FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WINTER PARK TECH

District Name: Orange

Principal: Tom Tankson

SAC Chair: Janet Gaines

Superintendent: Barbara Jenkins

Date of School Board Approval:

Last Modified on: 9/14/2012



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Tom Tankson	Masters		25	*Principal title is Senior Director 263 CTE completers 17 Adult Ed completers
Assis Principal	Claude Fleurimond	Masters	1.5	1.5	*Assis Principal title is Senior Administrator 1107 OCPs earned by CTE students
Assis Principal	Andrew Jenkins	Masters	2	16	*Assis Principal title is Senior Administrator 781 LCPs earned by Adult Ed students

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
ABE/GED/CTE	Rebecca Martin	Bachelors	24	7	N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	encouragement as well as proven strategies to help teachers	Senior Administrator and CRT	3-year program	
2	Preserve reputation that Winter Park Tech is a high quality school that values and supports highly qualified teachers.	Administration	On-going	
3	Advertise through e-recruiting	Administration	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

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 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
32	3.1%(1)	15.6%(5)	21.9%(7)	50.0%(16)	18.8%(6)	100.0%(32)	0.0%(0)	0.0%(0)	6.3%(2)

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	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
Becky Martin	Debra Nicholson Henry Cribb Crystal	experienced teacher with teacher new Marzano's teacher	Help with classroom management strategies Help with required documentation One-on-one Marzano's training

Coordination and Integration

Note: For Title I schools only

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

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

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

School-based MTSS/RtI Team:

Identify the school-based MTSS leadership team.

Martin, Jenkins, Fleurimond, Cribb, P., Black, D.

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 leadership team receives weekly reports from teachers identifying students that are not progressing on the established programs timeline, also known as pacing guides. The team reviews the interventions that have been implemented with the students and assist the teacher as it is implemented. If the interventions are not successful, the team along with the teacher, will determine another approach to use to get the student back to progressing on the identified timeline. This same approach is used for student retention. Many of the students that are identified as at risk to complete are the same students that are not progressing. The team works with the teachers to establish and implement retention strategies.

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

The team had numerous opportunities for input as the School Improvement Plan was developed. The team assisted in identifying the elements of RtI and the approach to implementation, monitoring and assistance to the teacher during the meetings when the SIP was discussed.

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.

Our locally developed milestone charts will be the basis to identify student progress and retention and will serve as the basis for establishing the intervention strategies. While the charts are available for the committees review at any time, the teachers will be submitting weekly information about students that are falling behind or are showing indications of leaving or dropping out of the program.

Describe the plan to train staff on MTSS.

Training started during preplanning week with training in implementing our progression and retention plan. Direct training of staff continues at our monthly faculty meeting as well as our monthly department chair meetings. Individualized discussion and training is ongoing as each of the team members meets individually or collectively with instructors.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jenkins, Fleurimond, Cribb, Martin

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

The team meets before department and faculty meetings to determine which literacy strategy to incorporate into those meetings. The CRT and the assigned administrator attend each department/faculty meeting to spend 20 minutes explaining the agreed upon strategy. Follow-up involves classroom visits and conferences involving reflection.

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

Communication - reading, writing, speaking and thinking skills.

These literacy skills are needed to attain and retain employment, as well as function as a citizen. They are imbeded in our curriculum and part of our grading process. We will be reviewing the curriculum to assure inclusion and quality of information.

	At the faculty and cluster meetings, literacy instructional stategies on communication will be presented. Our classroom visitations will provide information on the use of the skills as well as when/if more assistance is needed, either individually or as a group.
_	

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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?

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

	on the analysis of studen provement for the following		referer	nce to "Guiding	Questions", identify and	define areas in need			
readi	1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:				Increase percentage of students passing the FCAT reading.				
2012	Current Level of Perforr	nance:	2	2013 Expected Level of Performance:					
7 students tested / 1 passed (14%)				17%					
	Pr	oblem-Solving Process	to Ind	crease Studer	nt Achievement				
			Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	N/A	N/A	N/A		N/A	N/A			
			sroom uctor	Comprehension tests	FCAT				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. N/A Reading Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

Based on the analysis of student achievement data, and refer of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	N/A
Reading Goal #2a:	

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

2012	Current Level of Perform	mance:	2013 Expected	2013 Expected Level of Performance:				
N/A			N/A	N/A				
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	N/A	N/A	N/A	N/A	N/A			
of imp 2b. Fl Stude readi	d on the analysis of studen provement for the following lorida Alternate Assessr ents scoring at or above ng. ing Goal #2b:	g group: ment:		g Questions", identify and	define areas in need			
2012	Current Level of Perform	mance:	2013 Expected	d Level of Performance:				
N/A			N/A					
	Pr	roblem-Solving Process	to Increase Studer	nt Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	N/A	N/A	N/A	N/A	N/A			
of imp 3a. Fo gains	d on the analysis of studen provement for the following CAT 2.0: Percentage of s in reading. ing Goal #3a:	g group:		g Questions", identify and	define areas in need			
		mance:	2013 Expected	d Level of Performance:				
2012	Current Level of Perforr							
			N/A					
		roblem-Solving Process	to Increase Studer	1				
2012 N/A		oblem-Solving Process Strategy		Process Used to Determine Effectiveness of Strategy	Evaluation Tool			

