FLORIDA DEPARTMENT OF EDUCATION

Lively Technical Center
School Improvement Plan (SIP)
Form SIP-1
Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: **Lively Technical Center**	District Name: **Leon**
Principal: **Woody Hildebrandt**	Superintendent: **Jackie Pons**
SAC Chair: **Kimberly Moore**	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective 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)	Number of Years at Current School	Number 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	Woody Hildebrandt	1. BS – General Science (5-9); 2. Physical Education (K-12); 3. MS – School Principal (All Levels); 4. Occupational Specialist (Vocational)	6	12	N/A (Lively Technical Center is not graded)
Assistant Principal	Vernea Randolph	1. MS – Educational Leadership (All Levels); 2. BS&MBA – Business Education (6-12); 3. Local Director of Vocational Education (Vocational 4. Occupational Specialist	14	9	N/A (Lively Technical Center is not graded)

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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)
		(Vocational)			
Assistant Principal	Randy Free	1.BS – History 2. MS – Admin Supervision, EDS ED Leadership	3	26	N/A (Lively Technical Center is not graded)
Assistant Principal	Kathy Culley	1.BS –Health Ed.2.MS – Elem Ed. Modified Ed Leadership	0	3(Dean)	N/A (Lively Technical Center is not graded)

Highly Effective Instructional Coaches

List your school's highly effective 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)	Number of Years at Current School	Number 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)
N/A	N/A	N/A	N/A	N/A	N/A

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. **Continue to orientation with new instructors**	Principal Assistant Principals	**Ongoing as needed**	**N/A**
2. **Continue partnering new teachers with mentor instructors**	Principal Assistant Principals	**Ongoing**	**N/A**
3. **Participation in Teacher Interview Days**	Principal Assistant Principals	**School Year 2012 - 2013**	**N/A**
4. **Advertisement of vacant positions with the School District and local newspapers to get the best qualified instructor**	Principal Assistant Principals	**As positions become vacant**	**N/A**
5. **Professional staff development/training for new and current instructors**	Principal Assistant Principals	**Ongoing as needed**	**N/A**

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
None at this time	**N/A**	**N/A**	**N/A**

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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
38	0% (0)	7.893% (3)	15.786% (6)	76.299% (29)	18.417% (7)	100% (38)	0% (0)	0% (0)	0% (0)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Julie Nichols (Mentor & Subject Area)	**None**	Instructor is extremely effective, has met the district's Beginning Teacher Mentor Program qualifications and successfully completed the district's Mentor Training Program	Support Team Meeting, District Competencies package, Classroom Management, Internet Resources, release time is provided for required pre-observation conferences and post observation feedback conferences, etc.
Diane Eakin	**None**	Instructor is extremely effective, has met the district's Beginning Teacher Mentor Program qualifications and successfully completed the district's Mentor Training Program	Support Team Meeting, District Competencies package, Classroom Management, Internet Resources, release time is provided for required pre-observation conferences and post observation feedback conferences, etc.

Additional Requirements

*Coordination and Integration-***Title I Schools Only**

Not Applicable (Lively Technical Center)

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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)
Not Applicable (Lively Technical Center)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.
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?
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?
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.
Describe the plan to train staff on MTSS.
Describe plan to support MTSS.

Literacy Leadership Team (LLT)
Not Applicable (Lively Technical Center)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
What will be the major initiatives of the LLT this year?

Public School Choice
Not Applicable (Lively Technical Center)

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page

*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.

<u>Not Applicable (Lively Technical Center)</u>

*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.

<u>Not Applicable (Lively Technical Center)</u>

*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?

<u>Not Applicable (Lively Technical Center)</u>

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?

<u>Not Applicable (Lively Technical Center)</u>

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 <u>High School Feedback Report</u>.

<u>Not Applicable (Lively Technical Center)</u>

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PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement				
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:	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1a.TABE: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: Decrease student population not meeting the required exit score by 9%. 2012 Current Level of Performance:* 45% (166) of the student population did not meet the required exit TABE score. 2013 Expected Level of Performance:* 35% of the student population did not meet the required exit TABE score.	1a.1. Student withdrawals	1a.1.Analyze student data TABE Assessments to determine skill deficit skill areas.	1a.1. Administrative Team	1a.1. Data Analysis	1a.1. ITTS Results/Reports
	1a.2. Lack of resources at home to support reading development.	1a.2. Provide ITTS (Instruction Targeted for TABE success) program to improve student reading achievement.	1a.2. Program Instructors	1a.2. Application of teaching strategies that meet the needs of Adult Learners.	1a.2. Classroom observation tools
	1a.3. Achieving enough growth in independent reading to make a gain.	1a.3. Provide students with appropriate level text and targeted small group instruction to support reading comprehension at their reading levels and on grade level text.	1a.3. Applied Academics Department	1a.3. Analysis of student independent reading levels	1a.3. Various classroom assessments
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:	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**

