Coordinator monitor student achievement and implement strategies listed in the SIP to help these students achieve these goals. Strategies specifically for Share Time students are incorporated into the SIP whenever appropriate. Additionally, Dr. Diamond is a member of the leadership team and, as an administrator, is included in SAC meetings where the Council develops, implements, monitors, and makes changes to the SIP.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Share Time students take the FCAT at their home schools. Their technical training is closely monitored based on teacher-made assessments, interim reports, and report card grades.

Describe the plan to train staff on MTSS.

All Share Time instructors possess the necessary certifications to teach high school students. Staff training on classroom intervention and accommodations is provided during the pre-planning week and throughout the school year. In addition, all new teachers must receive training for new instructors as well as special needs identification and the implementation of an IEP and/or a 504 plan, as part of NESS training.

Describe the plan to support MTSS.

The Share Time program and all students involved are monitored by the High School Coordinator with additional ongoing support from the Assistant Director over the program. Share Time instructors maintain communication with counselors and/or the ESE Specialist for support and guidance with any high school students that are in danger of falling behind. The home high schools have formal MTSS/RtI teams that primarily monitor Share Time students and intervene as appropriate.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Jennifer Jennings (Adult General Education Department Chair), Kim Gates (Adult, ELCATE, and ESOL Education Online), Maria Burton (ESOL Department Chair), Claudia Dilgen (Highly Qualified Reading Coach), Lauren Scerbo (Online Adult General Education Teacher).

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

There are members of the LLT team in each department at Sheridan that deals with academic studies (Adult General Education; Adult, ELCATE, and ESOL Education Online; and ESOL). The team members work within their departments to provide specialized instruction, especially focused on English language literacy (for ESOL) and TABE reading requirements (Adult General Education, and Adult, ELCATE, and ESOL Education Online). Each Adult General Education Department Chairperson will meet with her respective AAAE/GED teachers at least quarterly to go over LCPs awarded that track student progress. Each AAAE/GED teacher will participate in quarterly PLCs.

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

All Adult General Education teachers will be aware of the reading goals this year and work toward them. Online reading workshops will be provided in series format for students as a push to reach these goals. We will strive to increase AAAE completion from 321 students to 350, by June 2013.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

NA

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.</p> <p>Reading Goal #1a:</p>	<p>(Our students are adults working in Career & Technical classes; they do not take the FCAT nor do they participate in Florida Alternate Assessment. The Reading goal relates to Sheridan's academic evaluations incorporated in Adult General Education.)</p> <p>In order to complete a workforce program, students must meet minimum basic skills levels in reading, math, and language, as measured by the TABE test. Students, who do not meet these levels may enroll in the Applied Academics for Adult Education (AAAE) program for remediation in reading, math, and/or language. The following goal applies to our AAAE program: By June 2013, AAAE completers will increase from 321(36.5%)to 350(40%).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sheridan had 321(36.5%) students complete the AAAE program between June 2011 and June 2012.	Sheridan will strive to have 350(40%) students complete the AAAE program between June 2012 and June 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students enrolled in workforce programs need to improve their basic skills levels in reading, language, and math, yet do not register for AAAE remediation classes.	Teachers will generate WDIS reports from Virtual Counselor that show which of their students need to improve their basic skills level and ensure that those students enroll for remediation.	Department Chairs and Assistant Directors	Each quarter new reports will be generated and compared to that of the previous quarter. The strategy will be judged effective if the number of students completing workforce programs becomes equal or closer to the number of students receiving vocational credentials.	Quarterly WDIS reports showing students without basic skills. AAAE enrollment reports. Program completer reports
2	For many students in need of remediation, English is not their first language.	Sheridan will continue to utilize highly effective basic skills software such as: MySkillsTutor; ITTS; ReadOn; and encourage students to participate in the ESOL program.	AAAE teachers	AAAE teachers will assess individual student progress daily with reading and language lessons and practice tests.	Student reports from MySkillsTutor, ITTS and ReadOn TABE Post Test
3	Students are required to pay tuition for the AAAE program which may prove a hardship for some students and affect re-enrollment between terms.	Adult Education classes will run in 18 week periods to limit the number of re-enrollment periods per year. Teachers will personally encourage students on an individual level to re-enroll and to re-test before the end of a term, if appropriate.	AAAE Teachers, Testing Coordinator, AAAE Department Chair and Assistant Directors	Enrollment Reports will be monitored to ensure that students are able to re-enroll. Testing will be monitored to ensure that students are able to test at least once per term.	Enrollment Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:		NA-Sheridan Technical Center provides instruction to postsecondary students in Career and Technical fields. Our students do not take the FCAT, nor do they participate in Florida Alternate Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	NA	NA	NA	NA	NA
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Sheridan Technical Center provides instruction to postsecondary students in Career and Technical fields. Our students are not included in AMOs. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	NA	NA	NA	NA	NA	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Blackboard Collaborate and Desire2Learn training	Adult Postsecondary/ Reading, Math, Language	Kim Gates, Lauren Scerbo, Lourdes Perez	All Online ABE/AAAE/GED teachers	Ongoing	Teachers' Blackboard Collaborate and Desire2Learn workshops and content will be reviewed by Department Chairs and Administrators. Online workshops will be evaluated by teaching rubrics and follow-up sessions will be held between each teacher individually with his/her Administrator.	Department Chairs and Administrators
Highly effective software and hardware for AAAE students	Adult Postsecondary/ Math, Reading, Language	Inservice Instructor	All faculty members	Early Release days	Teachers will incorporate new skills and techniques into their classroom instruction for both AAAE/GED/ABE and Career & Technical classes. Use of hardware and software will be observed and recorded by Administrators during classroom walkthroughs.	Assistant Directors

