

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Orlando Technical Center	District Name: Orange
Principal: Alex Heidelberg	Superintendent: Barbara M. Jenkins
SAC Chair: Derrick Jackson	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

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)	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	Alex Heidelberg	BS Hotel and Restaurant Management Masters-Ed. Leadership	3	15	OCPS Awarded SY 2011- 2012 (End of July 2012) 1907 (7/23/12) LCPS Awarded SY 2011- 2012 (End of July 2012) 1176 (7/23/12)
Senior Admin.	Rosa Grant	BA in Liberal Arts MS in Administration and Supervision of Educational Programs Vocational Director	1	2	OCPS Awarded SY 2011- 2012 (End of July 2012) 1907 (7/23/12) LCPS Awarded SY 2011- 2012 (End of July 2012) 1176 (7/23/12)

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Senior Admin.	Scott Burris	BA in Economics MA in Educational Leadership	1	1	OCPS Awarded SY 2011- 2012 (End of July 2012) 1907 (7/23/12) LCPS Awarded SY 2011- 2012 (End of July 2012) 1176 (7/23/12)
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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 ambitious but achievable annual measurable objective (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)
Medical Lab	Diana Bontempo	BA Psychology/ Certification in Med. Technology	27	5	OCPS Awarded SY 2011- 2012 (End of July 2012) 1907 (7/23/12) LCPS Awarded SY 2011- 2012 (End of July 2012) 1176 (7/23/12)

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
1. Based on teacher assessments (I-Observations)	Administrator	On-going
2. Recruit: Advertisement in newspapers, professional journals	School Senior Administrator	On-going
3. Contact with other principles	Administrators	On-going
4. Use of Professional Learning Communities	Administrative Team	On-going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

*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
Currently all teachers are teaching in-field	

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
43	18%	21%	40%	21%	30%	0%	.02%	.02%	.06%

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
Linda Kress	Nancy Welch, Debra Hudson, Ann Marie Munnerlyn	Experience, expertise, curriculum knowledge	Regular meetings, lesson plans; peer observations; peer modeling; one on one meetings; teacher data notebooks
Kim Kochara	Linda Reich, Ellyson Hubbard, Moyette Graham, Dawn Versile	Experience, expertise, curriculum knowledge	Regular meetings, lesson plans; peer observations; peer modeling; one on one meetings; teacher data notebooks

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Diana Bontempo	Tiffany Hickman	Experience, expertise, curriculum knowledge	Regular meetings, lesson plans; peer observations; peer modeling; one on one meetings; teacher data notebooks
Alan Lynch	Glen Feit, Jeremiah Baumbach	Experience, expertise, curriculum knowledge	Regular meetings, lesson plans; peer observations; peer modeling; one on one meetings; teacher data notebooks

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Additional Requirements

Coordination and Integration-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	N/A: We are not a Title 1 school
Title I, Part C- Migrant	N/A: We are not a Title 1 school
Title I, Part D	N/A: We are not a Title 1 school
Title II	N/A: We are not a Title 1 school
Title III	N/A: We are not a Title 1 school
Title X- Homeless	N/A: We are not a Title 1 school
Supplemental Academic Instruction (SAI)	N/A: We are not a Title 1 school
Violence Prevention Programs	N/A: We are not a Title 1 school
Nutrition Programs	N/A: We are not a Title 1 school
Housing Programs	N/A: We are not a Title 1 school
Head Start	N/A: We are not a Title 1 school
Adult Education	N/A: We are not a Title 1 school
Career and Technical Education	N/A: We are not a Title 1 school
Job Training	N/A: We are not a Title 1 school
Other	N/A: We are not a Title 1 school

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Alex Heidelberg – Director Rosa Grant – Senior Administrator Scott Burris – Senior Administrator Diane Bontempo – Curriculum Resource Felecia Boyd – Guidance Counselor Brenda Hernandez – Post Secondary Specialist Sonia M – ESOL Department Chair Millenson-AGE Department Chair Dr. Kim Kochara – Department Chair Linda Kress- Teacher Leader Robin Oliver, Career Services Advisor Ted Clark- Dean of Students
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 team functions as a support mechanism for teacher and student achievement. MTSS includes an intervention team and a data team both focusing on student achievement. With the support of the team teachers will implement interventions in the area of academics and attendance. The team will meet regularly to monitor data, and review academic interventions.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Members of the MTSS leadership team developed and will implement the school improvement plan. The team will give support to faculty and staff by providing professional development and one on one mentoring. The team will monitor data, make adjustments or interventions and praise when appropriate.
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. Baseline Data: FCAT, OCP, LCP, Placement, Industry Certification, TABE Scores, CASAS Scores Progress Monitoring: Program Completion OCP, LCP, Placements, Industry Certifications earned, progression testing
Describe the plan to train staff on MTSS. Professional development on reading and understanding data Professional development on retaining and engaging students
Describe the plan to support MTSS. The Leadership team will take the lead on embracing MTSS. Acknowledgements will be given when MTSS is used properly.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Alex Heidelberg, Rosa Grant, Scott Burris, Diana Bontempo, Dawn Judd -Raymond, Dr. Felecia Boyd, Barbara Aikens-Stephens, Sonia Magarinos, Liz Jenkins
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Team plans to work through PLCs, Department Chairs, Guidance Department, Academic classroom teachers will help us achieve our literacy goals- team will identify needs of the students and teachers and thus provide support in the needed areas. The team will monitor the progress of student achievement.
What will be the major initiatives of the LLT this year? Basic Reading , Reading across content. Increase LCPs, and OCP attainment increase completion and GED attainment Initiatives of LLT -2012- 2013: My Skills Tutor.com, ITTS (Instruction Targeted for TABE Success- W.G. Contemporary), My Mastery Network