2a. TABE : Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1.Achieving enough growth in independent reading to make a gain	2a.1. Analyze results of benchmark assessments and reading levels to provide targeted small group strategy instruction at higher levels of cognitive complexity.	2a.1. Administrative Team	2a.1. Teacher created Rubrics	2a.1. Individualized Instructional Prescription
Reading Goal #2a: Students entering their program intent with required scores will increase by 9%, based upon required exit scores in Reading on the TABE Assessment for program entry.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	55% (166) of the student population entered their program intent upon receiving instructional support.	60% of the student population entered their program intent upon receiving instructional support.					
			2a.2. Increased rigor of TABE Test Form/Level	2a.2. Provide high yield strategies to demonstrate comprehension.	2a.2. Program Instructors	2a.2. Analysis of student independent reading levels	2a.2. Classroom observation tools
			2a.3 Lack of resources at home to support reading development.	2a.3 Implement balanced literacy models.	2a.3 Applied Academics Department	2a.3	2a.3
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:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
3a. TABE : Percentage of students making Learning Gains in reading.			3a.1. Student withdrawals	3a.1. Analyze student data TABE Assessments to determine skill deficit skill	3a.1. Administrative Team	3a.1. Data Analysis	3a.1. ITTS Results/Reports

Reading Goal #3a: Increase student achievement by 8%, based upon unsuccessful scores in Reading on the TABE Test (thus for hindering program entry).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	areas.			
	11% (166) of the student population increased their grade level equivalency score by 2-4 grade levels TABE Reading Test.	11% of the student population will increase their grade level equivalency score by 2-4 grade levels TABE Reading Test.				
			3a.2. Lack of resources at home to support reading development.	3a.2. Provide ITTS (Instruction Targeted for TABE success) program to improve student reading achievement.	3a.2. Program Instructors	3a.2. Application of teaching strategies that meet the needs of Adult Learners.	3a.2. Classroom observation tools
			3a.3. Increased rigor of TABE Test Form/Level.	3a.3. Provide students with appropriate level text and targeted small group instruction to support reading comprehension at their reading levels and on grade level text.	3a.3. Applied Academics Department	3a.3. Analysis of student independent reading levels	3a.3. Various classroom assessments

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:	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
4a. TABE : Percentage of students in Lowest 25% making learning gains in reading.	4a.1. English Language Learners and students reading below grade level lack the oral language and vocabulary	4a.1. Provide Leveled Literacy Instruction through the Instructional framework to students.	4a.1. Administrative Team	4a.1. Analysis of student independent reading levels.	4a.1. Submit progress reports to Administrative Team as requested
Reading Goal #4a: Decrease the number of student's scoring in the	2012 Current Level of Performance:* 2013 Expected Level of Performance:*				

lowest quartile in reading on the TABE Assessment	4% of the student population fell under the lowest quartile.	2% of the student population fell under the lowest quartile.	development needed to demonstrate adequate gains.				
			4a.2. Achieving enough growth in independent reading to make a gain.	4a.2. Provide ITTS (Instruction Targeted for TABE success) program to improve student reading achievement.	4a.2. Program Instructors	4a.2. Analysis of oral language skills	4a.2. TABE Test Score Reports
			4a.3 Funding	4a.3. Provide explicit modeled and scaffold instruction in academic conversations around text through whole group, partner and small group.	4a.3. Applied Academics Department	4a.3. Student logs of technology use	4a.3. Individualized Instructional Prescription

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will	**Baseline data 2010-2011** Increase student achievement by 8%, based upon unsuccessful scores in Reading on the TABE Test (thus for hindering program entry).	Increase student achievement by 10%, based upon unsuccessful scores in Reading on the TABE Test (thus for hindering program entry).	Increase student achievement by 11%, based upon unsuccessful scores in Reading on the TABE Test (thus for hindering program entry).	Increase student achievement by 12%, based upon unsuccessful scores in Reading on the TABE Test (thus for hindering program entry).	Increase student achievement by 13%, based upon unsuccessful scores in Reading on the TABE Test (thus for hindering	Increase student achievement by 14%, based upon unsuccessful scores in Reading on the TABE Test (thus for hindering program entry).

reduce their achievement gap by 50%.						program entry).	

<u>Reading Goal #5A:</u>

Increase student achievement by 8%, based upon unsuccessful scores in Reading on the TABE Test (thus for hindering program entry).