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize highly effective basic skills remediation books and materials	PaceWare Learning System, McGraw Hill, and Steck Vaughn books and materials	Grants	\$7,500.00
			Subtotal: \$7,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize highly effective basic skills remediation software	MySkillsTutor, ITTS, and FATDEC	STC Operating Budget	\$17,000.00
			Subtotal: \$17,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$24,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	(Sheridan is a postsecondary Career & Technical school and does not participate in K-12 CELLA testing. The following goals refer specifically to our ESOL students and LEP students in the AAAE program.) Sheridan's extensive ESOL programs (both online and face-to-face) are designed to help non-native English speaking students become proficient in listening and speaking English. By June 2013, the number of ESOL students who have earned any LCP will reach 440 (42%).

2012 Current Percent of Students Proficient in listening/speaking:

Between June 2011 and June 2012, 407 (38.6%) ESOL students showed learning gains in listening/speaking by earning an ESOL LCP. By June 2013, that number will reach 440 (42%).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL Department Head and Administrators need to monitor classes to ensure appropriate levels of student progress.	LCP reports will be generated by teacher so that Department Head and Administrators can regularly see a breakdown of LCPs and student progress for individual teachers within the ESOL Department.	ESOL Department Head Maria Burton; ESOL Administrator Annette Johnson	LCP attainment will be compared between instructors teaching the same ESOL programs. Trends will be considered from term to term.	Quarterly LCP Report
2	Students who violate the attendance requirements may be withdrawn from the program before they are able to test and record learning gains.	Teachers will clearly communicate attendance expectations with students upon enrollment. Students who are in danger of being withdrawn will be given notice if appropriate.	ESOL Instructors	Enrollment reports will track enrollment in ESOL programs. Student turnover will be monitored by ESOL teachers and the Department Head.	Enrollment Reports; Gradebook Attendance and LCP reports
3	Many ESOL students are working toward a CTE certification as well as ESOL and put emphasis on their Career & Technical Training.	Highly effective software will be used that links ESOL instruction with Career & Technical Education, to keep students engaged in both ESOL and CTE.	ESOL Instructors	ESOL program completers will be monitored to ensure that we are maximizing the ESOL completion rate. Teachers will monitor students' use of Burlington English in the classroom.	Completion Report; LCP Report; Burlington English

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

(Sheridan is a postsecondary Career & Technical school and does not participate in K-12 CELLA testing. This goal looks at LEP students in the AAAE program.)