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

N/A

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**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.

N/A

**Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Because Orlando Tech has Dual Enrollment Students (11, 12 grade), the classroom teachers will incorporate reading across content areas by implementing strategies in lessons using appropriate software.(ie My Skills Tutor)

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

Classroom teachers with dual enrollment students will utilize strategies, software and various other modes of delivery to teach content areas and apply this information to meet student's future goals, such as job placement, college.

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?

Potential dual enrollment students will be presented with information sessions, orientations, fliers at the various high schools. This will be conducted by the Post-Secondary Specialist. The goal is to help these individuals with not only short term career planning, but also with establishing an academic-career path to follow with additional Post Secondary training at a Tech Center or College.

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.

Post-Secondary Specialist from Orlando Tech will conduct tours, marketing campaign, possible "career days" to promote awareness of our CTE programs
Career Pathways Center will assist students with career and college resources. The center will focus on career preparation which includes student training in resume and interview skills and guidance regarding college and careers.

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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. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Limited Time at Tech Center Campus	It is the goal of Orlando Tech to maintain an intense focus on student achievement. Therefore, Orlando Tech will be initiating Reading strategies to keep students motivated and on track by introducing CTE content Technical Reading / Writing. Increase on FCAT, SAT, ACT and TABE scores is expected.	Program Instructors Senior Director Senior Administrator Curriculum Resource	Classroom visits, Monitoring of teacher lesson plans and materials, Use of classroom resource, in addition to student and teacher survey	Student work samples demonstrating mastery, Industry Certification, OCP and LCP FCAT 2.0 SAT, ACT, TABE
By June 2013, we will decrease the number of students scoring below level 3 on FCAT 2.0 reading by 3%.	17% (39) are scoring below Level 3 on FCAT 2.0 reading	14% (32) will score at a level 3 on FCAT 2.0 reading					
			1A.2. Limited access to computer for on line remediation	1A.2. Online remediation offered through technology to Dual Enrollment students	1A.2. Instructor Senior Administrator	1A.2. Online instructor will monitor student progress on a weekly basis by analyzing usage of remediation materials.	1A.2. Demonstrate mastery of FCAT and TABE
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	At this time Orlando Tech do not give the Florida Alternate Assessment	At this time Orlando Tech do not give the Florida Alternate Assessment	At this time Orlando Tech do not give the Florida Alternate Assessment	At this time Orlando Tech do not give the Florida Alternate Assessment	At this time Orlando Tech do not give the Florida Alternate Assessment