of im	proveme	nt for the followi	ng group:							
Perce	entage c ing.	Iternate Assess		g Gains in		N/A				
Read	ing Goal	#3b: 								
2012	! Current	t Level of Perfo	rmance:		:	2013 Expected	d Level	of Performance:		
N/A					1	N/A				
			Problem-So	lving Process	toIn	crease Studer	nt Achie	evement		
			Person or Position sponsible for Monitoring		ocess Used to Determine fectiveness of Strategy	Evaluation T	ool			
1	N/A		N/A		N/A		N/A		N/A	
		analysis of student for the followi		ent data, and r	efere	nce to "Guiding	g Questi	ons", identify and	define areas in r	need
maki Read	ng learn ing Goal	Percentage of sing gains in real #4:	ading.			N/A 2013 Expected	d Level	of Performance:		
N/A					I	N/A				
			Problem-So	lving Process	toIn	icrease Studer	nt Achie	evement		
	Antio	cipated Barrier	St	rategy		Position Determing Description Determing Description Determing Description Des		ocess Used to Determine fectiveness of Strategy	Evaluation T	ool
1	N/A		N/A		N/A	<u> </u>	N/A		N/A	
Based	d on Amb	oitious but Achie	vable Annual			ves (AMOs), AM	10-2, Re	eading and Math Pe	erformance Targ	et
Meas	urable Ol ol will red	but Achievable ojectives (AMOs) luce their achiev	. In six year	Reading Goal 7 N/A 5A:	#					~
ı	line data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017	
		N/A	N/A	N/A		N/A		N/A		
Baser	d on the	analysis of stude	ent achievem	ent data and r	efere	nce to "Guidino	ı Onesti	ons", identify and	define areas in r	need
of im	proveme	nt for the followi	ng subgroup:		CICIE	THE TO GUIGHTY	, Questi	ons , lucitily and	denne areas III I	iceu
1		subgroups by e an, American I	-							

N/A

satisfactory progress in reading.

Readi	ng Goal #5B:					
2012	Current Level of Perform	mance:	2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Pı	roblem-Solving Process	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	
5C. Ei satisf	provement for the following nglish Language Learne factory progress in reading Goal #5C:	rs (ELL) not making	N/A			
2012	Current Level of Perform	mance:	2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Pı	roblem-Solving Process	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	
of imp 5D. S satisf	on the analysis of studer provement for the following tudents with Disabilities factory progress in read ng Goal #5D:	g subgroup: (SWD) not making	reference to "Guiding	g Questions", identify and	define areas in need	
2012	Current Level of Perform	mance:	2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Pi	roblem-Solving Process	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:						
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:			N/A			
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
N/A	N/A			N/A		
	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

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

 ${\it Please note that each Strategy does not require a professional development or PLC activity.}$

PD Content /To and/or PLC Fo	opic Grade cus 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	N/A	N/A	N/A	N/A	N/A	N/A

Reading Budget:

Evidence-based Program	n(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developmer	nt		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

	1	9 9	3	` '	
* Whe	en using percentages, includ	de the number of students	the percentage repre	esents next to the percenta	age (e.g., 70% (35)).
Stud	ents speak in English and	understand spoken Engl	ish at grade level ir	n a manner similar to no	n-ELL students.
1. St	tudents scoring proficie	nt in listening/speakir	ng.		
CELL	_A Goal #1:		N/A		
2012	2 Current Percent of Stu	udents Proficient in list	ening/speaking:		
N/A					
	Pro	blem-Solving Process	to Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
Stud	ents read in English at gr	ade level text in a manne	er similar to non-EL	L students.	
	tudents scoring proficie				
	_A Goal #2:		N/A		
2012	2 Current Percent of Stu	udents Proficient in rea	ding:		
N/A					
	Pro	blem-Solving Process	to Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
Stud	ents write in English at gr	rade level in a manner sir	milar to non-ELL st	udents.	
3. St	tudents scoring proficie	nt in writing.			
CELL	_A Goal #3:		N/A		
2011	2 Current Dersont of Ct.	Idente Profisiont in	ting		
ZU 1 2	2 Current Percent of Stu	idents Proncient in Wri	ung:		

N/A	Prol	olem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available
			Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		-	Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	•	•	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	•		Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

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

	d on the analysis of studer provement for the following		d refe	rence to "Guiding	g Questions", identify and	define areas in need
	CAT2.0: Students scorin	g at Achievement Leve	el 3 ir	٦		
math	nematics.	N/A				
Math	Mathematics Goal #1a:					
2012	Current Level of Perform	mance:		2013 Expected	d Level of Performance:	
N/A	N/A			N/A		
	Pi	roblem-Solving Proces	s to I	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	F	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/	A	N/A	N/A
	d on the analysis of studer provement for the following		d refe	rence to "Guiding	g Questions", identify and	define areas in need
1b. F	Torida Alternate Assessr	ment:				
Stud	ents scoring at Levels 4,	5, and 6 in mathemat	ics.	N/A		
Math	ematics Goal #1b:					
2012	Current Level of Perform	mance:		2013 Expected Level of Performance:		
N/A				N/A		
	Pi	roblem-Solving Proces	s to I	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	F	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/	Ā	N/A	N/A
	1	1			1	_
	d on the analysis of studer provement for the following		d refe	rence to "Guiding	g Questions", identify and	define areas in need
	CAT 2.0: Students scorir	ng at or above Achieve	men	t		
Level 4 in mathematics.			N/A			
Math	ematics Goal #2a:					
2012	Current Level of Perform	mance:		2013 Expected Level of Performance:		
N/A			N/A			

