

Tom P. Haney Vocational Technical Center



2015-16 School Improvement Plan

Tom P. Haney Vocational Technical Center

3016 HIGHWAY 77, Panama City, FL 32405

[no web address on file]

School Demographics

School Type

Other

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

0%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

0%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Bay County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide educational opportunities for all students and the training necessary to meet the needs and standards of today's changing global workplace.

Provide the school's vision statement

Haney Technical Center is a valuable educational leader in our community that prepares students to meet the diverse needs of our workforce.

School Environment

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

Tom P. Haney Technical Center (Haney Technical Center) is founded on a strong belief in the worth of the individual, the dignity of work, and the fundamental right of every individual to develop marketable skills, knowledge, and attitudes to his or her fullest potential. The educational programs are directly related to actual or anticipated opportunities for gainful employment and suited to the needs, interests, and abilities of the individuals served.

Placing a student in a specific vocational program involves several planned and interrelated procedures. Unless exempted by Florida Statute 1004.91 and 1008.30, all students enrolling at Haney Technical Center must complete the Test of Adult Basic Education (TABE). Any student who has completed an associate of arts or science, or higher degree; or who has taken the Computerized Placement Test (CPT), may be exempted from the TABE requirement. Further, in accordance with Section 1008.30, F.S., a student who entered 9th grade in a Florida public school in the 2003-2004 school year, or any branch of the United States Armed Services active duty shall not be required to take the common placement test and shall not be required to enroll in developmental education instruction in a Florida College System institution. Students who want to take GED preparatory classes must take the TABE within two weeks of beginning class, since the results of the TABE are used as a basis to guide the initial instructional placement.

The resulting evaluation of the applicant's aptitudes, interests, and basic skills are used in setting short-range and long-range vocational goals. Individuals who participate in this experience gain a greater awareness of their vocational potentials and are able to select programs which provide them the highest probability of success. Program selection is determined by the applicant's interest and expressed abilities and aptitudes rather than by established pre-requisites. An interview with the instructor of the program of interest is usually recommended prior to beginning a particular class. The guidance staff also provides basic informational services when necessary.

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

All students, faculty, staff, and administration are compelled to follow the rules and guidelines set forth by FL. Statute 1006.47 and Bay District Schools Board Policy 7.207 regarding Bullying, Harassment, and Cyber-stalking. Rules and policies are made clear to all via the student handbook, personnel handbook, as well as scrolling announcements.

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

Haney serves a primarily adult population therefore, a school wide behavioral system is not utilized.

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

Students attend HTC to improve basic skills, learn a new trade, or for personal knowledge. Recent high school graduates or those who are seeking to earn their diplomas will find options at HTC to further their education and improve their lives. Creating an educational plan will identify the steps students need to take toward their goal. Unless they are exempt, students begin by taking a placement test – the Test of Adult Basic Education (TABE) – to determine their strengths and weaknesses and any areas that might need some remediation.

The Career Specialist can assist with information about the many career options and help students with a self-appraisal to identify their preferences. HTC counselors are available to process the enrollment and answer any questions they might have about the many program opportunities at HTC. The guidance staff assists current and prospective students in making careful, realistic career choices and meaningful decisions for training and career development utilizing up-to-date job information. The staff counsels prospective students of special requirements and training needed to enter a specific field of employment and provide current information on job opportunities, expected salaries, and projected job openings in the local area. Interest inventories that allow the students self-assessment of their skills, values, and life expectations are also available. These serve as tools for career and job selection and development. Students are advised and assisted in making decisions commensurate with the student's individual values, skills, desires, and expectations.

Counselors are always available for both social-emotional and academic assistance.

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

N/A

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

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

N/A

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

Haney works in conjunction with high schools to provide dual-enrollment CTE opportunities for students. Families are encouraged to tour Haney's facility, speak with faculty and staff, as well as the Student Services department for course offerings. The Haney Technical Center Mission Statement is clearly stated, represents the official philosophy of the institution, and reflects the primary mission of career progression. The mission statement is prominently featured in the following locations and publications:

- Classrooms
- Haney Technical Center Catalog
- Haney Technical Center Student Handbook
- General Information Brochures
- Haney Technical Center Web Site (www.bayschools.com/htc)

The general admission policies of Haney are clearly stated, published and made available to all students and the general public. They can be viewed in the student handbook, in brochures and flyers, and on the Haney website. Individual program information brochures are available at the Haney Technical Center, on the Haney website, displayed at career fairs throughout the area, and are given to prospective students during site visits.