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:	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** <u>Reading Goal #5B:</u> An increased percentage of students, based on ethnicity, will be on track to be proficient in reading. **2012 Current Level of Performance:*** White:55% Black:55% Hispanic:20% Asian:20% American Indian: 0% **2013 Expected Level of Performance:*** White:60% Black:60% Hispanic:30% Asian:30% American Indian:0%	5B.1. White: Black: Hispanic: Asian: American Indian: English Language Learners and students reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains.	5B.1. Analyze results of benchmark assessments and reading levels to provide targeted small group strategy instruction at higher levels of cognitive complexity.	5B.1. Administrative Team	5B.1. Application of teaching strategies that meet the needs of Adult Learners.	5B.1. Individualized Instructional Prescription
	5B.2. Increased rigor of TABE Test Form/Level.	5B.2. Leveled Literacy Intervention to increase English Language Proficiency and reading proficiency.	5B.2. Program Instructors	5B.2. Increased oral language proficiency	5B.2. Classroom observation tools
	5B.3.	5B.3. Provide explicit, modeled and scaffold instruction in academic conversations around text through whole group, partner and small group conversations during read aloud, partner reading and book club reading.	5B.3. Applied Academics Department	5B.3.	5B.3. Various classroom assessments
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:	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Over 15% of students demonstrate a need for continued English Language development, both conversational and academic.	5C.1. Provide explicit modeled and scaffold instruction in academic conversations around text through whole group, partner and small group conversations.	5C.1. Administrative Team	5C.1. Monthly monitoring of Learning usage and progress	5C.1. Individualized Instructional Prescription
Reading Goal #5C: 25% of ELL students will be on track to meet the reading goal	2012 Current Level of Performance:* 3.7% (14) of ELL students met the reading goal.	2013 Expected Level of Performance:* 25% of ELL students will be on track to meet the reading goal.			
	5C.2.	5C.2. Professional Development provided by the county on Literacy Instruction for English Language Learners.	5C.2. Program Instructors	5C.2. Application of teaching strategies that meet the needs of English Language Learners.	5C.2. Classroom observation tools
	5C.3.	5C.3.	5C.3. Applied Academics Department	5C.3.	5C.3. Various classroom assessments
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:	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Access to models of math concepts by peers working at or closer to grade level.	5D.1. Increase time with non disabled peers and increase support in the classroom.	5D.1. Administrative Team	5D.1. Increase time with non disabled peers.	5D.1. Student responses
Reading Goal #5D: 50% of SWD will be on track for meeting curriculum standards.	2012 Current Level of Performance:* 45% of SWD will be on track for meeting curriculum standards.	2013 Expected Level of Performance:* 50% of SWD will be on track for meeting curriculum standards.			
	5D.2.	5D.2. Students will be placed (as indicated by ability) into general education classrooms with an ESE support teacher to aid them in learning and applying skills	5D.2. ESE Transition Department	5D.2. Student outcomes	5D.2. Personalized Prescriptions for academic success
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:	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
5E. Economically Disadvantaged students	5E.1. Lack of life	5E.1. Provide curriculum	5E.1. Administrative	5E.1. Increased reading level	5E.1. Student

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not making satisfactory progress in reading.			experiences that develop student background knowledge and oral language necessary to develop proficiency as readers.	based literacy related activities	Team	proficiency	responses
Reading Goal #5E: 45% of students will be on track for proficiency in reading on the TABE Test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	39% of ED students met the reading goal	45% of ED students will be on track for meeting the reading goal					
			5E.2. Lack of text at home to support reading development.	5E.2. Provide students with access to text in order to give them opportunities to read in school and at home to improve reading proficiency.	5E.2. Program Instructors	5E.2. Application of teaching strategies that meet the needs of Adult Learners	5E.2. Personalized Prescriptions for academic success

Reading Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)**	**Strategy for Follow-up/Monitoring**	**Person or Position Responsible for Monitoring**
Provide Clear Learning Goals and Rubrics	Adult	Teacher Leader	All teachers	Team Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Provide Clear Learning Goals and Rubrics

		Instructors Trainers	School-Wide		Classroom observation and administrative review of students reports	
Effective implementation of Program of Study Reading (Curriculum) component in Applied Academics for Adult Education (AAAE)	Adult	Team leader	All teachers	Team meetings - ongoing throughout the year	Observation documentation; Teacher Portfolio	Effective implementation of Program of Study Reading (Curriculum) component in Applied Academics for Adult Education (AAAE)
Provide Clear Learning Goals and Rubrics	Adult	Teacher Leader Instructors Trainers	All teachers School-Wide	Team Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio Classroom observation and administrative review of students reports	Provide Clear Learning Goals and Rubrics

Reading Budget

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Applied Academics for Adult Education (AAAE) Program	Inquiry-Based Learning Instruction Targeted for TABE Success Printable Resources Array of Assessment Tools	Workforce Development Funding	$7000.00
Workforce Education	Inquiry-Based Learning Printable Resources Array of Assessment Tools	Workforce Development Funding	$6000.00
			Subtotal: $ 13,000.00

Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Online Rubric development	Internet based	Workforce Development Funding	$5000.00
Interactive Technology tools	Interactive Boards Internet Based Instruction	Workforce Development Funding	$12,000.00
			Subtotal: $ 17,000.00

Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Developing appropriate rubrics	Facilitator; time for planning and collaboration	School-based Professional Learning (Workforce Development Funding)	$4000
			Subtotal: $ 4000.00

Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**

Implementation of Technology Based Instruction	Interactive Boards Internet Based Instruction	Workforce Development Funding	$0.00
			Subtotal: $ 0.00
			Total: $ 34,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.

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CELLA Goal #1: **N/A**	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
2. Students scoring proficient in Reading. CELLA Goal #2: Students entering their program intent with required scores will increase by 9%, based upon required exit scores in Reading on the TABE Assessment for program entry.	2012 Current Percent of Students Proficient in Reading : 55% (166) of the student population entered their program intent upon receiving instructional support.	2.1.Achieving enough growth in independent reading to make a gain.	2.1. Analyze results of benchmark assessments and reading levels to provide targeted small group strategy instruction at higher levels of cognitive complexity.	2.1. Administrative Team	2.1. Analysis of student independent reading levels	2.1.. Individualized Instructional Prescription
		2.2. Increased rigor of TABE Test Form/Level	2.2. Provide high yield strategies to demonstrate comprehension.	2.2. Program Instructors	2.2.Teacher created rubrics	2.2.Teacher observations
		2.3 Lack of resources at home to support reading development.	2.3 Implement balanced literacy models.	2.3 Applied Academics Department	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
3. Students scoring proficient in Writing. CELLA Goal #3: 50% of students were full program completers (therefore satisfying the writing components for their individual programs)	2012 Current Percent of Students Proficient in Writing : 47% of students were full program completers (therefore satisfying the writing components for their individual programs)	2.1. Students who have limited English language skills	2.1. Use Units of Study as curriculum tool for providing mini lessons and opportunities for writing in various genres	2.1. Administrative Team	2.1.Use of Writers Workshop and mini-lessons	2.1. Increased levels of language proficiency