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:			N/A	N/A		
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
N/A			N/A	N/A		
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. N/A Mathematics Goal #3a: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

Based on the analysis of student achievement data, and referor of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
3b. Florida Alternate Assessment:	
Percentage of students making Learning Gains in	
mathematics.	N/A

Mathematics Goal #3b:

2012	2012 Current Level of Performance:				2013 Exped	2013 Expected Level of Performance:			
N/A					N/A	N/A			
			Problem-Sol	ving Process	to Increase Stu	dent Ach	ilevement		
	Antio	cipated Barrier	- St	rategy	Person or Position Responsible f Monitoring	or E	Process Used to Determine Effectiveness of Strategy	Evaluation Too	
1	N/A		N/A		N/A	N/A		N/A	
f imp	orovemei AT 2.0:	analysis of stud nt for the follow Percentage of ning gains in m	ing group: students in L		eference to "Guid	ding Ques	tions", identify and	d define areas in ne	
		Goal #4:			N/A				
2012	012 Current Level of Performance:				2013 Exped	cted Leve	el of Performance	:	
N/A					N/A				
			Problem-Sol	ving Process	to Increase Stu	dent Ach	ilevement		
	Antio	cipated Barrier	- St	rategy	Person or Position Responsible f Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A		N/A		N/A	N/A		N/A	
5A. A Measu schoo by 50 Basel	mbitious urable Ol ol will red %.	but Achievable bjectives (AMOs luce their achiev	Annual s). In six year		Mathematics Goa	al #	Reading and Math I	Performance Target	
201	0-2011	,				2013		2010 2017	
		N/A	N/A	N/A	N/A		N/A		
		analysis of stud		ent data, and r	eference to "Guid	ding Ques	tions", identify and	d define areas in ne	
Hispa Satis	anic, Asi factory (subgroups by an, American I progress in ma	Indian) not m		N/A				
		t Level of Perfo	ormance:		2013 Exped	cted Leve	el of Performance	:	
					1				

	P	roblem-Solving Proces	s to Increase Stud	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible fo Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
	1	1			1
	d on the analysis of studer provement for the following		I reference to "Guidi	ng Questions", identify and	d define areas in nee
satis	inglish Language Learne factory progress in mati		N/A		
			0040 5		
2012	Current Level of Perfori	mance: 	2013 Expect	ed Level of Performance):
N/A			N/A		
	Р	roblem-Solving Proces	s to Increase Stud	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible fo Monitoring	Process Used to Determine r Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
			Lordon and the HOodell		
of im	provement for the following	g subgroup:	reference to "Guidi	ng Questions", identify and	d define areas in nee
of im 5D. S satis		g subgroup: s (SWD) not making	N/A	ng Questions", Identify and	d define areas in nee
of im 5D. S satis Math	provement for the following Students with Disabilities factory progress in math	g subgroup: s (SWD) not making hematics.	N/A	red Level of Performance	
of im 5D. S satis Math 2012	provement for the following students with Disabilities factory progress in mathematics Goal #5D:	g subgroup: s (SWD) not making hematics.	N/A		
of im 5D. S satis Math 2012	provement for the following students with Disabilities factory progress in mathematics Goal #5D:	g subgroup: s (SWD) not making hematics.	N/A 2013 Expect	ed Level of Performance	
of im 5D. S satis Math	provement for the following students with Disabilities factory progress in mathematics Goal #5D:	g subgroup: s (SWD) not making hematics. mance:	N/A 2013 Expect	ent Achievement Process Used to Determine	

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

N/A

Mathematics Goal #5E:

2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier Strategy Re			Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	1 N/A N/A N/A			N/A	N/A	

End of Middle School Mathematics Goals

* When using percentages	s, include the number of	f students the	percentage i	repres	sents next to the per	centag	ge (e.g., 70% (35)).
Based on the analysis of in need of improvement			reference to	"Gu	iding Questions", id	dentify	y and define areas
1. Florida Alternate A Levels 4, 5, and 6 in r	N/A						
Mathematics Goal #1	:						
2012 Current Level of	Performance:	2013 Exp	ecte	d Level of Perforn	nance	e:	
N/A	N/A						
	Problem-Solving	Process to I	ncrease S ⁻	tude	nt Achievement		
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Dete Effe	cess Used to ermine ectiveness of utegy	Eval	luation Tool
		No Data	Submitted				
Based on the analysis of in need of improvement			reference to	"Gu	iding Questions", id	dentify	y and define areas
2. Florida Alternate A or above Level 7 in m Mathematics Goal #2	athematics.	ts scoring at	t N/A				
2012 Current Level of	Performance:		2013 Expected Level of Performance:				
N/A	N/A						
	Problem-Solving	Process to I	ncrease S	tude	nt Achievement		
			Person o	r	Process Used	to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. N/A Mathematics Goal #3: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

Algebra End-of-Course (EOC) Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in Algebra. Have students pass the Algebra EOC exam. Algebra Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: No data 25% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Poor math skills Additional instructional Classroom Comprehension tests Algebra EOC exam strategies in the Instructor classroom focused on Algebra

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.