Students practice reading, math, and language skills as part of the AAAE program. The following goal refers to LEP students enrolled in the AAAE program: By June 2013, the number of LEP students who complete the AAAE program will reach 38 (45%).

2012 Current Percent of Students Proficient in reading:

Between June 2011 and June 2012, 85 LEP students were enrolled in the AAAE program at Sheridan. Of those students, 34 (40.0%) completed the program. By June 2013, the number of LEP students who complete the AAAE program will reach 38 (45%). (This is comparatively higher than the overall AAAE goal of 40% completion for all LEP and non-LEP students combined.)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	LEP students in AAAE are in need of remediation but are	Sheridan will continue to utilize highly effective basic skills	AAAE Teachers	AAAE teachers will assess individual student progress daily	Student reports from MySkillsTutor,

1	studying in English which is not their first language.	software such as MySkillsTutor, ITTS, and ReadOn, and encourage students to participate in the ESOL program.		with reading and language lessons and practice tests.	ITTS and ReadOn TABE Post Test
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Students practice reading, math, and language skills as part of the AAAE program. To see the goal for LEP student in the AAAE program, please see CELLA Goal #2.
--	--

2012 Current Percent of Students Proficient in writing:

NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide widely available access to CASAS testing at both STC campuses	CASAS testing staff for Sheridan Technical Center West Campus	Grant	\$43,831.00
			Subtotal: \$43,831.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$43,831.00

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:		NA-Sheridan provides Adult/Postsecondary instruction in Career and Technical Education, and not in traditional academic subjects. All academic remediation is part of the Applied Academics For Adult Education (AAAE) class. For goals referring to the AAAE class, please see Reading Goals.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # NA 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	NA	NA	NA	NA	NA	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:		NA			
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:			NA		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:			NA		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # NA				
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	NA	NA	NA	NA	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	NA	NA	NA	NA	NA

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	NA-Sheridan provides Adult/Postsecondary instruction in Career and Technical Education, and not in traditional academic subjects. All academic remediation is part of the Applied Academics For Adult Education (AAAE) class. For goals referring to the AAAE class, please see Reading Goals.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:			NA		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:			NA-Sheridan provides Adult/Postsecondary instruction in Career and Technical Education, and not in traditional academic subjects. All academic remediation is part of the Applied Academics For Adult Education (AAAE) class. For goals referring to the AAAE class, please see Reading Goals.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	NA	NA	NA	NA	NA
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	NA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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NA	NA
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	NA-Sheridan provides Adult/Postsecondary instruction in Career and Technical Education, and not in traditional academic subjects. All academic remediation is part of the Applied Academics For Adult Education (AAAE) class. For goals referring to the AAAE class, please see Reading Goals.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal # 1:		NA-Sheridan provides Adult/Postsecondary instruction in Career and Technical Education, and not in traditional academic subjects. All academic remediation is part of the Applied Academics For Adult Education (AAAE) class. For goals referring to the AAAE class, please see Reading Goals.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal # 1:	Postsecondary classes have strict attendance guidelines. A student is to be withdrawn from his/her program once he/she reaches a predetermined number of absences. Therefore, attendance is closely aligned with withdrawal rate. By June 2013, the withdrawal rate will decrease from 14.0% (461 students) to 11.5% (380 students). (Data is based on annual COE report.) Additionally, the average daily attendance rate will increase from 92.4% to 94%. (Data is based on DWH reports.)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Withdrawal Rate: 14.0% (461 students) Avg Daily Attendance Rate: 92.4%	Withdrawal Rate: 11.5% (380 students) Avg Daily Attendance Rate: 94%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
NA - Students are withdrawn after violating the attendance policy.	NA - Students are withdrawn after violating the attendance policy.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
NA - Students are withdrawn after violating the attendance policy.	NA - Students are withdrawn after violating the attendance policy.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There will be fewer windows for new enrollments into certain Workforce programs; therefore, students with poor attendance may not be able to complete.	Instructors will hold midterm interventions with students to review attendance issues and intervene with students who might face withdrawal and not be able to re-enroll.	Program Counselors, Teachers, Department Chairpersons	Enrollment reports will be generated and reviewed as needed to show classes that are at capacity, as well as student hours based on the master schedule.	Enrollment reports and Student Attendance Rosters
2	There are guidelines based on the master schedule that require students to be withdrawn after accruing a specified number of absences.	At the beginning of each term, teachers will review student handbook and attendance policy with all students. Teachers will also ensure that all students log into Virtual Counselor, view and	Program Counselors and Teachers	Assistant Directors will visit classrooms and review Gradebook attendance rosters.	Attendance Rosters

