

2013-2014 SCHOOL IMPROVEMENT PLAN

Orlando Tech
301 W AMELIA ST
Orlando, FL 32801
407-246-7060

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Orlando Tech

Principal

Alex Heidelberg

School Advisory Council chair

Jeana Palomino

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Alex Heidelberg	Senior Director (Principal)
Scott Burris	Senior Administrator
Rosa Grant	Assistant Director
Dr. Sandra Harwell	Assistant Director

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC membership is not employed by the school district and comprises over 51% of the total membership. It includes representatives from the community, business and industry. The SAC membership is representative of the ethnic and racial enrollment of the school. The SAC is composed of the principal (Senior Director) and an appropriately balanced number of faculty representatives (academic, ESOL and occupational), classified (non-instructional) staff members, 3 student representatives.

Officers of the Orlando Tech School Advisory Council include a Chair, Vice-Chair, and Recorder.

Involvement of the SAC in the development of the SIP

The Committee was involved in planning and suggestions for meeting the following goals:

1. Intense focus on student achievement
2. High performing/dedicated team
3. Safe Learning Environment

- 4. Efficient Operations
- 5. Sustained Community Engagement

Sub-committees were established for the areas just listed. Each group member participates and makes suggestions for improvement in helping the school meet the goals.

Activities of the SAC for the upcoming school year

- August 2013: Overview of the School Improvement Plan for the 2013-2014 School Year
- September 2013: Review of the By-Laws
- October 2013: First Joint District Meeting of 4 Technical Centers (Suggested by SAC members and formed joint committee)
- November 2013: School Safety and Security
- January 2014: School Improvement Plan Mid-Year Report
- February 2014: Needs Assessment/ Student Course Evaluation Results
- March 2014: Committee Work-Development of Goals and Objectives for 2014-2015 (Part 1)
- April 2014: Committee Work-Development of Goals and Objectives for 2014-2015 (Part 2)
- May 2014: Recognition and Wrap up of Year's events

Projected use of school improvement funds, including the amount allocated to each project

Comes out of general budget

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alex Heidelberg

Principal	Years as Administrator: 16	Years at Current School: 4
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Credentials

Alex Heidelberg: BS Hotel and Restaurant Management; Masters-Ed. Leadership

Performance Record

Scott Burris		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials BA In Economics; MA in Educational Leadership

Performance Record

Rosa Grant		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials BA Liberal Arts; MS in Administration and Supervision of Educational Programs; Vocational Director

Performance Record

Sandra Harwell		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials AS Nursing; BS Psychology; MSN-Nursing; PhD-Curriculum and Instructions

Performance Record

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Leonor Nelson		
Full-time / District-based	Years as Coach: 12	Years at Current School: 0

Areas Reading/Literacy, Other

Credentials BA and MA in Education and Spanish

Performance Record
 2006-2007: School grade improved from D to a C because of reading gains and other student learning gains (reading, math)
 2007-2008: School grade improved from a D to a B because of reading gains and other student learning gains (math)
 2010-2011: As a reading coach, school improved from a C to a B because of reading learning gains
 2012-2013: As a reading (literacy) coach 73% of reading students made reading learning gains

Classroom Teachers

of classroom teachers

34

receiving effective rating or higher

34, 100%

Highly Qualified Teachers

0%

certified in-field

34, 100%

ESOL endorsed

6, 18%

reading endorsed

2, 6%

with advanced degrees

9, 26%

National Board Certified

1, 3%

first-year teachers

1, 3%

with 1-5 years of experience

5, 15%

with 6-14 years of experience

17, 50%

with 15 or more years of experience

11, 32%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

School Strategies:

1. Recruitment: Advertise in professional journals, word of mouth, advisory committee members, employee referrals
2. Retention: Instructional Support; one-on-one coaching; instructional and peer to peer support; teacher recognition, PLCs, I- Observation

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. Pair instructors by department
2. New teacher orientation guide
3. One-on-One Coaching (Peer observation and modeling)
4. Professional Learning Communities (PLCs)
5. Meet and discuss effective instructional
6. New Database for tracking students' success

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team functions as a support mechanism for teacher and student achievement in the areas of retention, completion, industry certification/licensure attainment and job/career placement. MSS includes an intervention team, a reading coach and data team all focusing on student achievement in attaining their individual goals. With the support of the team, teachers will see the implementation of interventions in the area of academics and attendance. The team will meet regularly to monitor data and review academic interventions and offer support to instructional staff through Professional Learning Communities and one-on-one mentoring.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Members of the MTSS leadership team will develop and will implement the school improvement plan. It is the goal of the team to give support to faculty and staff by providing on-going professional development and one-on-one mentoring, especially for new instructors. The MTSS includes 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, make adjustments or interventions and praise when appropriate.