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

Algebra Goal #2:									
2012	Current	Level of Perfo	ormance:		2	2013 Expected	d Leve	el of Performance:	
N/A					N	N/A			
			Problem-Sol	ving Process	to I n	crease Studer	nt Ach	nievement	
	Anticipated Barrier		- St	rategy	Res	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A		N/A		N/A		N/A		N/A
3A. A Meası	mbitious urable Ok I will red	itious but Achie but Achievable ojectives (AMOs uce their achie	Annual s). In six year	Measurable Ob Algebra Goal #		res (AMOs), AM	lO-2,	Reading and Math P	erformance Target
Basel	line data 0-2011	2011-2012	2012-2013	3A : 2013-2014		2014-201		2015-2016	2016-2017
		N/A	N/A	N/A		N/A		N/A	
of imp 3B. S Hispa satist	tudent s anic, Asia	the for the follow subgroups by an, American progress in Al	ving subgroup: ethnicity (Wh Indian) not n	nite, Black,		nce to "Guiding	g Ques	tions", identify and	define areas in need
2012	Current	Level of Perfo	ormance:		2	2013 Expected Level of Performance:			
N/A					Ν	N/A			
			Problem-Sol	ving Process	to In	crease Studer	nt Ach	nievement	
	Antio	ipated Barrie	- St	rategy	Res	Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A		N/A		N/A		N/A		N/A
		analysis of stud		ent data, and r	eferei	nce to "Guiding	J Ques	stions", identify and	define areas in need
satisi	_	anguage Lear progress in Alg #3C:		t making	N	N/A			
2012	Current	Level of Perfo	ormance:		2	2013 Expected	d Leve	el of Performance:	

N/A			N/A	N/A			
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement			
	Anticipated Barrier Strategy Re		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	N/A	N/A	N/A	N/A	N/A		
of imp	on the analysis of studen	subgroup:	reference to "Guidinç	g Questions", identify and	define areas in nee		
satisf	tudents with Disabilities factory progress in Algelora Goal #3D:	_	N/A				
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:			
N/A			N/A	N/A			
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	N/A	N/A	N/A	N/A	N/A		
of imp 3E. Eo satisf	on the analysis of studen provement for the following conomically Disadvanta factory progress in Algel pra Goal #3E:	subgroup: ged students not making		g Questions", identify and	define areas in nee		
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:			
N/A			N/A				
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	N/A	N/A	N/A	N/A	N/A		

End of Algebra EOC Goals

	when using percentages, include the number of students the percentage represents (e.g., 70% (33)).							
	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:							
	udents scoring netry.	at Achie	evement Level 3 in	Have students	Have students pass the Geometry EOC exam.			
Geom	netry Goal #1:							
2012	Current Level	of Perfor	rmance:	2013 Expecte	ed Level of Performan	ce:		
No da	ta			25%				
		Prok	olem-Solving Process	to Increase Stude	ent Achievement			
	Anticipated E	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Poor math skills		Additional instructional strategies in the classroom focused on Geometry	Classroom Instructor	Comprehension tests	Geometry EOC exam		
in nee 2. Stu 4 and	ed of improveme	at or ab	ent achievement data, ar e following group: ove Achievement Leve					
2012	Current Level	of Perfor	rmance:	2013 Expecte	2013 Expected Level of Performance:			
N/A				N/A	N/A			
		Prok	olem-Solving Process	to Increase Stude	ent Achievement			
	Anticipated E	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	N/A		N/A	N/A	N/A	N/A		
3A. Al Annua (AMO:	Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by							
Bas	seline data 011-2012	2012-201	3A : L	2014-2015	2015-2016	2016-2017		
	N/	/A	N/A	N/A	N/A			

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:

Hispa satis	tudent subgroups by eanic, Asian, American I factory progress in Ge netry Goal #3B:	_	N/A	N/A				
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performanc	e:			
N/A	Due	hlan Calvina Danasa	N/A					
	Pro	blem-Solving Process	to Increase Stude	ent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	N/A	N/A	N/A	N/A	N/A			
		1		1	•			
	d on the analysis of studed of improvement for the	ent achievement data, ar e following subgroup:	nd reference to "Gu	uiding Questions", identi	fy and define areas			
satis	nglish Language Learr factory progress in Ge netry Goal #3C:		N/A					
2012	Current Level of Perfo	ormance:	2013 Expecte	2013 Expected Level of Performance:				
N/A			N/A					
	Pro	blem-Solving Process	to Increase Stude	ent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	N/A	N/A	N/A	N/A	N/A			
	d on the analysis of studed of improvement for the	ent achievement data, ar e following subgroup:	nd reference to "Gu	liding Questions", identi	fy and define areas			
satis	tudents with Disabilition factory progress in Ge netry Goal #3D:		N/A					
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performanc	re:			
N/A			N/A	N/A				
	Pro	blem-Solving Process	to Increase Stude	ent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool			

Strategy

Monitoring

	on the analysis of studeed of improvement for the	ent achievement data, an e following subgroup:	d reference to "Gu	iding Questions", identify	y and define areas	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:			N/A	N/A		
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Prok	olem-Solving Process t	o Increase Stude	nt Achievement		
Anticipated Barrier Strategy Ro			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

N/A

N/A

End of Geometry EOC Goals

N/A

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.