		acknowledge that they have read the handbook. Students who are in danger of non-compliance will be counseled and reminded of the policies and procedures.			
3	Adult students can have difficulty attending classes regularly due to their work schedules and family demands.	Sheridan will increase the number of classes offered online or blended; Sheridan will collaborate with McFatter and Atlantic Technical Centers to create a schedule of classes which will accommodate evening students.	The Director, Assistant Directors, Department Chairs and Teachers	The Director, Assistant Directors, Department Chairs, and Teachers will review Quarterly FTE comparison reports and compare them to previous years.	FTE Comparisons

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Electronic Gradebook Training	Adult/ Postsecondary	Gradebook Manager	Cross Curricular Representatives	Ongoing	Participants' use of their electronic Gradebook will be monitored and more training will be provided as needed.	Gradebook Manager, Department Chairs and Administrators.

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	As an Adult/Postsecondary school, students may be suspended or face an involuntary withdrawal. During the 2011-2012 school year, a total of 13 students were suspended or involuntarily withdrawn from their respective programs. By June 2013, the number of suspensions/involuntary withdrawals will be reduced to 10.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
13	10

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may conduct themselves in a manner out of compliance with the student Code of Conduct.	At the beginning of each term, teachers will review Student Handbook and Code of Conduct with all students. All students will log into Virtual Counselor, view, and acknowledge that they have read the handbook. Students who are in danger of non-compliance will be counseled and reminded of the policies and procedures.	Instructors and Administrators	Student suspension and involuntary withdrawal data will be monitored and compared to previous year's data, by Administrators.	Suspension, withdrawal, and referral reports.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ESE behavior modification and discipline	Adult/ Postsecondary	ESE Specialist	All faculty members	Monthly PLCs, early release days	Effective use of workshop strategies will be observed during classroom walkthroughs.	Assistant Directors
Behavior Management	Adult/ Postsecondary	Guidance department	All faculty members	Monthly PLCs, early release days	Effective use of workshop strategies will be observed during classroom walkthroughs.	Assistant Directors

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	NA - Sheridan Technical Center is an Adult/Postsecondary school which provides workforce training.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