		2.2. Students need exposure to genres of writing and writing ideas	2.2. Use of Professional Learning Communities to development understanding of the Units of Study in Writers Workshop	2.2. Program Instructors Student Services	2.2.. Development of Unit Calendars, Teaching Points and Mini-lessons for Writers Workshop	2.2.
		2.3	2.3 Use of modeling and Co-teaching with the procedures, skills, and strategies of writing workshop	2.3 Applied Academics for Adult Education Department	2.3	2.3

CELLA Budget

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Applied Academics for Adult Education (AAAE) Program	Inquiry-Based Learning Instruction Targeted for TABE Success Printable Resources Array of Assessment Tools	Workforce Development Funding	$3000
Workforce Education	Inquiry-Based Learning Printable Resources Array of Assessment Tools	Workforce Development Funding	$2000
			Subtotal: $ 5000.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Online Rubric development	Internet based	Workforce Development Funding	$2000
Interactive Technology tools	Interactive Boards Internet Based Instruction	Workforce Development Funding	$1000
			Subtotal: $ 3000.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Developing appropriate rubrics	Facilitator; time for planning and collaboration	School-based Professional Learning (Workforce Development Funding)	$3000
			Subtotal: $ 3000.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**

Implementation of Technology Based Instruction	Interactive Boards Internet Based Instruction	Workforce Development Funding	$1000
			Subtotal: $ 1000.00
			Total: $ 12,000.00

Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. TABE: Students scoring at Achievement Level 3 in mathematics.	1a.1. High rates of absenteeism	1a.1. LCSS professional development in math instruction that is linked to instructional	1a.1. Administrative Team	1a.1. Data collected through Curriculum based assessments	1a.1. ITTS Results/Reports

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Mathematics Goal #1a: Decrease student population not meeting the required exit score by 8%.	2012 Current Level of Performance:* 75% (166) of the student population did not meet the required exit TABE score.	2013 Expected Level of Performance:* 67% of the student population did not meet the required exit TABE score.		strategies learned for other content areas			
			1a.2. Achieving enough growth in independent Mathematics to make a gain.	1a.2. Analyze student data TABE Assessments to determine skill deficit skill areas.	1a.2. Program Instructors	1a.2. Teacher created Rubrics	1a.2. classroom observations
			1a.3.	1a.3.	1a.3. Applied Academics Department	1a.3.	1a.3. Teacher Created Rubrics
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:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
2a. TABE: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1.Students with varied backgrounds and experiences struggle with complex concepts and questions in math instruction and assessment	2a.1. Aid teachers in analysis of formative data collected throughout the school year so that they can effectively plan and deliver instruction that meets the needs of students at a variety of instructional levels.	2a.1. Administrative Team	2a.1. Curriculum based assessments	2a.1. Teacher Created Rubrics
Mathematics Goal #2a: Students entering their program intent with required scores will increase by 8%, based upon required exit scores in Math on the TABE Assessment for program entry.	2012 Current Level of Performance:* 25% (166) of the student population became eligible to enter their program intent upon receiving instructional support.	2013 Expected Level of Performance:* 33% of the student population will be eligible to enter their program intent upon receiving instructional support.					
			2a.2. Increased cognitive complexity of mathematics assessment	2a.2.	2a.2. Program Instructors	2a.2. Application of teaching strategies that meet the needs of Adult Learners.	2a.2. ITTS Results/Reports
			2a.3	2a.3	2a.3 Applied Academics	2a.3	2a.3 classroom observations

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				Department	

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. TABE: Percentage of students making Learning Gains in mathematics.	3a.1. Additional time needed to master basic and complex math facts and skills	3a.1. Interpret and analyze standardized and classroom assessments to plan for math instruction and target specific students	3a.1. Administrative Team	3a.1. Student progress toward goals established on Individualized Education Plans	3a.1. ITTS Results/Reports
Mathematics Goal #3a: / 2012 Current Level of Performance:* / 2013 Expected Level of Performance:* / 40% of students will make a learning gain on their TABE post testing score.. / 35% of students made a learning gain on their TABE post testing score. / 45% of students will make a learning gain on their TABE post testing score.					
	3a.2. Need for authentic and engaging mathematics instruction in geometry and number sense	3a.2. Provide a continuum of Instructional services based on individual student need. This will include support facilitation for students learning math in the general education setting and intensive instruction to students with greater needs in a resource class setting.	3a.2. Program Instructors	3a.2. Application of teaching strategies that meet the needs of Adult Learners.	3a.2. Teacher Created Rubrics
	3a.3.	3a.3.	3a.3. Applied Academics Department	3a.3.	3a.3. classroom observations

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. TABE: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. Additional time and instructional methods needed to support struggling learners	4a.1. Provide research based instructional methods to students learning math concepts.	4a.1. Administrative Team	4a.1. Application of teaching strategies that meet the needs of Adult Learners.	4a.1. ITTS Results/Reports
Mathematics Goal #4a: / 2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					