Licensure programs such as Practical Nursing, Massage Therapy, Aviation, and Cosmetology have additional admission requirements. These requirements are explained to prospective students within the programs' information packets.

Students who have Veterans Administration benefits can enroll in Haney Technical Center in programs approved by the Veteran's Administration. To enroll in a program at HTC using Veterans Administration (VA) benefits, the students are required to present copies of their Forms DD-214 and Letters/Certificates of Eligibility obtained from the VA. After receipt of required documents, the students may enroll in programs under the VA benefits for which approved. Determination of Chapter, benefits, amount of payments, and payment dates, etc., is determined by the Veteran's Administration. The VA Certifying Official notifies the VA when students can begin receiving benefits. The students must be enrolled at least half time to be eligible for VA benefits. Students attending less than 12-clock hours per week are considered less than half-time and are not eligible for Veteran's benefits.

Haney will begin using the FOCUS system as well as IRIS alerts to communicate school and student information to families.

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

Every career and technical education program has a program advisory committee that is comprised of individuals within their respective industries from the community. Committee members are established in the businesses, industries, or agencies they represent. Each program's advisory committee meets at least each semester to provide program evaluation, training, advice, and other services to ensure that Haney's programs remain current and abreast of industry standards, and have a projection for future growth. The program advisory committees have proven to be an excellent vehicle for keeping the Center

up-to-date with the constantly changing demands of industry. Evidence of the committee's involvement and input is documented in the committee minutes on file in the director's office. Changes are brought to the attention of the program advisory committee annually. Committee members sign the Employer Program Verification Form for Postsecondary Programs acknowledging current requirements and the ability of the program to meet industry's needs. These forms and minutes reflecting discussion of program evaluation are located in the individual program areas and are filed in the director's office. Programs with licensure requirements are evaluated by the licensing board or agency during systematic reviews. Review of program performance measures, including enrollment, completion, licensure, certification, and placement rates, drive the continuous improvement process and are included in the strategic plan.

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:

Name	Title
Leonard, Ann	Principal
Barnes, Antonius	Assistant Principal
Reese, Angela	Assistant Principal
Murphy, Alexandra	Assistant Principal
Simmons, Evelyn	Teacher, Career/Technical
Johnson, William (Eric)	Teacher, Career/Technical
Hubbard, Carla	Teacher, Adult
Vann, Suzanne	Teacher, Career/Technical
Rains, Terri	Registrar
Pitts, Janet	Administrative Support
Stratton-Freeman, Michelle	Guidance Counselor
Nelson, Paul (Joe)	Teacher, Career/Technical

Duties

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

The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs. There are five administrators: director, assistant director, assistant principal, assistant administrator, and finance officer. There are also four department heads: adult education, CTE education, director of aviation and director of licensure programs. The administrators currently employed at Haney Technical Center possess the educational credentials and experience necessary for competency in their areas of responsibility in accordance with the Bay District School Board job description. All Haney administrators and supervisory personnel such as the director, assistant director, assistant principal, assistant administrator and finance officer hold college degrees, have work experience in field, and regularly attend in-service and meetings regarding curriculum and district policies. In addition, the director, assistant principal, and assistant administrator hold appropriate state of Florida professional certificates in the field of educational administration. Documentation of all administrators' degrees and certifications are

housed at the Bay District School Human Resource Department. Degrees and certifications held by administrators are published annually in the student handbook in the Administration & Faculty section. Annual evaluations help ensure that employees are qualified in their assigned areas.