NA	NA				
2012 Current Graduation Rate:	2013 Expected Graduation Rate:				
NA	NA				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		NA - Sheridan Technical Center is an Adult/Postsecondary school which provides workforce training.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		NA-Sheridan provides Adult/Postsecondary instruction in Career and Technical Education, and not in traditional academic subjects. All academic remediation in reading/math/language is part of the Applied Academics For Adult Education (AAAE) class. For goals referring to the AAAE class, please see Reading Goals.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Completion Rate: By June 2013, the program completion rate for Career and Technical Education will increase from 77.0% (1544 students) to 80% (1604 students). (Data is based on annual COE report.)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students do not complete all program requirements in time for graduation.	At the beginning of each term, teachers will review program requirements and school policies/procedures with all students. Teachers and guidance counselors will meet and counsel with individual students who are not making adequate progress, as needed.	Workforce teachers and guidance counselors	Student grades and attendance will be monitored by instructors and counselors, daily	Interim reports, Student Obstacle Reports, and COE Annual report
2	Non-graduate completers finish their Workforce programs without completing basic skills.	Encourage students to register for and attend basic skills remediation classes offered by the Applied Academics for Adult Education (AAAE) department. Program teachers will collaborate with AAAE instructors to monitor their students' attendance and progress.	Teachers and Department Chairs	Administrators will visit classrooms and review AAAE enrollment and completion reports.	Annual COE Report, Quarterly WDIS(Virtual Counselor)reports showing students without basic skills
3	Sheridan Technical Center enrolls many students with special needs.	Continue to infuse modifications and accommodations in all classes in order to meet the needs of LEP and ESE students.	ESE Specialist and Teachers	Student grades and attendance will be monitored by instructors and counselors, daily	Interim reports, Student Obstacle Reports, and COE Annual report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Workshop training in instructional hardware/software and new opportunities to enhance the classroom environment	Adult/ Postsecondary	Workshop Facilitators	All postsecondary teachers	Early Release days	Surveys and classroom walkthroughs will assess instructor use of new technology in classrooms.	Assistant Directors and Professional Development Coordinator
Workshop training on how to improve students' learning gains; modification and accommodation strategies for LEP and ESE students.	Adult/ Postsecondary	Department Heads	All department faculty/staff	Quarterly	Implementation of learned strategies will be monitored through observations, classroom walkthroughs, and quarterly OCP/LCP reports.	Assistant Directors and Department Heads

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize basic skills and English language testing software to assess student ability	TABE and CASAS tests, Certification Prep	STC Operating Budget	\$27,000.00
			Subtotal: \$27,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$27,000.00

End of CTE Goal(s)

Additional Goal(s)

Program Completion Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Program Completion Goal Program Completion Goal #1:			See "CTE Goal" for Program Completion Goal.		
2012 Current level:			2013 Expected level:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Program Completion Goal(s)

Wellness Initiative Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Wellness Initiative Goal Wellness Initiative Goal #1:	During 2011-2012, total attendance for fitness/wellness classes was 1080. By June 2013, there will be a 3% increase and attendance will reach 1112.
2012 Current level:	2013 Expected level:
1080 attendances for fitness/wellness classes from faculty and staff	1112 attendances for fitness/wellness classes from faculty and staff

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Sheridan employees have a lowered allowance from our Health Insurance provider for gym memberships and wellness activities than was had in previous years.	Sheridan employees will have free access to the on-campus wellness center for personal use and for group classes and wellness activities.	Lourdes Perez, Fitness Coordinator	There will be an improvement in wellness measurements observed at the annual Wellness Fair, as well as an increased number of employees utilizing the Wellness Center each quarter.	Wellness Center sign-in sheets; fitness class attendance; nutritionist meeting records; wellness statistics compiled at the Wellness Fair

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fitness Activities	All faculty and staff/ Wellness	Lourdes Perez	All faculty and staff	Ongoing	Employee participation will be observed through sign-in sheets and fitness class attendance.	Lourdes Perez

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Maintain and enhance a safe environment to support the wellness goals and well being of faculty and staff	Equipment replacement; individual fitness gear	General Budget	\$1,350.00
Maintain and enhance a safe environment to support the wellness goals and well being of faculty and staff	Fitness equipment and machine maintenance	Maintenance contract	\$650.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Wellness Initiative Goal(s)

Job Placement Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Job Placement Goal		By June 2013, the Job Placement rate for Sheridan's Career and Technical Education programs will increase from 79.5% (1217 students) to 82%(1255 students). (Data is based on annual COE report.)			
Job Placement Goal # 1:					
2012 Current level:		2013 Expected level:			
79.5% (1217 students)		82% (1255 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are facing an increasingly competitive job market upon graduation.	Continue community partnerships and participation in clinical and externship activities.	Job Placement Specialist, Community and Business Liaisons, Clinical Instructors	Instructors and Job Placement Specialist will monitor the number of students who find employment because of externships and clinicals.	Feedback from Corporate partners and students; Job Placement Reports such as FETPIP and COE annual report.
	Due to the poor economy, job openings are becoming increasingly scarce.	Continue the use of an Online Job Board as a way for employers to post job openings;	Job Placement Specialist	The Job Placement Specialist will monitor the number of students who find employment	Feedback from instructors, and SAC; Annual COE Report