Assess → Intervention → Reassess

↑ ↓

Modify Intervention ← Reassess ← Modify Intervention

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Reading Coach: Counselors, Instructional support (group and one-on-one mentoring, and professional learning communities for networking and improving the instructional support system.

Measures in place:

1. Reading coach supports reading across content areas
2. Regular Department Chairpersons' meetings address curriculum, instruction issues, and student achievement issues
3. Professional Development sessions
4. Professional Learning Communities (PLCs)
5. Data Meetings

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data will be obtained from the following sources:

- CampusVue-store data for district reporting purposes
- Collaborative data base: collect and store data for internal use on completions, retention, certifications and -placements
- TABE online: Store TABE scores
- CASAS: Store CASAS scores

A progress monitoring will be done which will assess: Program completers (OCPSs, LCPs), Placements, Industry Certifications earned, and progression testing

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The members of the MTSS leadership team will develop and implement the School Improvement Plan. They will provide support to faculty and staff by providing professional development and one-on-one mentoring. The team will monitor data, make adjustment or interventions and praise when appropriate. The following guidelines are being developed and monitored/changed as needed:

Identify the areas which are in need of improvement, then place the student into a remediation program: Dual Enrollment and Adult Students: Development of an Individualized intervention Plan:

1. Develop a computer based monitoring system.
2. Investigate what is now being done to track student progress.
3. The monitoring system will identify how well student is progressing.
4. Identify if additional interventionis needed (monitor: no change, improvement, revise intervention strategy)

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 6,480

The following is a list of strategies which the school uses and will expand upon to increase amount/ quality of learning time:

- On line after school student remediation to improve TABE and FCAT scores
- Supervised working electronic/digital student center
- Establish communication between departments concerning student accessibility to Wi-Fi and on-line remediation programs that support our required goals
- Adequate supplies for extended home study
- Field trip opportunities
- Monetary compensation for online instructional hours after regular duty day
- Provide opportunity for extracurricular research
- Provide "Real World" simulation
- Electronic textbooks made available
- For Dual Enrollment Students: More teacher, student, parent communication
- Skills USA involvement

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

A new database system has been established which will collect the data and analyze it for effectiveness. Notices will be sent to students, teachers and parents to update them on the status of progress or determine that reassessment/ or utilization of other strategies to achieve success and progress.

Who is responsible for monitoring implementation of this strategy?

A remediation team has been developed whose responsibility will be providing after school remediation, or on-line monitoring. Their task will be to assess student program, provide student, teachers, parents with periodic updates to determine remediation progression or initiating other strategies to ensure success.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Barbara Aikens-Stephens	GED instructor
Lisa Curtis	ESOL Instructor
Sonia Magarinos	ESOL Instructor
Leonor Nelson	Reading Coach
Liz Jenkins	Early Childhood Education Instructor
Dr. Sandra Harwell	Assistant Director

How the school-based LLT functions

The LLT plans to work through PLCs, Department Chairs, Guidance Department, and Academic classroom teachers who will help us achieve our literacy goals.. The 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.

Included below are some of the strategies which will be utilized for the implementation of the literacy goals:

1. Establish reading groups
2. Tutoring opportunities
3. Activities to encourage reading
4. Mother-read/father-read Coalition activities
5. Work closely with Head Start
6. Creation of a library
7. Establish a book club
8. Recruit guest readers
9. Assist with the AGE to CTE transition

Major initiatives of the LLT

Improve basic reading, reading across content, increase LCPs and OCPs attainment, increase completion and GED attainment.