Decrease the number of student's scoring in the lowest quartile in reading on the TABE Assessment	6% of students fell under the lowest quartile.	4% of students in the lowest quartile will make a learning gain					
			4a.2. Lack of basic math skills	4a.2. Inquiry-based learning strategies	4a.2.Program Instructors	4a.2. Student performance tracking data	4a.2. Teacher Created Rubrics
			4a.3.Funding	4a.3. Provide support, professional development and upgrades in Technology (21st Century Classrooms, Smartboards) to enhance instruction, maximize use of research based software programs	4a.3. Applied Academics Department	4a.3. Pre/post testing	4a.3. Graphs of student performance Logs of interventions and levels of success for each

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. **Baseline data 2010-2011**	Students entering their program intent with required scores will increase by 10%, based upon required exit scores in Math on the TABE Assessment for program entry.	Students entering their program intent with required scores will increase by 11%, based upon required exit scores in Math on the TABE Assessment for program entry.	Students entering their program intent with required scores will increase by 12%, based upon required exit scores in Math on the TABE Assessment for program entry.	Students entering their program intent with required scores will increase by 13%, based upon required exit scores in Math on the TABE Assessment for program entry.	Students entering their program intent with required scores will increase by 14%, based upon required exit scores in Math on the TABE Assessment for program entry.	Students entering their program intent with required scores will increase by 15%, based upon required exit scores in Math on the TABE Assessment for program entry.
Mathematics Goal #5A: Students entering their program intent with required scores will increase by 8%, based upon required exit scores in Math on the TABE Assessment for program entry.						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**	

subgroup:						
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. English Language Learners and students reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains.	5B.1. Analyze results of benchmark assessments and reading levels to provide targeted small group strategy instruction at higher levels of cognitive complexity.	5B.1. Administrative Team	5B.1. Application of teaching strategies that meet the needs of Adult Learners	5B.1. ITTS Results/Reports
Mathematics Goal #5B: An increased percentage of students, based on ethnicity, will be on track to be proficient in Math.	2012 Current Level of Performance:* Asian: 1.3% (5) Black: 49% (181) Hispanic: 2.4% (9) Multi-racial: 1.3% (5) White: 46% (172)	2013 Expected Level of Performance:* Asian: 20% Black: 55% Hispanic: 20% Multi-racial: 20% White: 55% Students will be on track to be proficient in Math.					
			5B.2. Increased rigor of TABE Test Form/Level.	5B.2. Leveled Literacy Intervention to increase English Language Proficiency and reading proficiency.	5B.2. Program Instructors	5B.2. Increased oral language proficiency	5B.2. Teacher Created Rubrics
			5B.3.	5B.3.Provide explicit, modeled and scaffold instruction in academic conversations around text through whole group, partner and small group conversations during read aloud, partner reading and book club reading.	5B.3. Applied Academics Department	5B.3.	5B.3. classroom observations
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:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Levels of English language proficiency needed	5C.1. Provide explicit modeled and scaffold instruction in academic conversations around	5C.1. Administrative Team	5C.1. Application of teaching strategies that meet the needs of English Language Learners.	5C.1.. ITTS Results/Reports

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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	to read and comprehend math questions	text through whole group, partner and small group conversations.			
25% of English Language Students will be on track for meeting required standards	3.7% (14) of ELL students met the math goal.	25% of ELL students will be on track to meet the math goal.					
			5C.2. Teachers with limited access to additional languages	5C.2. Inquiry Based Learning	5C.2. Program Instructors	5C.2. Increased levels of English comprehension	5C.2. Teacher Created Rubrics
			5C.3.	5C.3.	5C.3. Applied Academics Department	5C.3.	5C.3. classroom observations
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:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Access to models of math concepts by peers working at or closer to grade level	5D.1. Increase time with non disabled peers and increase support in the classroom	5D.1. Administration Team	5D.1. Increase time with non disabled peers	5D.1. ITTS Results/Reports
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
50% of SWD will be on track for meeting standards on the TABE math assessment	45% of SWD will be on track for meeting curriculum standards.	50% of SWD will be on track for meeting curriculum standards.					
			5D.2. Teachers with limited access to additional languages	5D.2. Accommodations	5D.2. Program Instructors	5D.2. Student outcomes	5D.2.Teacher Created Rubrics
			5D.3.	5D.3. Students will be placed (as indicated by ability) into general education classrooms with an ESE support teacher to aid them in learning and applying skills	5D.3. Applied Academics Department	5D.3.Follow-up 504 meetings	5D.3. classroom observations

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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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Lack of life experiences that develop student background knowledge and oral language necessary to develop proficiency as readers.	5E.1. Provide take home after school resources in mathematics in areas of need	5E.1. Administrative Team	5E.1. Monitoring of student use log	5E.1. Student log of tutoring time and benchmark assessments
Mathematics Goal #5E: 45% of ED students will be on track to meet standards in math on the TABE Math assessment	2012 Current Level of Performance:* 39% of ED students met the math goal	2013 Expected Level of Performance:* 45% of ED students will be on track to meet standards in math on the TABE Math assessment					
			5E.2. Lack of text at home to support reading development	5E.2 Inquiry Based Learning	5E.2. Program Instructors	5E.2. Student responses	5E.2. Attendance Logs
			5E.3	5E.3	5E.3 Applied Academics Department	5E.3	5E.3

Mathematics Professional Development

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 and Schedules (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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Levels of complexity	Adult	Team leader/Math advocate	All teachers	Bi-monthly	Classroom observation	Principal or designee
Differentiated Math instruction	Adult	Administration or designee County Representative	All Teachers	TBA	Progress monitoring	Principal or designee