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At this time we do not have any students who took the Florida alternative assessment.	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	N/A		1B.2. <u>N/A</u>	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.	
<p><u>Reading Goal #2A:</u></p> <p>Orlando Tech serves 11th and 12th grad dual enrollment students. To measure growth, we will focus on the 39 students who have not passed the FCAT as the other 185 students have Passed the FCAT and thus they will not retake the FCAT. Currently 39 students need to retake and pass the FCAT 2.0 reading.</p>	<p>2012 Current Level of Performance:*</p> <p>17%(39) of Students are at level 1 or 2 on FCAT 2.0 reading</p>	<p>2013 Expected Level of Performance:*</p> <p>14%(32) will take and pass the FCAT 2.0 reading</p>	<p>Orlando Tech serves 11th and 12th grades. Currently, 39 students have scored at level 4 or above. Therefore, these students will not retake FCAT 2.0</p>	<p>It is the goal of Orlando Tech to maintain an intense focus on student achievement. Therefore, Orlando Tech will be initiating Reading strategies to keep students motivated and on track by introducing CTE content Technical Reading / Writing. Increase on FCAT, SAT, ACT and TABE scores is expected.</p>	<p>Program Instructors Senior Director Senior Administrator Curriculum Resource</p>	<p>Classroom visits, Monitoring of teacher lesson plans and materials, use of resources, student and teacher survey</p>	<p>Student work samples demonstrating mastery, Industry Certification, OCP and LCP FCAT 2.0 SAT, ACT, TABE</p>	
				2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
				2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
<p><u>Reading Goal #2B:</u></p> <p>At this time Orlando Tech does not have any students who took the Florida alternative assessment.</p>	<p>2012 Current Level of Performance:*</p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p>2013 Expected Level of Performance:*</p> <p><i>Enter numerical data for expected level of performance in this box.</i></p>	<p>At this time Orlando Tech do not give the Florida Alternate Assessment</p>	<p>At this time Orlando Tech do not give the Florida Alternate Assessment</p>	<p>At this time Orlando Tech do not give the Florida Alternate Assessment</p>	<p>At this time Orlando Tech do not give the Florida Alternate Assessment</p>	<p>At this time Orlando Tech do not give the Florida Alternate Assessment</p>	
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Limited time at the Tech Center	3A.1. It is the goal of OT to maintain an intense focus on student achievement. Therefore, Orlando Tech will be initiating Reading strategies to keep these students motivated and on track by introducing CTE content Technical Reading / Writing. Increase on FCAT,SAT, ACT and TABE scores is expected. Professional Development: All teachers will receive training by the District on Skills Tutor, ITTS Training and My Mastery Network so this tool can be introduced to the student to help increase their scores in the above mentioned assessment areas.	3A.1. Program Instructor, Administrators, Resource instructor Counselors	3A.1. Classroom visits, Conduct surveys, monitor teacher, lesson plans	3A.1. Monitor FCAT, TABE scores to determine measurable improvement
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013 the reading learning gains will increase by 3% for dual enrollment students	17% (39) students are at level 1 or 2	14% (32) of students will be at level 1 or 2					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. At this time Orlando Tech do not give the Florida Alternate Assessment	3B.1 At this time Orlando Tech do not give the Florida Alternate Assessment	3B.1. At this time Orlando Tech do not give the Florida Alternate Assessment	3B.1. At this time Orlando Tech do not give the Florida Alternate Assessment	3B.1. At this time Orlando Tech do not give the Florida Alternate Assessment
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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At this time Orlando Tech do not give the Florida Alternate Assessment	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Limited time at the Tech Center	Promote the use of lesson plans that are rigorous. Promote the use of online resources Promote the use of essential questions, learning activities, learning goals and learning assessments Professional Development: Faculty will receive training on lesson plan development	Director Senior Administrators Program Teachers	Lesson Plans Student Surveys Observations	Student work samples demonstrating mastery, Industry Certification, OCP and LCP FCAT 2.0 SAT, ACT, TABE
*Orlando Tech does not have the lowest 25% ,we have the lowest 17% By June 2013, 3% of the lowest 117% will make reading learning gains.	17%(39) are at Level 1 and 2 which are the lowest 17%	14%(32) will score at a level 1 or 2					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	At this time Orlando Tech do not give the Florida Alternate Assessment	At this time Orlando Tech do not give the Florida Alternate Assessment	At this time Orlando Tech do not give the Florida Alternate Assessment	At this time Orlando Tech do not give the Florida Alternate Assessment	At this time Orlando Tech do not give the Florida Alternate Assessment
At this time we do not have any students who took the Florida alternative assessment.	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: Orlando Tech is accelerating the momentum by emphasizing our intense focus on student achievement by reducing the achievement gap by 7% each year. As a result we will monitor the demographics, FCAT scores to determine if we are serving our minority and nontraditional students.	Baseline data 2010-2011			White: Level 1- 2;Level 2 – 19; Level 3-13; Level 4 -8; Level 5- 5 Black: Level 1-0; Level 2-29; Level 3- 24; Level 4-10 Level 5-5 Hispanic Level 1 – 6; Level 2-44; Level 3-33; Level 4-4; Level 5-6 Asian Level 1-0; Level 2-6 Level 3-1; Level 4-1 Level 5-1 American Indian – None Multi Level 1-0;Level 2-3 Level 3-1; Level 4-0 Level 5-1				
	Reading Goal #5B: The goal is to help student populations achieve the required standards by reducing the achievement gap by 7% annually. We will focus on the		5B.1. Limited Time at the Tech Center	5B.1. Initiate the monitoring protocol described in the Reading/ Math Goal described (1A). It is the goal of Orlando Tech to maintain an intense focus on student achievement. Therefore, Orlando Tech will be initiating individualize remediation prescriptions to retain these students	5B.1. Senior Director Senior Administrators Depart Chairs Resource Teacher Program Teachers Counselors Post-Secondary Specialist	5B.1. Classroom visits Monitor Reports Lesson Plans Student Surveys Observations	5B.1. Student work samples demonstrating mastery, Industry Certification, OCP and LCP FCAT 2.0 SAT, ACT, TABE	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:			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. Reading Goal #5B:								
	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i> White:.04% Black:.03% Hispanic:.07	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i> White:.03% Black:.02% Hispanic:.05						