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

Faculty and staff members are actively involved with the school administration in program planning, budgeting, strategic planning, on-going evaluation and continuous improvement activities. The director oversees all school areas, the assistant director oversees community relations with industry and business, as well as marketing, the assistant principal oversees facilities and discipline, the assistant administrator oversees curriculum and instruction, and the finance officer oversees the distribution of Pell funding and state/federal compliance issues. The director and aviation director oversee compliance and on-going evaluation with the Federal Aviation Administration. The director of nursing oversees compliance and ongoing evaluation with the Florida Department of Health and Florida Board of Nursing. The Cosmetology instructors oversee compliance and ongoing evaluation with the Florida State Board of Cosmetology. The Massage Therapy instructor oversees compliance and ongoing evaluation with the Florida Department of Health Division of Medical Quality Assurance Board of Massage

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ann Leonard	Principal
Jay Trumbull	Business/Community
Tamlyn Smith	Business/Community
Laura Blair	Business/Community
Robert Taylor	Business/Community
Suzanne Vann	Teacher
Josephine Bracy	Education Support Employee
Tina Sanders-Moormann	Education Support Employee
Angela Reese	Education Support Employee
Antonius Barnes	Education Support Employee
Jason Heath	Teacher
Alexandra Murphy	Education Support Employee
Jerry Cash	Education Support Employee
Ed Phelan	Business/Community
Johanna Lewis	Student
Jeremy Hinton	Business/Community
Coy Pilson	Business/Community
Jessica Laverne	Teacher

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

After review of last year's school improvement plan and working with the Council of Occupational Education coach, the team determined that Haney's needs for future planning were identified within the Strategic Plan. Although the previous year's school improvement plan is informative in nature, this plan more effectively identifies the instructional needs of Haney Technical Center and provides a working document as a catalyst for change.

Development of this school improvement plan

Haney's Strategic Plan will also serve as the guiding document for the School Improvement Plan. The Tom P. Haney Technical Center (Haney Technical Center) strategic plan directs the administration, faculty, and staff in their efforts to improve the learning environment at Haney Technical Center. Knowing that a new director was coming to the school, the decision was made to wait until the new director and administrative team assumed leadership of the school to create a strategic plan that included their vision for the center. A committee comprised of administration and faculty met to establish a consensus of the most important objectives for the school. Five goals were established that were determined to meet Haney's most critical needs. The team then broke into groups to develop strategies for accomplishing each objective. A representative from each group reported the results to the committee. After continued discussion and revision, the strategies for accomplishing each objective was compiled and a draft was created. The preliminary strategic plan was reviewed by the faculty and the institutional advisory committee. After all parties reviewed the plan and submitted suggested revisions, the strategic plan was finalized. Haney Technical Center uses a variety of studies and surveys to gather data, set goals, and monitor progress. The Haney Technical Center Institutional Advisory Committee represents a variety of business and industry organizations that support the mission of the institution.

Preparation of the school's annual budget and plan

Haney considers its financial resources as a basis for strategic planning. When working on strategic planning, Haney reviews its financial resources before making expenditures. The School Advisory Council/Institutional Advisory Committee (SAC/IAC) addresses short-term and long-range planning in the School Improvement Plan that is approved by the School Board each fall. Federal and State grants have provided significant funding to the institution.

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

Haney is not allocated school improvement funds.

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

Yes

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

N/A

Literacy Leadership Team (LLT)

Membership:

Name	Title
Leonard, Ann	Principal
Reese, Angela	Assistant Principal
Vann, Suzanne	Instructional Media
Steen, Cheryl	Teacher, Adult
Fallis, Marion	Teacher, Adult
Barnes, Antonius	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Admission into some programs requires high school diplomas, General Educational Development (GED) certificates or their equivalent, helping to ensure basic skills attainment. When admitted into programs, students may receive remediation services and assistance through the Adult Education Program offered by Haney Technical Center.

Although not an admissions requirement, all students are encouraged to take the Test of Adult Basic Education assessments in Reading, Mathematics and Language prior to enrollment for placement purposes. By Florida Statute, all CTE students are required to take the TABE within six weeks of enrollment unless exempt. The TABE assessments have recommended minimum skill levels for each occupational training program, which are set by the Florida Department of Education.

Students who score below the recommended level(s) for their programs are given the opportunity of increasing their skill levels by attending remediation classes provided through the Adult Basic Education courses. Students have the opportunity to retest to improve their scores. Retests are available upon request. Students may meet with a Guidance Counselor to review progress and to recommend course of action. It is recommended by the National Reporting System as published by the Florida Department of Education that students complete a minimum of 60 hours of instruction before retaking the TABE.