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Applied Academics for Adult Education (AAAE) Program	Inquiry-Based Learning Instruction Targeted for TABE Success Printable Resources Array of Assessment Tools	Workforce Development Funding	$6000
Workforce Education	Inquiry-Based Learning Printable Resources Array of Assessment Tools	Workforce Development Funding	$6000
			Subtotal: $ 12,000.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Interactive Technology tools	Interactive Boards Internet Based Instruction	Workforce Development Funding	$3000
			Subtotal: $ 3000.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Understanding levels of complexity in mathematics problem solving	Professional Learning Community - time to meet and plan together (subs provided); training from outside facilitator	Workforce Development Funding	$2000
			Subtotal: $ 2000.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Support for Data Analysis and Instructional applications	Data collection and instructional planning. Curriculum based Assessments	No Funds Needed	$0.00
			Subtotal: $ 0.00
			Total: $ 17,000.00

Science Goals

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

Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. Students scoring at Achievement Level 3 in science.			1a.1. Students lack skills that enable them to use look for errors in logic or reasoning	1a.1. The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented.	1a.1. Administrative Team	1a.1. Observation of students using strategies; lesson plans that support the use of strategies	1a.1. iobservation; classroom walkthroughs; examination of evidence provided by teacher
Science Goal #1a: 13% of the student will increase their science proficiency to meet the science components of their program intent.	2012 Current Level of Performance:* 13% of students did not meet their program science proficiency components.	2013 Expected Level of Performance:* 13% of the student will increase their science proficiency to meet the science components of their program intent.					
			1a.2. A large number of students reading 1 to 2 levels below grade level expectancy	1a.2. Provide teachers with Content Area Literacy Instruction with county staff developers.	1a.2. Program Instructors	1a.2. Inventories of student reading	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3. Alignment of hands on activities to big ideas	1a.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Students lack skills that enable them to use look for errors in logic or reasoning	2a.1. The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented.	2a.1. Administrative Team	2a.1..Observation of students using strategies; lesson plans that support the use of strategies	2a.1.. iobservation; classroom walkthroughs; examination of evidence provided by teacher
Science Goal #2a: 50% of students were full program completers (therefore satisfying the science components for their individual programs)	2012 Current Level of Performance:* 47% of students were full program completers (therefore satisfying the	2013Expected Level of Performance:* 50% of students were full program completers (therefore satisfying the					

	science components for their individual programs)	science components for their individual programs)			
			2a.2 A large number of students reading 1 to 2 levels below grade level expectancy.	2a.2. Provide teachers with Content Area Literacy Instruction with county staff developers.	2a.2. Program Instructors	2a.2. Inventories of student reading	2a.2.
			2a.3	2a.3 Provide students daily access to non-fiction science reading materials (same content for all) at a variety of reading ability levels	2a.3	2a.3 Alignment of hands on activities to big ideas	2a.3

Science Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Examining Errors in Reasoning	Adult	Team Leader/Science Advocate	All Instructors	Initial training in Sept. follow up throughout the year	Team meeting notes; classroom observation	Principal/Asst. Principal or designee

Science Budget

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Use of scope and sequence	District Scope and Sequence	Workforce Development Funding (If Needed)	$0.00
			Subtotal: $ 0.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Flip Charts and Strategy lessons using the Promethean Board	Promethean Board	Workforce Development Funding (If Needed)	$0.00
			Subtotal: $ 0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
N/A	**N/A**	**N/A**	**N/A**
			Subtotal: $ 0.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Teachers develop skills that enable students to examine their own reasoning or logic of information	Training on skill; lesson study	Workforce Development Funding	$2000
PD- science content & literacy content	Labs	**No Funds Needed**	**$0.00**
			Subtotal: $ 2000.00
			Total: $ 2000.00

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Students who have limited English language skills	1a.1. Use Units of Study as curriculum tool for providing mini lessons and opportunities for writing in various genres	1a.1. Administrative Team	1a.1. Use of Writers Workshop and mini lessons	1a.1. Increased levels of language proficiency;
Writing Goal #1a: 50% of students were full program completers (therefore satisfying the writing components for their individual programs)	2012 Current Level of Performance:* 47% of students were full program completers (therefore satisfying the writing components for their individual programs)	2013 Expected Level of Performance:* 50% of students were full program completers (therefore satisfying the writing components for their individual programs)					
			1a.2. Students need exposure to genres of writing and writing ideas	1a.2. Use of Professional Learning Communities to development understanding of the Units of Study in Writers Workshop	1a.2. Program Instructors Student Services	1a.2. Development of Unit Calendars, Teaching Points and Mini-lessons for Writers Workshop	1a.2.
			1a.3.	1a.3. Use of modeling and Co-teaching with the procedures, skills, and strategies of writing workshop	1a.3. Applied Academics for Adult Education Department	1a.3.	1a.3.