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students who have not passed FCAT.	% Asian:.004% American Indian: N/A	% Asian:.002% American Indian: N/A					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p><u>Reading Goal #5C:</u></p> <p>3% of the ELL students will show improvement in reading based on the CASAS progression testing results.</p> <p>Goal: To assist a greater number of students in meeting program success.</p>	<p>2012 Current Level of Performance:*</p> <p>29% of ESOL students earn at least 1 LCP</p>	<p>2013 Expected Level of Performance:*</p> <p>32% of ESOL students will earn at least 1LCP</p>	5C.1. Consistency student or attendance and retention	<p>5C.1. Initiate a remediation pathway by utilizing software to address deficient areas</p> <p>Initiate monitoring of CASAS scores and develop incentive options to determine if this contributes to increased success</p> <p>Initiate a new SPER form (brown placement / progress) to monitor ESOL student progression</p>	5C.1. Senior Director Senior Administrators Curriculum recourse Department Chair Program Teachers	5C.1. Monitor Reports Lesson Plans Student Surveys Observations	5C.1. Student work samples demonstrating mastery, LCP, CASAS and TABE results
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>			5D.1. Limited access to SMS to	5D.1. Initiate an individualized	5D.1. Senior Director	5D.1. Monitor Reports	5D.1. Demonstration of mastery

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	track student progress	remediation prescription plan	Senior Administrators	Lesson Plans	and program completion
By June 2013 3% of Level 1 and 2 dual enrollment students who have IEPs will show an increase in reading.	30% students are making satisfactory progress	33% will make satisfactory progress	Limited Time at the Tech Center		Curriculum recourse Department Chair Program Teachers	Student Surveys Observations	requirements, including TABE and FCAT scores
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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 reading. Reading Goal #5E: By June 2013, 3% of the economically disadvantaged (substantiated by free or reduced lunch status) dual enrollment students who have not passed the FCAT will show satisfactory progress in reading	2012 Current Level of Performance:* 12%(28)are scoring at level 1 or 2 on FCAT	2013 Expected Level of Performance:* 9%(21) will show satisfactory progress in reading	5E.1. Limited access to SMS to track student progress Limited Time at the Tech Center	5E.1. Continuation and expansion of remediation to help a greater number of students achieve success	5E.1. Senior Director Senior Administrators Curriculum recourse Department Chair Program Teachers	5E.1. Monitor Reports Lesson Plans Student Surveys	5E.1. Student work samples demonstration in increased mastery in graduation and program completion requirement assessment.
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
PLC Training	All	Diane Bontempo	School wide	Select Wed. afternoons	PLC meetings Reading strategies	Senior Director

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Utilize books to improve reading skills	Various learning manuals	District/Grants	3500.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Obtain appropriate software	Basic Literacy software applications	District/Grants	5000.00
Purchase needed for classroom equipment	Class. Equipment-CD players and other visual aids, books		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Marzano training (Continuation)	Facilitators	District/ School	0.00
Lesson Plan Development			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			8500.00 Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

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.
CELLA Goal #1: Orlando Tech does not give the CELLA test. We do however administer CASAS testing for ESOL students. By June 2013, 3% of our ESOL students will show proficiently in listening/speaking	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> Reading LCPs are reported for our Adult ESOL students	Limited Retention and lack of consistency in attendance	Initiate individual monitoring of student progress through CASAS assessment	Senior Director Senior Administrators Curriculum recourse Department Chair Program Teachers	Monitor the assessment Monitor progression testing	Assessment results Program progression
		1.2. N/A	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English 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.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: Orlando Tech does not give the CELLA test. We do however administer the CASAS test for ESOL students By June 2013, 3% of our ESOL students will progress to CTE	<u>2012 Current Percent of Students Proficient in Reading:</u> 29% of our Adult ESOL students are proficient in Reading.	Limited Retention and lack of consistency in attendance	Initiate individual monitoring of student progress through CASAS assessment Develop a new SPER(placement) form for ESOL student to help monitor their CASAS progress and transition from ESOL to Adult Education or Post-secondary programs	Senior Director Senior Administrators Curriculum recourse Department Chair Program Teachers	Monitor ELL student assessment Monitor progression of LCP advancement	Assessment results Program completion Transition to Postsecondary options