Currently, students under the Florida Law Section 1004.91 are required to complete the Test of Adult Basic Education (TABE) within the first six weeks of entrance into a career and technical program. Students must meet the minimum basic education requirements established by the Florida Department of Education prior to receipt of the final completion certificate unless they are exempting based on Florida State Law Section 1008.29.

Instructors are available during classroom/lab hours for interaction with students. In addition, students can schedule appointments before/after class for individual assistance. Interaction also takes place through phone calls, tutoring and emails. Each instructor has a school email address which is available to students and can serve as a vehicle for communication and interaction.

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

Haney instructional staff will work together as a Professional Learning Community throughout the school year. The focus of the PLC will be overall growth in enrollment and student placement through improved student engagement resulting from improved instructional strategies. An additional focus of the PLC will be cultivating and maintaining community relationships. This will be accomplished through professional development as a PLC in customer service, classroom management, teaching to adults, inquiry-based learning, questioning techniques, and professionalism. Four days have been allocated throughout the school year specifically for PLC work. Teachers are also provided a common planning period daily for

collaboration. The Haney Leadership Team will guide the PLC process for the instructional staff.

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

This institution has a sufficient number of faculty members to fulfill its mission and operate its programs. The student to teacher ratio used as a benchmark in the career and technical programs is 20:1. The average for the vocational programs is 13.3:1. (22 teachers)

Qualifications and job requirements for administrative, instructional, and support staff have been established by the superintendent of Bay District Schools. The Bay District School Board (BDSB) approves job descriptions for each type of work to be performed by district employees. All job descriptions are housed on campus in the office of the secretary to the director, and each job description includes the following:

- Job Title
- Qualifications
- Physical Requirements
- Supervisory Status
- Performance Responsibilities
- Terms of Employment
- Evaluation

1. Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation. (Objective 8-A-3)

- The director of the center is evaluated in writing annually, in a one-on-one conference with the superintendent of Bay District Schools, using the Administrator Appraisal System (a Bay District Schools process).
- The assistant director is evaluated in writing annually, in a one-on-one conference with the director of the center.
- The assistant principal is evaluated in writing annually, in a one-on-one conference with the director of the center, using the Administrator Appraisal System (a Bay District Schools process).
- The administrative assistant is evaluated in writing annually, in a one-on-one conference with the director of the center, using the Administrator Appraisal System (a Bay District Schools process).
- Instructional personnel are evaluated in writing annually in accordance with the master contract and school board policies.
- Category 1 teachers are beginning teachers with 0-2 years of teaching experience. Category 1 teachers receive two evaluations per year- a formative and summative evaluation. The summative evaluation is comprised of 33 percent instructional practice, 34 percent deliberate practice, and 33 percent student growth/achievement of students served. Category 1 teachers are observed and assessed once in the fall, and again in the spring by an administrator using the Bay District Schools Teacher Evaluation System. The process includes pre- and post-conferences a classroom observation, and other relevant data collection and documentation methods.
- A Category 2 teacher is one with 3 or more years of experience, and who are newly hired to Bay District Schools. Newly hired includes those teachers with a "break in service." Like, category 1 teachers, Category 2 teachers receive both a formative and summative evaluation and must also complete deliberate practice. The summative evaluation is also comprised of 33 percent instructional practice, 34 percent deliberate practice, and 33 percent student growth/achievement of students served. A category 2 teacher moves from this category with continuing employment with Bay District Schools and successful completion of the formative and summative evaluation.
- The Category 3 teacher is a teacher with 3-9 years of teaching experience while a Category 4 teacher is a teacher with 10 or more years of teaching experience. Category 3 and 4 teachers must be evaluated at least annually. Like category 1 and 2 teachers, category 3 and 4 teachers' evaluations are comprised of 33 percent instructional practice, 34 percent deliberate practice, and 33 percent student growth/

achievement of students served. A Professional Improvement Plan (PIP) is a plan of action initiated by the evaluating administrator that leads to required professional improvement. The PIP may be written at any time, based upon formal or informal observations by the administrator regardless of the assessment category or evaluation rating of a teacher.