Writing Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD- Writing - Writers Workshop	Adult	Counselors Instructors	Writing	Monthly	Surveys and Assessments	Counselors Administration

Writing Budget

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Professional Tools	Units of Study Professional Text (Primary/Intermediate	Workforce Development Funding (If Needed)	$2000
			Subtotal: $ 2000.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Flip Charts and Strategy lessons using the Promethean Board	Promethean Board	Workforce Development Funding (If Needed)	$0.00
			Subtotal: $ 0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
PD- Writing - Writers Workshop	Writing Tools	Workforce Development Funding	$2000
			Subtotal: $ 2000.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Writing Workshop Tools	Writing Centers, Date Stamps, Writing Tools	Workforce Development Funding (If Needed)	$0.00
			Subtotal: $ 0.00
			Total: $ 4000.00

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Contacting students with no up-to-date personal information that miss more than 5 days of class.	1.1. Continue to review data at faculty meeting with instructors and short-term attendance incentives will be a regular part of operations.	1.1.Student Services, Registration and Charles Tacot will provide a weekly attendance report)	1.1. Weekly review by the instructors and admin	1.1. Genesis Attendance Report (data)
Attendance Goal #1: 90% of the full and part time AAAE students at LTC will increase attendance school-wide as required by LTC policies.	2012 Current Attendance Rate:* **86%** 2012 Current Number of Students with Excessive Absences (10 or more) **212** 2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Attendance Rate:* **90%** 2013 Expected Number of Students with Excessive Absences (10 or more) **150** 2013 Expected Number of Students with Excessive Tardies (10 or more)					
			1.2. Student encouragement from Instructors and Student Services	1.2. The Student Services Department will continue to conferences with students who are missing five or more days	1.2. Student Services, Registration, Charles Tacot and Administration	1.2. Weekly review by the instructors and admin	1.2. Genesis Attendance Report (data)
			1.3. Accurate reporting of program attendance	1.3. Administration will review and continue to monitor attendance reports of all instructors. Instructors who have not recorded attendance will be emailed by their Principal or Assistant Principal.	1.3.Administration	1.3. Administration will review instructors attendance report on a weekly basic to verify data.	1.3. Genesis Attendance Report (data)

Attendance Professional Development

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
Continue Genesis Training	Adult	Network Services (Dominick Marino, Charles Tacot and Administration	LTC Instructors- Updates and new staff and instructors needing training,	Pre-planning – Instructors planning and other dates as needed	Administration – Monitor and review if all LTC attendance reports	Administration

Attendance Budget
No Budget Needed

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NO FUNDS NEEDED			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NO FUNDS NEEDED			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NO FUNDS NEEDED			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NO FUNDS NEEDED			
			Subtotal:
			Total: $ 0.00

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Suspension Goal(s)

Not Applicable (Lively Technical Center)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: *Enter narrative for the goal in this box.*	2012 Total Number of In –School Suspensions *Enter numerical data for current number of in-school suspensions*	2013 Expected Number of In- School Suspensions *Enter numerical data for expected number of in-school suspensions*					
	2012 Total Number of Students Suspended In-School *Enter numerical data for current number of students suspended in-school*	2013 Expected Number of Students Suspended In -School *Enter numerical data for expected number of students suspended in- school*					
	2012 Total Number of Out-of-School Suspensions *Enter numerical data for current number of students suspended out- of- school*	2013 Expected Number of Out-of-School Suspensions *Enter numerical data for expected number of students suspended out- of- school*					
	2012 Total Number of Students Suspended Out- of- School *Enter numerical data for current number of students suspended out- of- school*	2013 Expected Number of Students Suspended Out- of-School *Enter numerical data for expected number of students suspended out- of- school*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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
Not Applicable (Lively Technical Center)						

Suspension Budget

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Not Applicable (Lively Technical Center)			
		Subtotal:	

Technology			
Strategy	Description of Resources	Funding Source	Amount
Not Applicable (Lively Technical Center)			
		Subtotal:	

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Not Applicable (Lively Technical Center)			
		Subtotal:	

Other			
Strategy	Description of Resources	Funding Source	Amount
Not Applicable (Lively Technical Center)			
		Subtotal:	
		Total:	

Dropout Prevention Goal(s)

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

Not Applicable (Lively Technical Center)

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: _Enter narrative for the goal in this box._ *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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
Not Applicable (Lively Technical Center)						

Dropout Prevention Budget (Insert rows as needed)

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Not Applicable (Lively Technical Center)			
			Subtotal:
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Not Applicable (Lively Technical Center)			
			Subtotal:
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Not Applicable (Lively Technical Center)			
			Subtotal:
Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Not Applicable (Lively Technical Center)			
			Subtotal:
			Total:

Parent Involvement Goal(s)

Not Applicable (Lively Technical Center)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *Enter numerical data for current level of parent involvement in this box.*	2013 Expected Level of Parent Involvement:* *Enter numerical data for expected level of parent involvement in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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**
Not Applicable (Lively Technical Center)						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Not Applicable (Lively Technical Center)			
			Subtotal:
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Not Applicable (Lively Technical Center)			
			Subtotal:
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Not Applicable (Lively Technical Center)			
			Subtotal:
Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Not Applicable (Lively Technical Center)			
			Subtotal:
			Total:

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increases student achievement success rate (full-time program completers) for job/career placement.	1.1. High rates of absenteeism	1.1. Analyze student data TABE Assessments to determine skill deficit skill areas	1.1.Administrative Team	1.1. Curriculum based assessments	1.1.. Teacher Created Rubrics
	1.2.	1.2. Aid teachers in analysis of formative data collected throughout the school year so that they can effectively plan and deliver instruction that meets the needs of students at a variety of instructional levels.	1.2.Program Instructors	1.2.Exam View	1.2.Instructor Outline Checklist
	1.3.	1.3.	1.3.Applied Academics for Adult Education and Student Services	1.3.	1.3.