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or other postsecondary options			ESOL counselor and Career Specialist will facilitate information sessions to transition students into Adult Education or Post-secondary programs			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: Currently not offering CELLA at the Post-Secondary Level Orlando Tech offers CASAS testing for listening/ speaking	2012 Current Percent of Students Proficient in Writing : <i>Enter numerical data for current level of performance in this box.</i>	Currently not offering CELLA at the Post-Secondary Level	Currently not offering CELLA at the Post-Secondary Level	Currently not offering CELLA at the Post-Secondary Level	Currently not offering CELLA at the Post-Secondary Level	Currently not offering CELLA at the Post-Secondary Level
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA 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
Currently not offering CELLA at the Post-Secondary Level However, we will monitor CASAS testing more closely for ESOL students	CASAS testing		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Currently not offering CELLA at the Post-Secondary Level			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Currently not offering CELLA at the Post-Secondary Level			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Currently not offering CELLA at the Post-Secondary Level			
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School 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. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2. N/A	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Elementary School 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. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute
<i>Enter narrative for the goal in this box.</i> We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. We are a Post-Secondary Institute	4A.1. We are a Post-Secondary Institute	4A.1. We are a Post-Secondary Institute	4A.1. We are a Post-Secondary Institute	4A.1.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
We are a Post-Secondary Institute			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1. We are a Post-Secondary Institute	4B.1. We are a Post-Secondary Institute	4B.1. We are a Post-Secondary Institute	4B.1. We are a Post-Secondary Institute	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
We are a Post-Secondary Institute			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Baseline data 2010-2011 Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i> We are a Post-Secondary Institute	We are a Post-Secondary Institute		We are a Post-Secondary Institute	We are a Post-Secondary Institute				
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		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 mathematics. Mathematics Goal #5B: We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. We are a Post-Secondary Institute	5B.1. We are a Post-Secondary Institute	5B.1. We are a Post-Secondary Institute	5B.1. We are a Post-Secondary Institute	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. We are a Post-Secondary Institute	5C.1. We are a Post-Secondary Institute	5C.1. We are a Post-Secondary Institute	5C.1. We are a Post-Secondary Institute	5C.1.
<u>Mathematics Goal #5C:</u> We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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 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. We are a Post-Secondary Institute	5D.1. We are a Post-Secondary Institute	5D.1. We are a Post-Secondary Institute	5D.1. We are a Post-Secondary Institute	5D.1. We are a Post-Secondary Institute
<u>Mathematics Goal #5D:</u> We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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. We are a Post-Secondary Institute	5E.1. We are a Post-Secondary Institute	5E.1. We are a Post-Secondary Institute	5E.1. We are a Post-Secondary Institute	5E.1.
Mathematics Goal #5E: We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School 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. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. We are a Post-Secondary Institute	3A.1. We are a Post-Secondary Institute	3A.1. We are a Post-Secondary Institute	3A.1. We are a Post-Secondary Institute	3A.1.
<u>Mathematics Goal</u> #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. We are a Post-Secondary Institute	3B.1. We are a Post-Secondary Institute	3B.1. We are a Post-Secondary Institute	3B.1. We are a Post-Secondary Institute	3B.1.
<u>Mathematics Goal</u> #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. We are a Post-Secondary Institute	4A.1. We are a Post-Secondary Institute	4A.1. We are a Post-Secondary Institute	4A.1. We are a Post-Secondary Institute	4A.1.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1. We are a Post-Secondary Institute	4B.1. We are a Post-Secondary Institute	4B.1. We are a Post-Secondary Institute	4B.1. We are a Post-Secondary Institute	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> We are a Post-Secondary Institute	Baseline data 2010-2011 We are a Post-Secondary Institute		We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute		
	We are a Post-Secondary Institute							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			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 mathematics. <u>Mathematics Goal #5B:</u> We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. We are a Post-Secondary Institute	5B.1. We are a Post-Secondary Institute	5B.1. We are a Post-Secondary Institute	5B We are a Post-Secondary Institute .1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: We are a Post-Secondary Institute	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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 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.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: We are a Post-Secondary Institute	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: We are a Post-Secondary Institute	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School 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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i> We are a Post-Secondary Institute	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1.
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i> We are a Post-Secondary Institute	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1. We are a Post-Secondary Institute	3.1. We are a Post-Secondary Institute	3.1. We are a Post-Secondary Institute	3.1. We are a Post-Secondary Institute	3.1.
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box. We are a Post-Secondary Institute	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
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
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1. We are a Post-Secondary Institute	4.1. We are a Post-Secondary Institute	4.1. We are a Post-Secondary Institute	4.1. We are a Post-Secondary Institute	4.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We are a Post-Secondary Institute	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC 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
1. Students scoring at Achievement Level 3 in Algebra 1.			We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1 We are a Post-Secondary Institute.	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1 We are a Post-Secondary Institute.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
We are a Post-Secondary Institute			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%. <u>Algebra 1 Goal #3A:</u> We are a Post-Secondary Institute.	Baseline data 2010-2011		We are a Post-Secondary Institute	We are a Post-Secondary Institute					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. <u>Algebra 1 Goal #3B:</u> We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian: We are a Post-Secondary Institute	3B We are a Post-Secondary Institute.1.	3B.1.	3B.1.	3B.1.		
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. We are a Post-Secondary Institute	3C.1. We are a Post-Secondary Institute	3C.1. We are a Post-Secondary Institute	3C.1. We are a Post-Secondary Institute	3C.1. We are a Post-Secondary Institute
Algebra 1 Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. We are a Post-Secondary Institute	3D.1. We are a Post-Secondary Institute	3D.1. We are a Post-Secondary Institute	3D.1.	3D.1.
Algebra 1 Goal #3D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. We are a Post-Secondary Institute	3E.1. We are a Post-Secondary Institute	3E.1. We are a Post-Secondary Institute	3E.1. We are a Post-Secondary Institute	3E.1. We are a Post-Secondary Institute
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC 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
1. Students scoring at Achievement Level 3 in Geometry.			1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1.	1.1.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
) We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1 We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i> We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i> N/A We are a Post-Secondary Institute	Baseline data 2011-2012 We are a Post-Secondary Institute		We are a Post-Secondary Institute	We are a Post-Secondary Institute			
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i> N/A We are a Post-Secondary Institute	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. We are a Post-Secondary Institute	3C We are a Post-Secondary Institute.1.	3C.1. We are a Post-Secondary Institute	3C.1. We are a Post-Secondary Institute	3C.1.
Geometry Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A We are a Post-Secondary Institute			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E We are a Post-Secondary Institute.1.	3E.1. We are a Post-Secondary Institute	3E.1. We are a Post-Secondary Institute	3E.1. We are a Post-Secondary Institute	3E.1.
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A							
We are a Post-Secondary Institute			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
N/A						