- An annual assessment shall be made of each educational support (non-instructional) employee using the Educational Support Performance Evaluation form (a Bay District Schools form). A written record of this assessment shall be made and filed in the office of the superintendent. The person responsible for evaluating an employee shall show the written evaluation to the employee and discuss the assessment made, as well as giving said employee a copy of the evaluation. The evaluation shall be made part of the employee's personnel file. The evaluation shall be based on the performance of duties contained in the job description of the position(s) to which the employee was appointed.
- If an administrator determines that an educational support employee is performing below acceptable standards, the employee will be counseled by the administrator concerning the problem. If the employee's performance does not improve, a Record of Counseling form (a Bay District Schools form) will be used.

The superintendent of Bay District Schools and the director of Haney Technical Center provide the various in-service education and training opportunities to keep all staff knowledgeable and effective in their jobs. In-service sessions are offered the four (4) days preceding pre-planning for teachers. The first two (2) days are district in-service meetings, and the second two (2) are school-based meetings. For district in-service, teachers may select from a variety of in-service courses that will best suit the individual instructor's needs.

District in-service opportunities include training in classroom management, curriculum design, gang awareness, first aid, teaching pedagogy and methodologies, and new teacher induction. During school-based in-service, Haney's administrators create the agenda prioritizing needs for staff and faculty for the upcoming school year. Training includes safety awareness, emergency procedures, copyright laws, ethics training, and plans, policy & procedure updates.

Instructional staff is encouraged to stay current with professional organizations in their certification areas. Administration encourages staff to attend various conferences and workshops which help enhance instruction. Instructors provide evidence of industry certifications obtained by maintaining documentation in their classrooms and in personnel files.

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

New teachers are paired with veteran teachers who are available daily for mentoring support. The Director, Assistant Principal, and Assistant Administrator work with all teachers to improve overall classroom instruction.

The Bay District Schools Educator Orientation and Induction Program is a requirement for all new hires. It not only introduces teachers to the policies, procedures and practices of the Bay District Schools, but it also provides for verification of the teacher's ability to demonstrate the teaching competencies and teaching accomplished practices. Each year, during pre-school planning, an orientation meeting is held with all new employees. New employee packets are given by the administrative secretary to both instructional and non-instructional employees upon their hire. These packets contain needed information such as: what to do if you need to be absent, payroll schedules, phone messages, emergency contact information, and the forms that the new employee will need to complete their hiring process.

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

Although Haney is a post-secondary institution, instructors develop curricula based upon competencies required to attain the educational objectives and are consistent with the Florida Department of Education content standards.

The programs' curriculum frameworks have clearly-stated objectives, which are defined by the Florida Department of Education. The content of each program is relevant to these objectives and the current needs of business and industry. Should an advisory committee suggest major changes to a program's frameworks, the committee must request changes in writing to the FDOE for review and approval.

The evaluation of student performance is based upon mastery of the programs' competencies and their content. Many programs have multiple entry points, are open-exit and taught on an individualized competency-based method. This allows students to progress at their own rate of learning, while instructors customize instruction to meet the learning needs of the students. Licensure programs have a defined starting and ending date defined by the number of hours dictated by their licensing board. All programs with licensure requirements follow the objectives/competencies mandated by the respective boards or agencies:

Program Licensing Body

Aircraft Airframe Mechanics Federal Aviation Administration

Aircraft PowerPlant Mechanics Federal Aviation Administration

Cosmetology Florida State Board of Cosmetology

Licensed Practical Nursing Florida State Board of Nursing

Massage Therapy Florida Department of Health, Board of Massage Therapy

A systematic process is in place to document that the objectives and content of each program are current. Instructors continuously review curriculum to ensure that they are staying up-to-date with industry standards by consulting regularly with employers and businesses in the community. Program advisory committees meet a minimum of twice annually with the program instructor(s) to review student performance standards and the frameworks provided by FDOE. Together, the committee and the Instructor make recommendations regarding the frameworks and the curriculum objectives which are documented in the program advisory minutes and with the use of the Employer Program Verification Form for Postsecondary Programs. These minutes are maintained by the Instructor and are on file in the director's office.