STEM Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Program related conferences	Adult	PD Facilitator	Program Instructors	Yearly	Evaluation	Administration or designee

STEM Budget

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Applied Academics for Adult Education (AAAE) Program	Inquiry-Based Learning Instruction Targeted for TABE Success Printable Resources Array of Assessment Tools	Workforce Development Funding	$2000
Workforce Education	Inquiry-Based Learning Printable Resources Array of Assessment Tools	Workforce Development Funding	$3000
			Subtotal: $ 5000.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Exam View	Computer-based assessment		
Inquiry-based instruction (Program curriculum)	Computer-based instruction		
			Subtotal:
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Support for Data Analysis and Instructional applications	Data collection and instructional planning. Curriculum based Assessments	Workforce Development Funding (If Needed)	$0.00
			Subtotal: $ 0.00
			Total: $ 5000.00

<u>Career and Technical Education (CTE) Goal(s)</u>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increases student achievement success rate (full-time program completers) for job/career placement.	1.1. High rates of absenteeism	1.1. Analyze student data TABE Assessments to determine skill deficit skill areas	1.1.Administrative Team	1.1. Curriculum based assessments	1.1.. Teacher Created Rubrics
	1.2.	1.2. Aid teachers in analysis of formative data collected throughout the school year so that they can effectively plan and deliver instruction that meets the needs of students at a variety of instructional levels.	1.2.Program Instructors	1.2.Exam View	1.2.Instructor Outline Checklist
	1.3.	1.3.	1.3.Applied Academics for Adult Education and Student Services	1.3.	1.3.

CTE Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Program related conferences	Adult	PD Facilitator	Program Instructors	Yearly	Evaluation	Administration or designee

CTE Budget

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Applied Academics for Adult Education (AAAE) Program	Inquiry-Based Learning Instruction Targeted for TABE Success Printable Resources Array of Assessment Tools	Workforce Development Funding	$5000
Workforce Education	Inquiry-Based Learning Printable Resources Array of Assessment Tools	Workforce Development Funding	$4000
			Subtotal: $ 9000.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Exam View	Computer-based assessment	Workforce Development Funding	$9000
Inquiry-based instruction (Program curriculum)	Computer-based instruction	Workforce Development Funding (If Needed)	$0.00
			Subtotal: $ 9000.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Support for Data Analysis and Instructional applications	Data collection and instructional planning. Curriculum based Assessments	Workforce Development Funding (If Needed)	$0.00
			Subtotal: $ 0.00
			Total: $ 18,000.00

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal <u>Additional Goal #1:</u> To increase the Placement Rate of all students enrolled 85%	<u>2012 Current Level :*</u> **The current is 72.78%**	<u>2013 Expected Level :*</u> **85% of students will be placed in jobs to meet the Placement Rate goal.**	1.1. Targeted Occupational List (TOL).	1.1. Continue to work with the Department of Labor to provide input into occupational training programs that are on the TOL list.	1.1. Student Services Staff, Instructors and Administration	1.1.Continue to work with Programs Occupational Advisory Committee, Business Partners and other agencies to ensure students are	1.1. TOL List and results from the Department of Labor top jobs list
			1.2.Students enrolling in programs not listed on the TOL list	1.2. Instructors will communicate with the newly developed Placement Center to evaluate the data	1.2.Instructors, Charles Tacot, Placement Center Staff and Administration	1.2. Data will be shared with instructors on the number of students being placed on jobs in their program area	1.2.Placement Data
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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
Aligning Program Offered with the TOL list	Adult	Administration	School-Wide	May 2013	Administration – review of Placement data reports	Administration

Additional Goal(s) Budget

No Budget Needed

Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
NO FUNDS NEEDED			
		Subtotal:	
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
NO FUNDS NEEDED			
		Subtotal:	
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
NO FUNDS NEEDED			
		Subtotal:	
Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
NO FUNDS NEEDED			
		Subtotal:	
		Total: $ 0.00	

Final Budget

Reading Budget	
	Total: $34,000.00
CELLA Budget	
	Total: $12,000.00
Mathematics Budget	
	Total: $17,000.00
Science Budget	
	Total: $2,000.00
Writing Budget	
	Total: $4,000.00
Civics Budget	
	Total: $0.00
U.S. History Budget	
	Total: $0.00
Attendance Budget	
	Total: $ 0.00
Suspension Budget	
	Total: $0.00
Dropout Prevention Budget	
	Total: $0.00
Parent Involvement Budget	
	Total: $0.00
STEM Budget	
	Total: $5,000.00
CTE Budget	
	Total: $18,000.00
Additional Goals	
	Total: $ 0.00
	Grand Total: $ 92,000.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☒Priority	☐Focus	☐Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
N/A

Describe the activities of the SAC for the upcoming school year.
1) Continue to review Workforce Programs for Distance Learning 2) Continue to analyze and monitor data for completion, graduation, placement and Licensure 3) Work with Workforce Plus to ensure Lively Technical Center is meeting the needs of Business/Industry and the Community 4) Ensure Lively Technical Center are offering programs to enhance students employment 5) Evaluate programs for improvement 6) Work with SAC to provide Enrollment numbers, school demographics and placement outcocmes 7) Increase involvement in school related activities

Describe the projected use of SAC funds.	Amount
Lively Technical Center does not receive SAC funds.	$ 0.00