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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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle 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. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. N/A We are a Post-Secondary Institute	1A.1. N/A We are a Post-Secondary Institute	1A.1. We are a Post-Secondary Institute	1A.1. We are a Post-Secondary Institute	1A.1. We are a Post-Secondary Institute
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A We are a Post-Secondary Institute			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. N/A We are a Post-Secondary Institute	2A.1. We are a Post-Secondary Institute	2A.1. We are a Post-Secondary Institute	2A.1. We are a Post-Secondary Institute	2A.1. We are a Post-Secondary Institute
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A We are a Post-Secondary Institute			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. N/A We are a Post-Secondary Institute	2B.1. N/A We are a Post-Secondary Institute	2B.1. We are a Post-Secondary Institute	2B.1. We are a Post-Secondary Institute	2B.1. We are a Post-Secondary Institute
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A We are a Post-Secondary Institute			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School 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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A We are a Post-Secondary Institute	N/A We are a Post-Secondary Institute			
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A We are a Post-Secondary Institute			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A We are a Post-Secondary Institute	N/A We are a Post-Secondary Institute			
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A We are a Post-Secondary Institute			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

**June 2012
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Revised April 29, 2011**

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Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC 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
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.\ We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1.
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
We are a Post-Secondary Institute			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1. We are a Post-Secondary Institute	2.1.	2.1.
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
We are a Post-Secondary Institute			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

**June 2012
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Revised April 29, 2011**

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Science 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	
N/A				
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
N/A				
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
N/A				
				Subtotal:
				Total:

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents (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. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. We are a Post-Secondary Institute	We are a Post-Secondary Institute	We are a Post-Secondary Institute	1A.1.	1A.1. Monitor increase in OCPs, and program completers
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
We are a Post-Secondary Institute			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Writing 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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of Writing Goals

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Civics End-of-Course (EOC) Goals (required in year 2014-2015)

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

Civics EOC 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
1. Students scoring at Achievement Level 3 in Civics.			1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1 We are a Post-Secondary Institute	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>) We are a Post-Secondary Institute	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics 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
N/A						

Civics 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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals (required in year 2013-2014)

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

U.S. History EOC 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
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1. We are a Post-Secondary Institute	1.1.
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i> We are a Post-Secondary Institute	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i> N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History 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
N/A						

U.S. History 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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of U.S. History Goals

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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. Transportation	1.1. Make students aware of bus vouchers	1.1. Dean of Students	1.1.	1.1.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
By June 2013, we will increase attendance by 3%	35%(1212) of students have missed at least 5 days	32%(1000) students will miss minimum of 5 days		The instructional staff will initiate teacher interventions that document referrals of available resources	Intervention team: Instructor, counselors, administrators, post secondary specialist, Dean of Students	Monitor attendance reports weekly. Survey teachers/ students	Attendance report Student survey Attendance referrals Intervention documentation from the instructional staff
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>		Utilize resources from business partners			
	78 % of students have not missed 10 or more days	82 % of students will not miss 10 or more days		Teacher / student rapport			
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3. Attendance report
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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 Campus Vue training	All	Rosa Grant	School wide	Select Wednesdays	Continuous follow up	Administrators

