

A word cloud graphic featuring various educational terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'achievement', 'ambitious', 'supportive', 'problem solving', '8-Step', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'zero', 'college', 'and', 'career'. The colors used are primarily blue, yellow, and orange.

Erwin Technical College

2010 E HILLSBOROUGH AVE, Tampa, FL 33610

[no web address on file]

School Demographics

School Type

Other

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Erwin Technical Center will produce quality, productive team members for the workforce and for the community.

Provide the school's vision statement

Erwin Technical Center will:

- * empower students to take ownership of their education;
- * educate students to be highly-trained, productive members of society; and
- * provide an environment for the achievement of higher education, focusing on technology, job preparation and personal growth

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Prospective students meet with program advisors/counselors to learn about the school and its programs. The same program advisor/counselor conducts the Registration and remains the contact person/liaison throughout the student's enrollment. The school conducts a schoolwide Orientation, and each program conducts an orientation on the first day of the program. Students, teachers, and staff members continue to work together as a team throughout the student's program to facilitate student success.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school has established safety policies. Teachers and staff members are given written procedures, and drills are conducted throughout the school year. Each staff member and each student wears an picture ID badge. A school-district security guard is on campus each day and during evening class times. In addition, a local off-duty police officer is employed during evening class times. Students are given instructions and handouts during Orientation about safety procedures, to whom to report suspicious activity, etc.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students sign a Civility Statement during Registration. Student Code of Conduct is printed in the Student Handbook and Course Catalog. Additional specific policies are printed in each Program Guide. Classroom procedures are reviewed on the first day of class. If a disruption occurs, the instructor will first speak to the student. Subsequent problems may involve the teacher requesting assistance from the program advisor/counselor, department head, administration, and/or security guard. Students may be placed on Behavioral Probation (according to printed policies) or withdrawn from the training program. Policies and procedures are clearly written and verbally reviewed with students. Written records of disciplinary actions are maintained.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Each student has a program advisor/counselor who serves as a liaison and point of contact for questions and concerns. In addition, the school employs a Social Worker, Psychologist, and academic tutorial staff who are available to all students. Student Services and Financial Assistance department personnel maintain up-to-date community resource information to assist students with personal issues.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Erwin Technical Center is a postsecondary institution. Several sections below cannot be answered in the format provided. The items listed below are early warning indicators that are used by this institution:

Absences and/or tardies approaching stated limits

Two consecutive days' absent with no instructor contact

Failure of a course

Grade Point Average below 2.0 for a 9-week grading period

Cumulative Grade Point Average below 2.0

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance: Teachers monitor attendance and counsel with any student who is accumulating excessive absences and/or tardies. If the student continues to miss class, a meeting is held with the student, teacher, department head, and/or program advisor, and/or administrator.

Academic: Class sizes are such that teachers have daily interaction with students and are able to employ intervention strategies to assist students. If a student fails a class, the teacher counsels with the student on his/her options. If a student's grading period GPA falls below 2.0, or the cumulative GPA falls below 2.0, the student will be placed on Academic Probation and/or withdrawn from the program, depending on the circumstances and following the policies printed in the Student Handbook, Course Catalog, and Program Guide.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Erwin Technical Center is a postsecondary institution, educating students age 18 and older. By law, the school cannot provide information to a third party (including parents) without the student's express permission. When permission is granted by the student, an instructor, program advisor/counselor, or administrator will meet with the parent and student or communicate with the parent via other methods.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Each vocational training program has an Advisory Committee comprised of individuals who work in the industry and/or are potential employers of our graduates. The school and instructors are kept up to date with current industry requirements and needs in order to ensure that the curriculum and training prepares graduates for entry-level employment in the industry. In addition, the school has an Institutional Advisory Committee (which also serves the School Advisory Council role). Community members, graduates, and others are invited to participate in school functions including volunteering to tutor, being guest speakers, and participating on advisory committees.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rich, James	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Erwin Technical Center's School Leadership Team is comprised of the individuals currently serving in the positions listed below. This committee meets the third Tuesday of each month (and as called) to share information and make decisions.

Principal

Assistant Principal for Curriculum

Allied Health Department Head

Business/Marketing Department Head
Industrial Department Head
Nursing Department Head
Student Services Department Head
The Learning Center Department Head

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Not applicable

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Fain, Henria	Business/Community
Fitzsimons, Willy	Business/Community
Jones, Valerie	Business/Community
Lazaro, Dr. Sadia	Business/Community
McElwain, Janette	Business/Community
Ochoa, Armondo	Student
Lynn, Quennie	Business/Community
Wallace, Gary	Business/Community
Brooks, Donna	Teacher
Gonzalez, Raul	Teacher
Hayes, Mikesha	Education Support Employee
Rich, James	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the fall Institutional Advisory Committee meeting each year, the IAC/SAC committee reviews last year's SIP plan (also called the Strategic Plan for the institutional accrediting agency's (Council on Occupational Education) purposes). A summary of each goal, results, and explanation is compiled by Administration and discussed/approved by the committee and by the staff during a Faculty meeting.