N/A

Content /Topic d/or PLC Focus	Grade	and/or PLC	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	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics Budget:

Evidence-based Progran	n(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developme	nt		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Subtotal: \$0.00 Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

areas in need of improvement for the following group:

^ When using percentages, include the number of students the percentage represents (e.g.	., 70% (35)).
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

Leve	CAT2.0: Students scored 3 in science.	ring at Achievement	N/A	N/A		
2012	2 Current Level of Perf	ormance:	2013 Expecte	ed Level of Performan	ce:	
N/A			N/A			
	Prob	lem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier Strategy Re			Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	
2	N/A	N/A	N/A	N/A	N/A	
areas 1b. F Stud	d on the analysis of studes in need of improvement Florida Alternate Assessents scoring at Levels and Goal #1b:	t for the following group ssment:	:			
2012	2 Current Level of Perf	ormance:	2013 Expecte	2013 Expected Level of Performance:		
N/A		N/A				
	Prob	lem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	
2	N/A	N/A	N/A	N/A	N/A	

areas	reas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:				N/A		
2012 Current Level of Performance:			2013 Expecte	ed Level of Performar	nce:	
N/A			N/A			
	Prob	olem-Solving Proces	ss to I	ncrease Stude	ent Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/	A	N/A	N/A
Dana	d on the analysis of stu	dent cobiousment det		I reference to "	Guidina Questions", ide	entify and dofine

		lent achievement data, a t for the following group:		Guiding Questions", ider	ntify and define	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			7 N/A			
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Prob	lem-Solving Process to	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

Florida Alternate Assessment High School Science Goals

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:				
Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			

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

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

		lent achievement data, a t for the following group:		Guiding Questions", ider	ntify and define	
Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:			g N/A	N/A		
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Prob	lem-Solving Process to	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too	
1	N/A	N/A	N/A	N/A	N/A	

Biology End-of-Course (EOC) Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in Biology. Have students pass the Biology EOC exam. Biology Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: No data 25% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Poor science skills Additional instructional Classroom Comprehension tests Biology EOC strategies in the Instructor exam classroom focused on Biology

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			N/A	N/A		
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performan	ce:	
N/A			N/A	N/A		
	Prob	lem-Solving Process to	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Science Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

Writing Goals

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

	on the analysis of studeed of improvement for the	ent achievement data, ar e following group:	nd reference to "Gu	ilding Questions", identif	y and define areas	
1a. FCAT 2.0: Students scoring at Achievement Level3.0 and higher in writing.Writing Goal #1a:			N/A			
2012 Current Level of Performance:			2013 Expecte	d Level of Performanc	e:	
N/A			N/A	N/A		
	Prol	blem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:			N/A	N/A		
2012	2012 Current Level of Performance:			ed Level of Performanc	e:	
N/A	N/A			N/A		
	Pro	blem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

in ne	n need of improvement for the following group:						
4 and	udents scoring at or abd 5 in Civics. s Goal #2:	ove Achievement Leve	N/A	N/A			
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performanc	e:		
N/A			N/A	N/A			
	Pro	olem-Solving Process to	o Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	N/A	N/A	N/A	N/A	N/A		

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Civics Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		-	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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

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

ı	on the analysis of studeed of improvement for the	ent achievement data, ar e following group:	nd reference to "Gu	uiding Questions", identif	y and define areas		
Histo	o o	evement Level 3 in U.S.		Have students pass the US History EOC exam.			
2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performanc	e:		
No da	ıta		25%	25%			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier Strategy Re		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	No background in History New to this country	Additional instructional strategies in the classroom focused on US History	Classroom Instructor	Comprehension tests	US History EOC exam		

	d on the analysis of stude ed of improvement for th	ent achievement data, an e following group:	d reference to "Gu	uiding Questions", identif	y and define areas	
4 and	udents scoring at or ab d 5 in U.S. History. History Goal #2:	oove Achievement Leve	N/A	N/A		
2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performance	e:	
N/A			N/A	N/A		
	Pro	blem-Solving Process to	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

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.

С	PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/	A	N/A	N/A	N/A	N/A	N/A	N/A

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
Attendance Attendance Goal #1:	Reduce absences and recognize patterns of absence for intervention				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
74% (1500)	77%				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
no data available	no data available				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
no data available	no data available				

	Problem-Solving Process to Increase Student Achievement								
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1	Family issues	Establish caring relationships with students Adjust schedules Guidance counseling	Dean RtI team	Weekly reports on students with poor attendance	Data analysis				
2	Monetary issues	Student Emergency Fund for alleviating significant monetary issues	Dean RtI team	Weekly reports on students with poor attendance	Data anyalysis				
3	Childcare	Adjust schedules	Dean RtI team	Weekly reports on students with poor attendance	Data analysis				
4	Transportation	Supply bus passes	Dean RtI team	Weekly reports on students with poor attendance	Data analysis				

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Suspension Goal(s)