Attendance 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
Transportation: Bus vouchers will be provided for CTE and Academic students who show need.	Public bus passes	Grant/ School Budget	\$2100
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Campus Vue		District	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Campus Vue training on Attendance	Administration		
Relationship strategies; Review with instructional staff available student resources; Provide intervention training for instructional staff.	Intervention Team		
			Rebtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total:

End of Attendance Goals

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

Suspension Goal(s)

* 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
<u>Suspension Goal #</u>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>	Management	Instructor must initiate interventions strategies before sending to the Dean.	Intervention Team: Instructor, Dean of Students, Counselor, Administration, Post-secondary specialist	Monitor reports on suspension rate	.Suspension Report
By June 2013, we will decrease Suspensions by 3%	We do not offer in- school suspension	We do not offer in-school suspensions					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	We do not offer in-school suspensions	We do not offer in-school suspensions					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	49						
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	49	45					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
Classroom Management	All	Select OT staff/ Liz Jenkins	Entire instructional staff	Wednesday Staff Development day	Monitor referrals to Dean Administrators	Dean of Students

Suspension 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
Various resources	Websites, Marzano, visits to other schools	School Budget	\$500
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
On line websites		School budget	\$200
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Classroom management		School budget	\$500
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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	Total:
<i>End of Suspension Goals</i>	

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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 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. Cost of program	1.1. Initiate periodic monitoring of cohort groups in AGE and CTE	1.1. Financial aid personnel; Intervention Team: Dean of Students Administrators Counselors, instructors	1.1. Monitor retention data Number of registered students obtaining Financial Aid for the first time. At risk student follow up	1.1. Completion Reports Retention Reports
Dropout Prevention Goal #1: By June 2013 we will reduce by 3% the number of students who drop out.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	Retention rate is 74%	Increase retention rate to 77%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	57%	60%					
			1.2. Lack of knowledge of Career Pathways and CTE programs	1.2. Initiate periodic monitoring of cohort groups; Career Placement Specialist will provide Seminars on Career Pathways Bridging the Gap from AGE to CTE	1.2. Career Job Specialist Instructor, Counselor, Administration	1.2. Monitor students who transition to CTE	1.2. Career Pathway Report Student Surveys
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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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
	All		School wide	Wednesday staff development	Continuous follow up	Administration

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Dropout Prevention 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
Campus Vue Training		District	
Various Resources	Websites, Marzano, visits to other schools	School Budget	\$500
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
On line web sites		School budget	\$200
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Classroom Management	In house facilitator	School budget	\$500
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Tutoring Relationship strategies	In house tutors	School Budget	
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Parent working schedule Lack of interest	Increase parent awareness of dual enrollment activities: Orientation and Open House for parents of Dual Enrollment Students Publicize events at High School Website Social Media Connect ed Post Card Mail out Email Develop Survey to obtain parent feedback after open house	Postsecondary Specialist Dual Enrollment Instructor Counselors	Record number of parents attending events biannually Surveys	Roster of attendees Parent Participation Parent Survey
By June 2013, we will increase dual enrollment parent involvement by 3%	Parent involvement for dual enrollment students 15%	We will increase parent involvement to 18%.					
			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

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Training of Protocol for Dual Enrollment students		Postsecondary specialist Administrators	DE instructors Administrators Instructional support	After school periodically	Surveys Rosters	