Initiate some of the following strategies:

1. Literacy Agencies, ex. Florida Literacy Council
2. Establishment of a Library
3. Compile Literacy websites
4. Establishment of enrichment night program
5. GED teachers help to increase GED attainment
6. Develop a Scholastic book fair on campus (buy one/get one)

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

NA: We are a Post Secondary Institute

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

n/a: We are a Post-Secondary Institution

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Strategies to be incorporated:

1. One-on-one: Analyze goals, dreams, best fit
2. Remediation courses

3. Clinical sites: Real world experience
4. Perfect Interview
5. Parent meetings for duals (group and individual): Skype
6. Skills USA
7. Guest Speakers
8. Volunteering
9. Career progression
10. Information interview
11. Trade show/student conference
12. Encourage professional organizations program specific membership
13. Additional certifications; ex. MS office
14. National Technical Honor Society and Academic Honor Society
15. Florida Ready to Work
16. Cross program visits; ex. ESOL, students visiting nursing students, etc
17. Instructors working together to see what everyone does in their program
18. Work with community partners

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies utilized or to be implemented:

1. Career exploration built into course
2. Career Pathways Class
3. Career Pathway field trip to other Tech Centers
4. Articulation
5. Florida Choices

Strategies for improving student readiness for the public postsecondary level

In viewing the 2010 and 2011 High School Feedback Report, Orlando Tech needs to address and develop strategies to increase the percentage of graduates enrolled in a Florida public postsecondary institution in the Fall- both at Orlando Tech and other Tech centers in Orange County. The first step will be to meet with the Post-secondary specialist at Orlando Tech and the other tech centers to make them aware of our low enrollments both as a school and our district. Recruitment strategies must be implemented with the High School counselors being more proactive in identifying candidates for the tech center as well as other FL community colleges. Procedures must be in place to identify obstacles (test scores, finances, etc?) preventing enrollment in community college and other postsecondary institutions.

Once the obstacles are identified, what can we implement to capture these potential students and help them succeed in our technical center programs? With the help of the Post-secondary specialist, we can try to increase our dual enrollment numbers and once they are students in our dual enrollment program, identify the areas where they are struggling to attain required TABE scores to successfully complete the program. This may require individualized remediation strategies, both on-line or after school sessions which address problem areas.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	49%	52%
Students scoring at or above Achievement Level 4	48	25%	28%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	750	75%	80%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	137	68%	70%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		68%	70%
Students taking one or more advanced placement exams for STEM-related courses	0		
CTE-STEM program concentrators	19		21
Students taking CTE-STEM industry certification exams	9	14%	17%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	250	100%	100%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	250	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		31%	34%
Students taking CTE industry certification exams	16	21%	24%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	51	20%	23%
CTE teachers holding appropriate industry certifications	10	83%	92%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase the number of school sponsored activities to capture parent involvement: Fall Meet and Great Open House: Success at Orlando Tech, CTE Day offered in November for increase student/ parent participation and awareness of CTE program offerings, Spring Open House to see programs offered and meet the instructor for the following school year.

In addition, the parents will become an integral part of their son/ daughter's remediation process. This is an opportunity for them to see the progress their child is making towards becoming completers.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Participation in Fall Open House	53	27%	30%
Participation in CTE Day	0	%	25%
Participation in Spring Open House	0	%	%

Area 10: Additional Targets

Additional targets for the school

Increase Adult CTE Completions, industry certifications, infield placements, students earning a GED and students completing Academic Skills and ELCATE

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase adult CTE completions	412	68%	71%
Increase industry certifications	164	40%	43%
Increase in-field placement rate	260	63%	70%
Increase the number of GED graduates	30	14%	17%
Increase the number of Academic Skills completers	13	42%	45%
Increase the number of ELCATE completers	21	36%	39%

Goals Summary

- G1.** Improve AGE completion and career pathways
- G2.** Increase adult CTE Completions, Industry certifications, and infield Placements.
- G3.** To improve reading FCAT scores among the dual enrollment students

Goals Detail

G1. Improve AGE completion and career pathways

Targets Supported

- CTE
- Additional Targets

Resources Available to Support the Goal

- AGE Teachers and District Personnel,
- grants,
- computer assisted instruction,

Targeted Barriers to Achieving the Goal

- Proper Monitoring

Plan to Monitor Progress Toward the Goal

Monitoring protocol in place

Person or Persons Responsible

Administration and instructional support

Target Dates or Schedule:

Monthly

Evidence of Completion:

better data alignment

G2. Increase adult CTE Completions, Industry certifications, and infield Placements.