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

	d on the analysis of susp provement:	ension data, and referen	ce to "Guiding Que	stions", identify and defi	ne areas in need	
Suspension Suspension Goal #1:			N/A	N/A		
2012 Total Number of In-School Suspensions			2013 Expecte	ed Number of In-School Suspensions		
N/A			N/A			
2012 Total Number of Students Suspended In-School			2013 Expecte School	3 Expected Number of Students Suspended In- ool		
N/A			N/A	N/A		
2012	2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
N/A			N/A	N/A		
2012 Scho		ents Suspended Out-of-	2013 Expecte of-School	2013 Expected Number of Students Suspended Out- of-School		
N/A	N/A			N/A		
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

	on the analysis of pare ed of improvement:	nt involvement data, and	reference to "Guid	ding Questions", identify	and define areas	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.			Reduce dropou	Reduce dropouts. Increase completion rate.		
2012 Current Dropout Rate:			2013 Expecte	d Dropout Rate:		
no data available			15%	15%		
2012	Current Graduation Ra	ite:	2013 Expecte	2013 Expected Graduation Rate:		
no data available			75%			
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Students not	Increase communication	Teachers	Retention rate	Data analysis	

1	between student and teacher		3	Program Completion report	
	Provide tutoring options for students	Administrators	Retention rate	Data analysis	
2			3	Program Completion report	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Retention	Postsecondary	Conference facilitators	Instructors	on-going	IPtI ranarts	Senior Administrators

Dropout Prevention Budget:

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		Sub	total: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		Sub	total: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend conferences to learn retention strategies	Funds to pay for substitutes	Administrative contingency funds	\$2,500.00
		Subtotal	: \$2,500.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.				Increase high school parent involvement to improve student achievement.		
2012	Current Level of Parer	nt Involvement:	2013 Expecte	ed Level of Parent Invo	lvement:	
89 (8	4%)		94 (89%)	94 (89%)		
	Prol	olem-Solving Process t	o Increase Stude	Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Time allotted for communication	Teachers will collect parent phone numbers and email addresses Invitations will be sent to all parents to Open House/orientation meetings	Postsecondary Specialist Administrators	Student achievement Parent responses to updates Attendance at Open House/orientation meetings	Email/Phone log Count at meetings (sign-in sheets)	
2	Perception of parents being involved in a postsecondary environment	Postsecondary Specialist communicate with parents more often		Parent responses	Email/Phone log	

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	
No Data Submitted							

Parent Involvement Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	No Data	No Data	\$0.00
No Data	No Data	No Data	40.00

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

End of Parent Involvement Goal(s)

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

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

Based	Based on the analysis of school data, identify and define areas in need of improvement:					
1. ST	1. STEM					
STEM Goal #1:			N/A	N/A		
	Prol	blem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

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	(e.g., PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

STEM Budget:

Evidence-based Progra	ım(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Professional Developme	nt		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based	d on the analysis of school	ol data, identify and defir	ne areas in need of	improvement:		
1. CT	1. CTE					
CTE Goal #1:			N/A	N/A		
	Pro	blem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

CTE Budget:

Evidence-based Program(s)/Material(s)					
Strategy	Description of Resources	Funding Source	Available Amount		
N/A	N/A	N/A	\$0.00		
			Subtotal: \$0.00		
Technology					
Strategy	Description of Resources	Funding Source	Available Amount		
N/A	N/A	N/A	\$0.00		

			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		•	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Intense Focus on Student Achievement Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
Intense Focus on Student Achievement Goal Intense Focus on Student Achievement Goal #1:			N/A		
2012 Current level:			2013 Expected level:		
N/A			N/A		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/N	Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		-	Subtotal: \$0.00
			Grand Total: \$0.00

End of Intense Focus on Student Achievement Goal(s)

Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications) Goal:

	d on the analysis of studed of improvement for the		nd reference to "G	uiding Questions", identif	y and define areas	
Comp Certif Inter Comp	tense Focus on Studen pletion Rates, Job Place fications) Goal nse Focus on Student A pletion Rates, Job Place fications) Goal #1:	ement Rates, Industry	Winter Park Te Career Pathwa OCPs, LCPs, re	Winter Park Tech will increase by 3% as indicated by Career Pathways completers, certificate completers, OCPs, LCPs, retention rates, licensures, industry certifications achieved.		
2012	Current level:		2013 Expecte	ed level:		
Certifi OCPs LCPs Reten Indus Comp Hemo Medic Pharn Phlebo Web I Licens Massa	er Pathways completers: icate completers: 263 of earned: 594 of 726 (81% earned: 781 of 1572 (50% ition rate: 1125 (93%) try certifications earned: uter Systems Technology dialysis: 9 of 20 (45%) al Assisting: 7 of 138 (5% al Coder/Biller: 1 of 36 (6% eacy Tech: 5 of 48 (10% eotomy: 4 of 33 (12%) Development: 25 of 67 (36% each each each each each each each each	726 (36%) %) %: 22 of 125 (18%) %) 3%)) 37%)	Certificate con OCPs earned: LCPs earned: Retention rate Industry certif Computer Sys: Hemodialysis: Medical Assisti Medical Coder/ Pharmacy Tecl Phlebotomy: (Web Developm Licenses earne Massage Thera Patient Care T	Career Pathways completers: (31%) Certificate completers: (39%) OCPs earned: (84%) LCPs earned: (53%) Retention rate: (96%) Industry certifications earned: Computer Systems Technology: (21%) Hemodialysis: (48%) Medical Assisting: (8%) Medical Coder/Biller: (6%) Pharmacy Tech: (13%) Phlebotomy: (15%) Web Development: (40%) Licenses earned: Massage Therapy: (6%) Patient Care Tech: (35%)		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Number of students enrolled	Monitoring student progress Intervention plans initiated when student falls behind	Instructors Senior Administrators	Quarterly data reports on number earned Comparison to previous year's progress	Spreadsheet with data comparison of FY12 and FY13	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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)		Person or Position Responsible for Monitoring
Student progress	Postsecondary	CRT		Department meetings, Faculty meetings, and inservice sessions	Meeting minutes	Senior Administrators

Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

 $\textit{End of Intense Focus on Student Achievement (Program Completion Rates, \textit{Job Placement Rates, Industry Certifications)} \ \textit{Goal(s)} \\$

High Performing and Dedicated Team Goal:

	d on the analysis of stud ed of improvement for th	ent achievement data, a e following group:	nd reference to "G	uiding Questions", identif	y and define areas	
	gh Performing and Ded Performing and Dedica		evaluation syst	Staff development sessions will new areas of the teacher evaluation system and other areas identified in CWT, needs assessments, and student satisfaction surveys.		
2012	Current level:		2013 Expecte	2013 Expected level:		
29 of	32 (81%) teachers scor	ed Effective	(93%)	(93%)		
	Pro	blem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Availability of industry certifications	Instructors will continue to pursue industry certifications to meet state/district	Administrators CRT	Observations and classroom walkthroughs	Evidence of improvement of student success	

1		expectations.	List of teachers	Number of
		receiving industry	teachers with	
		Cluster and faculty	certifications	certifications
		meetings will have time		
		dedicated to staff		
		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)		Person or Position Responsible for Monitoring
Evaluation system	Postsecondary	CRT	Schoolwide	Department)	Meeting minutes reviewed by administrators	Senior administrators

Budget:

-			Avgilable
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of High Performing and Dedicated Team Goal(s)

Safe Learning and Working Environment Goal:

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

1. Safe Learning and Working Environment Goal
Safe Learning and Working Environment Goal #1:

Winter Park Tech will continue to make changes that will make the campuses more safe and secure.

2012 Current level:			2013 Expecte	2013 Expected level:		
N/A			N/A	N/A		
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1		Update student end-of- term surveys to assess student sense of emotional and physical safety on both campuses Review safety plan	Dean Administrators	Students completing surveys	Number of students completing surveys	

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)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Efficient Operation Goal:

	d on the analysis of studed of improvement for the	ent achievement data, a e following group:	nd reference to "G	uiding Questions", identi	fy and define areas		
1. Eff	icient Operation Goal		Winter Park Te	Winter Park Tech personnel will be trained to use the CTE			
Effici	ent Operation Goal #1:		Connect stude	nt management system	more proficiently.		
2012	Current level:		2013 Expecte	ed level:			
N/A			N/A				
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Staff technology level	Mini trainings will be offered for specific tasks to train appropriate personnel. Strategies will be developed and implemented using data collected from new student surveys.	Administrators	Accuracy in use of system	Staff surveys Scales utilized by presenters		

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.0

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
	•	•	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
		-	Subtotal: \$0.00
			Grand Total: \$0.00

End of Efficient Operation Goal(s)

Sustained Community Engagement Goal:

1	d on the analysis of stude		nd reference to "G	uiding Questions", identif	y and define areas	
	ed of improvement for the					
1. Su	stained Community En	Winter Park Te	Winter Park Tech will continue to cultivate new business			
Susta	ained Community Enga	gement Goal #1:	partners.			
2012	Current level:		2013 Expecte	2013 Expected level:		
N/A			N/A			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Failure to receive notices and invitations to career fairs and local HS PTA meetings	communities. Attend local HS PTA meetings Hold Open House to	Assistant Directors Career Services Advisor	Number of invitations received	Number of career fairs and PTA meetings in which Winter Park Tech participates	
		Hold Open House to make our presence known				

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
Seminar about business partners	Postsecondary	Career Services Advisor	Schoolwide	December 2012	Department meetings Administration discussions	Senior Administrators

Budget:

Evidence-based Program(s))/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Duplication of materials	Paper, copier/printer ink	Budget	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

End of Sustained Community Engagement Goal(s)