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Parent Involvement Budget

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
Provide refreshments for Dual Enrollment parents to encourage attendance at Open House	Soft drinks, etc.	School budget	\$1000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Development of Survey to obtain parent feedback after the open house	Survey Monkey		
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	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
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: <i>Enter narrative for the goal in this box.</i> By June 2013, we will introduce STEM exploration to our AGE students	1.1. Language for ESOL students Limited amount of STEM curriculum	Expose STEM topics to our AGE student by introducing them to our Simulation Lab, Digital Media options (Gaming, 3D animation, etc) Possible development of a STEM Expo with other campuses and industry/local college participants	1.1. Teachers Administration Resource Instructor Counselors SAC committee	1.1. Number of participants interacting in STEM exploration projects	1.1. Roster of students and surveys
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	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 (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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STEM 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Develop a consortium with local colleges/ industry partners to expand options to Technical center students			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Development of a STEM Expo	CTE program technology		
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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
<p>CTE Goal #1: Orlando Tech offers CTE program for both adult and dual enrollment students. In terms of Career Pathways: By June 2013 we will increase in the area of career pathways by 3% in the following areas: student performance, credits earned through industry certification, credits earned by joint assessment Completion: 57% increase to 60% Industry Certifications:93% increase to 96% Joint Assessment 15% increase to 18%</p> <p>In terms of Career Certificate By June 2013, we will increase in the area of career certificate by 3% in the following areas: program performance, retention rates, industry certification and licensure pass rate. Retention 74% increase to 77% Licensure 93% increase to 96%</p> <p>In terms of Attainment By June 2013, we will increase in the area of Technical Skill and Job placement by 3%. Technical Skill Attainment 93% increase to 96% Placement 35% increase to 38%</p>	<p>1.1. Meeting the appropriate TABE scores</p> <p>Passing industry Certification</p> <p>Teacher Participation in joint assessment</p>	<p>1.1. Providing individualized prescription remediation: Increase students access to appropriate software: Skills Tutor, ITTS, My Master Network</p> <p>Increase the number of students who take industry certification</p> <p>Professional Development strategies to enhance teacher participation in Career Pathways</p>	<p>1.1. Career Pathway Specialist Teachers Administration Postsecondary Specialist Counselor Resource Teacher</p>	<p>1.1. Monitor Monthly Report Follow up</p>	<p>1.1. Assessment Industry Certification Licensure Program Completions Placement</p>
	<p>1.2. Student lack of interest</p>	<p>1.2. Introduce a variety of teaching strategies, such as hybrid offerings More interactive technology and class activities</p> <p>3. Work with Advisory Board committees to increase opportunities for students to participate in internships, externships or on the job training</p>	<p>1.2 Program instructor Career Job Specialist Administration</p>	<p>1.2. Evaluate online course offering Constant accuracy of data input Efficiency of Campus Vue data entries and monitoring</p>	<p>1.2. Observation Lesson Plans Data Meeting</p>
	<p>1.3. Lack of awareness of</p>	<p>1.3 Cohort Monitoring of</p>	<p>1.3. Post-secondary</p>	<p>1.3.</p>	<p>1.3. Placement of externship</p>

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	CTE opportunities Lack of externships	AGE to CTE transition Provide networking opportunities for instructors to develop relationships with externships/internship	specialist Program instructors Career Job Specialist Administration	Monitor Increase in externship Monitor Increase in placement	Job Placement
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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development Training: 1. Skills Tutor, ITTS and My Master Network training		Jill Rosolek; Georgianna Millenson	CTE Program Instructors	Select Wednesday; teacher workdays	Classroom Monitoring Observation Surveys	Instructor Chairperson Resource Instructor Administrators
2. Marzano training; 3. Lesson Plan Training and other teaching strategies; 4. classroom management		Rosa Grant, Linda Kress; Dr. Harwell; Liz Jenkins	School wide instructors Administration	Select Wednesday; teacher workdays	Classroom Monitoring Observation Surveys	Instructor Chairperson Resource Instructor Administrators
5. Campus Vue Training		Rosa Grant District Personnel	School wide instructors Administration	Select Wednesday; teacher workdays	surveys	Administrators

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CTE 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
Books			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Software			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Campus Vue Training			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

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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			1.1. Limited Retention	1.1. Initiate individual monitoring of Student progression	1.1. Department Chair Teachers Administration Counselors	1.1. Monitor progression assessment Attendance records	1.1. TABE results Attendance records
Additional Goal #1: By June By June 2013 we will increase by 3% the number of GED students transitioning to CTE and By June 2013 we will increase by 3% the number of AAAE students transition to CTE	2012 Current Level :*	2013 Expected Level :*	Lack of consistency in attendance				
	22% of the AGE students transition to CTE	25% of the students will transition to CTE					
				1.2. Lack of consistency in attendance	1.2. Teacher withitness and intervention	1.2. Department Chair Teachers Administration Counselors	1.2. Monitor progression assessment Attendance records
			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
Career Pathway	ALL	Diane Bontempo Robin Oliver Brenda,	School wide PLC	Quarterly	Event logs Student survey Enrollment	Administration Counselors

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		Counselors				

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Additional Goal(s) 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:

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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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> 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.

X Yes No

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

Describe the activities of the SAC for the upcoming school year.

Aug. 2012: 2012-2013 School Improvement Plan overview
Sept. 2012: Review of the By-laws
Oct 2012: Professional Development
Nov. 2012: Safety and Security
Jan. 2013: SIP Mid Year Report
Feb. 2013: Needs Assessment/ Student Course Evaluation Results
March 2013: Committee Work-Development of Goals and Objectives for 2013-2014 (Part 1)
April 2013: Committee Work-Development of Goals/ Objectives for 2013-2014 (Part 2)
May, 2013: Recognitions and Wrap up of year's events

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Describe the projected use of SAC funds.	Amount