Development of this school improvement plan

A preliminary draft of the current year's SIP/Strategic Plan is presented during the fall Institutional Advisory Committee (IAC/SAC) committee meeting. The members discuss the plan and offer input.

The plan is then voted on by that committee. The same is true for staff to vote on the plan during a Faculty meeting.

Preparation of the school's annual budget and plan

Erwin Technical Center is a postsecondary institution and does not receive any school improvement funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Not applicable.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Erwin Technical Center is a postsecondary institution. Not all Florida Statutes, and not all sections of this plan, are applicable.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

When there are multiple instructors within a program, those instructors work together on a daily basis to ensure that the curriculum, written tests, performance-based tests, shop/lab equipment and supplies are meeting the needs of the students and preparing the students for entry-level positions in industry. Several programs assist each other in meeting specialized curricular needs of the students, including the Business department assisting with instruction in Employability Skills, the Drafting department assisting Interior Design and Solar Photovoltaic programs with Computer-Aided Drafting (CAD) instruction, the Nursing department teaching Health Science Core for Allied Health programs, etc. Collaborative planning and cross-departmental cooperation is encouraged, and teachers have sufficient non-student contact time to facilitate these activities.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Erwin Technical Center is a postsecondary vocational training institution. All vocational instructors must have at least 6 years' work experience in the field they wish to teach. Hiring qualified industry people to fill teaching positions, often at a salary lower than they can make in industry, is a challenge. Once hired, it is imperative that we develop and retain those instructors. Our new teachers participate in the school district's Alternative Certification Program during their first two years in order to learn best teaching practices. While our teachers do not have district-appointed Mentors, Erwin's Assistant Principal for Curriculum works closely with all new teachers to guide them through the ACP program and observation/evaluation processes. Co-teachers and department heads work extensively with new teachers. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance and progress up the career ladder. Performance levels are tied to a 3-year average of value-added measures. The teacher evaluation is based on that value added, along with peer evaluation data and principal/administration evaluation data.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

As stated above, Erwin's Assistant Principal for Curriculum works closely with all new teachers to guide them through the ACP program and observation/evaluation processes. Co-teachers and department heads work extensively with new teachers. Following all formal classroom observations, the person who did the observation (administrator or district peer) meets with the teacher to review the observation and offer suggestions for improvement or enhancement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Erwin Technical Center is a postsecondary institution, offer postsecondary adult vocational (PSAV) programs according to the Florida Department of Education curriculum frameworks. Following the standards and objectives in the curriculum frameworks, instructors ensure that the curriculum, written tests, performance-based tests, shop/lab equipment and supplies are meeting the needs of the students and preparing the students for entry-level positions in industry. Each spring, instructors review the recently-released curriculum frameworks for the upcoming school year and modify each program's curriculum accordingly.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Erwin Technical Center is a postsecondary institution. Students are required to pass each course in the order it is presented, maintain a minimum 2.0 grade point average each grading period (approx. 9 weeks), and maintain an overall minimum 2.0 grade point average. Class sizes are maintained at a level that facilitates individualized assistance during didactic and hands-on training. Students are referred to Student Services for assistance when they would benefit from special services such as meeting with the School Psychologist, Social Worker, or Program Advisor/Counselor. An on-campus "Learning Center" provides remedial and tutorial services for students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

This section does not apply to a postsecondary institution.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Information about the Hillsborough County school district: (Items may not apply to a postsecondary institution.)

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

SEE: HCPS Pupil Progression Plan

Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At-Risk lists, and early warning systems based on a student's need for support.

School based Spring and Summer orientation programs include: elective fairs, school visits, open houses, parent and student information meetings, magnet information sessions and district Career and College Nights.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the

transition into 9th grade, through vertical planning sessions with feeder school departments, ESE, ELL, AVID, and magnet articulation amongst schools. Hillsborough County Public Schools offers numerous summer camp offerings, including AVID/GAP camps, IB camps, Transition, band and athletic camps.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Information about the Hillsborough County school district: (Items may not apply to a postsecondary institution.)

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Information about the Hillsborough County school district: (Items may not apply to a postsecondary institution.)

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Information about the Hillsborough County school district: (Items may not apply to a postsecondary institution.)

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Information about the Hillsborough County school district: (Items may not apply to a postsecondary institution.)

District-Level

The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the

courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
- Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
- College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
- All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for

students and their families.

- Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student program completion, job placement, licensure, and industry certification will maintain at high levels, allowing for continued accreditation by institutional accrediting agency: Council on Occupational Education.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student program completion, job placement, licensure, and industry certification will maintain at high levels, allowing for continued accreditation by institutional accrediting agency: Council on Occupational Education. 1a

 G045029

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Industry experts on advisory committees
- State Curriculum Frameworks

Targeted Barriers to Achieving the Goal 3

- Program completion (student personal issues leading to withdrawal from program)
- Changes in State Curriculum Frameworks and industry certifications

Plan to Monitor Progress Toward G1. 8

Successful re-accreditation by the Council on Occupational Education

Person Responsible

Donna Brooks

Schedule

On 7/23/2015

Evidence of Completion

Course completion, job placement, and licensure rates on COE Annual Report; number of industry certifications earned, and continued COE accreditation

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. Student program completion, job placement, licensure, and industry certification will maintain at high levels, allowing for continued accreditation by institutional accrediting agency: Council on Occupational Education. **1**

 **G045029**

G1.B1 Program completion (student personal issues leading to withdrawal from program) **2**

 **B112171**

G1.B1.S1 Increase OCPs, LCPs, and full program completions **4**

 **S123591**

Strategy Rationale

Student completion of OCPs, LCPs, and full program lead to maintaining high levels on COE Annual Report and continued accreditation.

Action Step 1 **5**

Provide intervention for students at risk of not completing a program

Person Responsible

James Rich

Schedule

Every 2 Months, from 8/19/2014 to 7/23/2015

Evidence of Completion

Student program completion rates

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Track students at risk of not completing a program

Person Responsible

James Rich

Schedule

Every 2 Months, from 8/19/2014 to 7/23/2015

Evidence of Completion

Documentation of interventions and support provided

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Progress toward program completion of those supported with interventions

Person Responsible

James Rich


Schedule

Every 2 Months, from 8/19/2014 to 7/23/2015


Evidence of Completion

Program completion rate

G1.B2 Changes in State Curriculum Frameworks and industry certifications **2**

 B112172

G1.B2.S1 Thoroughly review the curriculum in all PSAV programs and make applicable updates in each program's overview, syllabi, and program guide to ensure that the curriculum covers the current State Framework and prepares students for industry certification tests and employment. **4**

 S123587

Strategy Rationale

Align curriculum to industry certification and licensure requirements

Action Step 1 **5**

Updated program overviews, syllabi, and program guides in preparation for completing a thorough and accurate COE self-study

Person Responsible

Donna Brooks

Schedule

Monthly, from 8/19/2014 to 5/21/2015

Evidence of Completion

Successful re-accreditation site visit by the Council on Occupational Education and continued accreditation

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Curriculum updates to be completed by Aug 2014, Program Supplements to be completed by Jan. 2015, Standards sections to be completed by Feb. 2015, Site Visit to be completed by May 2015

Person Responsible

Donna Brooks

Schedule

Daily, from 8/19/2014 to 7/23/2015

Evidence of Completion

Updated curriculum documents (overviews, syllabi, and program guides), completed program supplements and Standards sections, completed preparation for site visit

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student engagement with updated programs aligned to Florida State Framework

Person Responsible

Donna Brooks

Schedule

Monthly, from 8/19/2014 to 7/23/2015

Evidence of Completion

Classroom walk-throughs, observation data, program completion rates, industry certification and licensure pass rates, job placement rates

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Updated program overviews, syllabi, and program guides in preparation for completing a thorough and accurate COE self-study	Brooks, Donna	8/19/2014	Successful re-accreditation site visit by the Council on Occupational Education and continued accreditation	5/21/2015 monthly
G1.B1.S1.A1	Provide intervention for students at risk of not completing a program	Rich, James	8/19/2014	Student program completion rates	7/23/2015 every-2-months
G1.MA1	Successful re-accreditation by the Council on Occupational Education	Brooks, Donna	8/19/2014	Course completion, job placement, and licensure rates on COE Annual Report; number of industry certifications earned, and continued COE accreditation	7/23/2015 one-time
G1.B2.S1.MA1	Student engagement with updated programs aligned to Florida State Framework	Brooks, Donna	8/19/2014	Classroom walk-throughs, observation data, program completion rates, industry certification and licensure pass rates, job placement rates	7/23/2015 monthly
G1.B2.S1.MA1	Curriculum updates to be completed by Aug 2014, Program Supplements to be completed by Jan. 2015, Standards sections to be completed by Feb. 2015, Site Visit to be completed by May 2015	Brooks, Donna	8/19/2014	Updated curriculum documents (overviews, syllabi, and program guides), completed program supplements and Standards sections, completed preparation for site visit	7/23/2015 daily
G1.B1.S1.MA1	Progress toward program completion of those supported with interventions	Rich, James	8/19/2014	Program completion rate	7/23/2015 every-2-months
G1.B1.S1.MA1	Track students at risk of not completing a program	Rich, James	8/19/2014	Documentation of interventions and support provided	7/23/2015 every-2-months

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Budget Rollup

Summary

Description	Total
Grand Total	0