FINAL BUDGET

Goal	Strategy	Description of	Funding Source	Available Amoun
Reading	N/A	Resources N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.0
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.0
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.0
	N/A	N/A	N/A N/A	\$0.0
Suspension				
Dropout Prevention	N/A	N/A	N/A	\$0.0
STEM	N/A	N/A	N/A	\$0.00
CTE	N/A	N/A	N/A	\$0.00
Intense Focus on Student Achievement	N/A	N/A	N/A	\$0.00
Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications)	N/A	N/A	N/A	\$0.00
High Performing and Dedicated Team	N/A	N/A	N/A	\$0.00
Safe Learning and Working Environment	N/A	N/A	N/A	\$0.00
Efficient Operation	N/A	N/A	N/A	\$0.0
Sustained Community Engagement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.0
Technology		D 111 6		
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.0
Mathematics	N/A	N/A	N/A	\$0.0
			N/A	
	N/A	N/A	IV/ A	\$0.0
Science Writing	N/A N/A	N/A N/A	N/A N/A	\$0.0
Science Writing	N/A	N/A	N/A	\$0.0
Science Writing Civics	N/A N/A	N/A N/A	N/A N/A	\$0.00 \$0.00
Science Writing Civics Attendance	N/A N/A N/A	N/A N/A N/A	N/A N/A N/A	\$0.0 \$0.0 \$0.0
Science Writing Civics Attendance Suspension	N/A N/A N/A N/A	N/A N/A N/A N/A	N/A N/A N/A N/A	\$0.0 \$0.0 \$0.0 \$0.0
Science Writing Civics Attendance Suspension Dropout Prevention	N/A N/A N/A N/A	N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A	\$0.00 \$0.00 \$0.00 \$0.00
Science Writing Civics Attendance Suspension Dropout Prevention STEM	N/A N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Science Writing Civics Attendance Suspension Dropout Prevention STEM CTE Intense Focus on	N/A N/A N/A N/A	N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Science Writing Civics Attendance Suspension Dropout Prevention STEM CTE	N/A N/A N/A N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A N/A N/A N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Science Writing Civics Attendance Suspension Dropout Prevention STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications) High Performing and	N/A N/A N/A N/A N/A N/A N/A N/A N/A	N/A	N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Science Writing Civics Attendance Suspension Dropout Prevention STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications) High Performing and Dedicated Team Safe Learning and	N/A	N/A	N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Science Writing Civics Attendance Suspension Dropout Prevention STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications) High Performing and Dedicated Team Safe Learning and Working Environment	N/A	N/A	N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Science Writing Civics Attendance Suspension Dropout Prevention STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry	N/A	N/A	N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0

Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.0
Mathematics	N/A	N/A	N/A	\$0.0
Science	N/A	N/A	N/A	\$0.0
Writing	N/A	N/A	N/A	\$0.0
Civics	N/A	N/A	N/A	\$0.0
Attendance	N/A	N/A	N/A	\$0.0
Suspension	N/A	N/A	N/A	\$0.0
Dropout Prevention	Attend conferences to learn retention strategies	Funds to pay for substitutes	Administrative contingency funds	\$2,500.0
STEM	N/A	N/A	N/A	\$0.0
CTE	N/A	N/A	N/A	\$0.0
Intense Focus on Student Achievement	N/A	N/A	N/A	\$0.0
Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications)	N/A	N/A	N/A	\$0.0
High Performing and Dedicated Team	N/A	N/A	N/A	\$0.0
Safe Learning and Working Environment	N/A	N/A	N/A	\$0.0
Efficient Operation	N/A	N/A	N/A	\$0.0
Sustained Community Engagement	N/A	N/A	N/A	\$0.0
				Subtotal: \$2,500.0
				3ubtotal: \$2,500.0
Other				Subtotal: \$2,500.v
Other Goal	Strategy	Description of Resources	Funding Source	Available Amour
	Strategy N/A		Funding Source	
Goal Reading		Resources		Available Amoui \$0.0
Goal Reading CELLA	N/A	Resources N/A	N/A	Available Amoui \$0.0 \$0.0
Goal Reading CELLA Mathematics	N/A N/A N/A	Resources N/A N/A	N/A N/A	Available Amou \$0.0 \$0.0 \$0.0
Goal Reading CELLA Mathematics Science Writing	N/A N/A N/A	Resources N/A N/A N/A	N/A N/A N/A	Available Amou \$0.0 \$0.0 \$0.0
Goal Reading CELLA Mathematics Science Writing	N/A N/A N/A	Resources N/A N/A N/A N/A	N/A N/A N/A N/A	Available Amoui \$0.0 \$0.0 \$0.0 \$0.0
Goal	N/A N/A N/A N/A N/A N/A N/A N/A	Resources N/A N/A N/A N/A N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A N/A N/A	Available Amour \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Goal Reading CELLA Mathematics Science Writing Civics	N/A N/A N/A N/A N/A	Resources N/A N/A N/A N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A N/A	Available Amour \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Goal Reading CELLA Mathematics Science Writing Civics Attendance Suspension STEM	N/A	Resources N/A N/A N/A N/A N/A N/A N/A N/A N/A	N/A	Available Amour \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Goal Reading CELLA Mathematics Science Writing Civics Attendance Suspension STEM CTE	N/A	Resources N/A	N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Goal Reading CELLA Mathematics Science Writing Civics Attendance Suspension STEM CTE Intense Focus on Student Achievement	N/A	Resources N/A	N/A	Available Amou \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.
Reading CELLA Mathematics Science Writing Civics Attendance Suspension STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry	N/A	Resources N/A	N/A	Available Amou \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.
Reading CELLA Mathematics Science Writing Civics Attendance Suspension STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications) High Performing and	N/A	Resources N/A	N/A	Available Amour \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.
Reading CELLA Mathematics Science Writing Civics Attendance Suspension STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications) High Performing and Dedicated Team Safe Learning and	N/A	Resources N/A	N/A	Available Amour \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Reading CELLA Mathematics Science Writing Civics Attendance Suspension STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement	N/A	Resources N/A	N/A	\$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0
Reading CELLA Mathematics Science Writing Civics Attendance Suspension STEM CTE Intense Focus on Student Achievement Intense Focus on Student Achievement (Program Completion Rates, Job Placement Rates, Industry Certifications) High Performing and Dedicated Team Safe Learning and Working Environment	N/A	Resources N/A	N/A	Available Amount \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.0 \$0.

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

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

No Attachment (Uploaded on 9/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No SAC funds for postsecondary	\$0.00

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found No Data Found No Data Found