Targets Supported

- CTE
- Additional Targets

Resources Available to Support the Goal

- Program Advisory Boards
- In house data base
- CTE Teachers

Targeted Barriers to Achieving the Goal

- Collecting appropriate data in timely fashion

Plan to Monitor Progress Toward the Goal

Follow up and review of program data.

Person or Persons Responsible

Data personnel and administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improved data

G3. To improve reading FCAT scores among the dual enrollment students

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Appropriate teachers to provide remediation
- Teachers who are certified in reading and/or English
- Computer assisted instruction

Targeted Barriers to Achieving the Goal

- Availability of computers outside the classroom

Plan to Monitor Progress Toward the Goal

Progression log and student progression

Person or Persons Responsible

Reading Tutor

Target Dates or Schedule:

Weekly

Evidence of Completion:

Improved scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve AGE completion and career pathways

G1.B1 Proper Monitoring

G1.B1.S1 Improve monitoring of TABE scores, CASAS Scores, and individualized progression.

Action Step 1

Better monitoring of test scores and communication with students

Person or Persons Responsible

AGE Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Better data alignment

Facilitator:

District and Reading Coach

Participants:

AGE Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Establish monitoring protocol

Person or Persons Responsible

Administration and instructional support

Target Dates or Schedule

Monthly

Evidence of Completion

Better data alignment

Plan to Monitor Effectiveness of G1.B1.S1

Establish monitoring protocol

Person or Persons Responsible

Administration and Instructional Support

Target Dates or Schedule

Monthly

Evidence of Completion

Better data alignment

G2. Increase adult CTE Completions, Industry certifications, and infield Placements.

G2.B1 Collecting appropriate data in timely fashion

G2.B1.S1 Improve communication with graduates.

Action Step 1

Develop avenues to improve communication.

Person or Persons Responsible

CTE Departments

Target Dates or Schedule

Before students graduate.

Evidence of Completion

Better follow up with graduates.

Facilitator:

Cynthia Bradley

Participants:

CTE Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Follow up and review of program data.

Person or Persons Responsible

Data personnel and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved data.

Plan to Monitor Effectiveness of G2.B1.S1

Follow up and review of program data.

Person or Persons Responsible

Data personnel and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved data.

G2.B1.S2 Better data input.

Action Step 1

Utilize data base

Person or Persons Responsible

Select clerical, administrators, and CTE teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Better alignment data

Facilitator:

Melissa Huffnagle and Alysia Leonard, Rosa Grant, Diane BonTempo

Participants:

Select clerical, administrators, and CTE teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Reports from Data Base

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increased data alignment,

Plan to Monitor Effectiveness of G2.B1.S2

Reports from Data Base

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Improved data Alignment

G3. To improve reading FCAT scores among the dual enrollment students

G3.B1 Availability of computers outside the classroom

G3.B1.S1 Teachers provide students time to work on computers during the day.

Action Step 1

Improve access to computer assisted learning.

Person or Persons Responsible

Classroom teachers of CTE dual enrollment students.

Target Dates or Schedule

Before, after, or during class and on Teacher workdays.

Evidence of Completion

Track student time on computer assisted instruction and monitor progression.

Facilitator:

Rosa Grant and Brenda Hernandez

Participants:

Reading Coach, GED teacher and AAAE teacher

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor progression and student access to computer assisted learning

Person or Persons Responsible

Reading tutor

Target Dates or Schedule

Weekly

Evidence of Completion

Student access log and student improvement.

Plan to Monitor Effectiveness of G3.B1.S1

Progression log and student improvement

Person or Persons Responsible

Reading Tutor

Target Dates or Schedule

Weekly

Evidence of Completion

Improved scores.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Funds are allocated every year for the purpose of supporting all programs academic and CTE. We use funds to support instruction, scholarships and purchase supplies. In addition, funding resources are also reserved to provide the indigent and low income populations with the means for tuition, books and transportation to help them achieve success in their careers.