2		Invite potential employers to meet with classes to discuss employment opportunities.		because of the online Job Board and employer visits.	
3	There are changing demands in the job market reflecting the latest skills and technologies.	Continue to update equipment and state-of-the-art technology to enhance the student experience and to ease the school-to-career transition.	Department Chairpersons and Instructors	Instructors will monitor students and corporate partner satisfaction with the quality and relevance of education to the actual industry.	SAC, employer, and student feedback.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Job Readiness Skills – resume tips, interview skills, etc.	Adult/ Postsecondary	Workshop Facilitator	Instructors and Job Coaches	Early Release Days	Teacher implementation of job-readiness training into lesson plans and classroom instruction will be monitored with lesson plan review and classroom walkthroughs.	Department Chairs and Assistant Directors

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Meet entry-level photovoltaic employment requirements and give students a competitive edge when entering the workforce	NAB CEP PV Testing	STC Internal Accounts	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Meet entry-level certification requirements and give program graduates a competitive edge in the employment market	College Central Network Online Job Board, Job 6 Sage Software, Microsoft Certification Tests, Health Science Certification Tests, Industry Credentialing Materials, etc.	STC Internal Accounts, STC Operating Budget	\$158,000.00
			Subtotal: \$158,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$161,000.00

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize highly effective basic skills remediation books and materials	PaceWare Learning System, McGraw Hill, and Steck Vaughn books and materials	Grants	\$7,500.00
CELLA	Provide widely available access to CASAS testing at both STC campuses	CASAS testing staff for Sheridan Technical Center West Campus	Grant	\$43,831.00
Wellness Initiative	Maintain and enhance a safe environment to support the wellness goals and well being of faculty and staff	Equipment replacement; individual fitness gear	General Budget	\$1,350.00
Wellness Initiative	Maintain and enhance a safe environment to support the wellness goals and well being of faculty and staff	Fitness equipment and machine maintenance	Maintenance contract	\$650.00
Job Placement	Meet entry-level photovoltaic employment requirements and give students a competitive edge when entering the workforce	NAB CEP PV Testing	STC Internal Accounts	\$3,000.00
				Subtotal: \$56,331.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize highly effective basic skills remediation software	MySkillsTutor, ITTS, and FATDEC	STC Operating Budget	\$17,000.00
CTE	Utilize basic skills and English language testing software to assess student ability	TABE and CASAS tests, Certificaiton Prep	STC Operating Budget	\$27,000.00
Job Placement	Meet entry-level certification requirements and give program graduates a competitive edge in the employment market	College Central Network Online Job Board, Job 6 Sage Software, Microsoft Certification Tests, Health Science Certification Tests, Industry Credentialing Materials, etc.	STC Internal Accounts, STC Operating Budget	\$158,000.00
				Subtotal: \$202,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Grand Total: \$258,331.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Funds that are for use by the SAC are allotted for reimbursements for student credentialing exams, and come from accountability accounts.	\$15,000.00

Describe the activities of the School Advisory Council for the upcoming year

Sheridan Technical Center's School Advisory Council (SAC) is responsible for final approval and implementation of the School Improvement Plan (SIP). The majority of SAC members are nominated and chosen through our department chairs from the industry professionals who assist with program advisory groups, and from supportive employers of our graduating students. Also sitting on our SAC are the faculty/staff representatives nominated during the first faculty meeting of the year. Business/Industry members make up the majority of SAC composition. (As our student population is all adults, parent representatives are not relevant to the SAC composition.)

Sheridan's SAC meets five times throughout the school year and members are expected to attend each meeting. The SIP is approved at the first meeting of the school year. Budget information is updated and discussed at each SAC meeting. Program ideas are also brought up at the SAC meetings and SAC members discuss industry trends and changes in the workforce. This contributes to Sheridan's objectives of increased program completers and job placement. Sub-committees, such as those that may implement new curriculum, play a crucial role in the development of programs and in meeting the SIP goals.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found