The following are examples of some of the specific areas where funding is provided:

Orlando Tech also provides scholarships for one semester for Dual Enrollment High School graduates towards the completion of their CTE program. In addition, some students receive money to pay for the Industry Certification fees.

Because of funding, dual enrollment students do not have to purchase books.

Financial aid is available for those students who meet the criteria. This assistance is used to pay for tuition, lab fees, textbooks and uniforms (if needed).

Students utilize VA funds to cover tuition, lab fees and textbooks.

Workforce Central Florida provides student funding in many of our CTE programs to cover tuition, labs, books, uniforms and any appropriate industry certification/ license fees.

The Blueprint Project (a special Practical Nursing Training Program) is a partnership established between the City of Orlando and Orlando Tech (OCPS) to provide tuition funding, lab supplies, textbooks, and funds to pay for industry certification / PN licensing.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve AGE completion and career pathways

G1.B1 Proper Monitoring

G1.B1.S1 Improve monitoring of TABE scores, CASAS Scores, and individualized progression.

PD Opportunity 1

Better monitoring of test scores and communication with students

Facilitator

District and Reading Coach

Participants

AGE Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Better data alignment

G2. Increase adult CTE Completions, Industry certifications, and infield Placements.

G2.B1 Collecting appropriate data in timely fashion

G2.B1.S1 Improve communication with graduates.

PD Opportunity 1

Develop avenues to improve communication.

Facilitator

Cynthia Bradley

Participants

CTE Teachers

Target Dates or Schedule

Before students graduate.

Evidence of Completion

Better follow up with graduates.

G2.B1.S2 Better data input.

PD Opportunity 1

Utilize data base

Facilitator

Melissa Huffnagle and Alysia Leonard, Rosa Grant, Diane BonTempo

Participants

Select clerical, administrators, and CTE teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Better alignment data

G3. To improve reading FCAT scores among the dual enrollment students

G3.B1 Availability of computers outside the classroom

G3.B1.S1 Teachers provide students time to work on computers during the day.

PD Opportunity 1

Improve access to computer assisted learning.

Facilitator

Rosa Grant and Brenda Hernandez

Participants

Reading Coach, GED teacher and AAEE teacher

Target Dates or Schedule

Before, after, or during class and on Teacher workdays.

Evidence of Completion

Track student time on computer assisted instruction and monitor progression.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve AGE completion and career pathways	\$35,000
G2.	Increase adult CTE Completions, Industry certifications, and infield Placements.	\$35,054
G3.	To improve reading FCAT scores among the dual enrollment students	\$12,960
Total		\$83,014

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
school budget	\$47,960	\$0	\$47,960
School Budget	\$0	\$35,054	\$35,054
Total	\$47,960	\$35,054	\$83,014

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve AGE completion and career pathways

G1.B1 Proper Monitoring

G1.B1.S1 Improve monitoring of TABE scores, CASAS Scores, and individualized progression.

Action Step 1

Better monitoring of test scores and communication with students

Resource Type

Evidence-Based Program

Resource

Personnel to monitor progression testing (\$35,000) data personnel

Funding Source

school budget

Amount Needed

\$35,000

G2. Increase adult CTE Completions, Industry certifications, and infield Placements.

G2.B1 Collecting appropriate data in timely fashion

G2.B1.S1 Improve communication with graduates.

Action Step 1

Develop avenues to improve communication.

Resource Type

Evidence-Based Program

Resource

Personnel (\$35,000), media and direct mailer (\$2000), database to collect data (\$7000) and industry certifications (\$10,000)

Funding Source

School Budget

Amount Needed

\$54

G2.B1.S2 Better data input.

Action Step 1

Utilize data base

Resource Type

Personnel

Resource

Personnel to monitor data base (\$35000)

Funding Source

school budget

Amount Needed

\$35,000

G3. To improve reading FCAT scores among the dual enrollment students

G3.B1 Availability of computers outside the classroom

G3.B1.S1 Teachers provide students time to work on computers during the day.

Action Step 1

Improve access to computer assisted learning.

Resource Type

Personnel

Resource

Tutor salary (12,960)

Funding Source

school budget

Amount Needed

\$12,960