Course length is stipulated by FDOE frameworks and tuition is mandated by the Florida Legislature. The course length of all non-licensure programs will vary due to the individualized method of study and multiple exit points called Occupational Completion Points (OCPs). Due to the multiple exit points within each program, students have the opportunity to complete one OCP and be employable; or they may complete the entire program, receiving multiple OCPs and a program completion certificate.

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

Instruction is effectively organized in classrooms, shops, and laboratories as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. Haney instructors use Florida Standards as the course planning guide. All training, except licensure programs, is the open-entry, individualized method. The licensure programs use the lock-step method. Competency tests are in the form of written tests and hands-on demonstrations. Students are given a copy of the course syllabus, which allows the student to track the level and speed of completion of each competency. Appropriate evaluations are conducted during the program, and remediation is given when necessary. Textbooks and other materials are selected based on the business and industry needs to render successful student licensure, certifications and credentials. Examples include the NCCER curriculum used in Welding, Electricity, Electrician, and HVAC. Students must successfully pass written and performance-based assessments with a 70 percent score to receive NCCER certification(s).

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:

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

Haney Technical Center's admissions requirements offer reasonable expectations for successful completion of the occupational programs regardless of the delivery mode. Career advising is available for career exploration prior to enrollment. A Florida Choices Survey is available and can assist students in determining the most appropriate occupational programs. Additional information is listed on the Haney Technical Center website.

Admission into some programs requires high school diplomas, General Educational Development (GED) certificates or their equivalent, helping to ensure basic skills attainment. When admitted into programs, students may receive remediation services and assistance through the Adult Education Program offered by Haney Technical Center.

Although not an admissions requirement, all students are encouraged to take the Test of Adult Basic Education assessments in Reading, Mathematics and Language prior to enrollment for placement purposes. By Florida Statute, all CTE students are required to take the TABE within six weeks of enrollment unless exempt. The TABE assessments have recommended minimum skill levels for each occupational training program, which are set by the Florida Department of Education.

Students who score below the recommended level(s) for their programs are given the opportunity of increasing their skill levels by attending remediation classes provided through the Adult Basic Education courses. Students have the opportunity to retest to improve their scores. Retests are available upon request. Students may meet with a Guidance Counselor to review progress and to recommend course of action. It is recommended by the National Reporting System as published by the Florida Department of Education that students complete a minimum of 60 hours of instruction before retaking the TABE.

Currently, students under the Florida Law Section 1004.91 are required to complete the Test of Adult Basic Education (TABE) within the first six weeks of entrance into a career and technical program. Students must meet the minimum basic education requirements established by the Florida Department of Education prior to receipt of the final completion certificate unless they are exempting based on Florida State Law Section 1008.29.

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

Haney is the only postsecondary school in Bay District devoted to Adult Education and Career and Technical Education (CTE). Ongoing methods for promoting our mission include

- * Community outreach opportunities such as visits to local high schools
- * Presentations to community organizations
- * Annual job fair
- * Advertising on billboards, radio, television, and local magazines

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

- Haney currently offers 17 Post-Secondary CTE programs with a wide variety of programs for adults 18 years or older (16 years in some cases), including:
- Adult Basic Education (ABE) focuses on the remediation of students testing below 9th grade level.
- General Educational Development (GED) Preparation helps students prepare for the GED® exam, equivalent to the Florida High School Diploma. This program strives to motivate students not only to obtain a GED, but also to utilize the newly-acquired skills in the workforce, and to achieve career and technical training for job placement success.
- English for Speakers of Other Languages (ESOL) is for students whose native language is one other than English and who wish to learn to speak English. Haney has served students from Cambodia, Chili, China, Egypt, India, Japan, Korea, Mexico, Okinawa, Venezuela, and Vietnam, to name a few.
- Career and Technical Education (CTE) programs provide a variety of post-secondary educational opportunities for students beyond the high school and adult education levels. These programs are a maximum of five semesters in length and include training to prepare students for immediate employment, or further training, in accounting operations, administrative assistant jobs, digital design, medical administrative specialist careers, automotive collision repair, automotive service technology, air conditioning repair, electrical trades, computer systems & information technology, welding, and marine service technologies.
- Licensure-programs help prepare students for State/Federal licensing. The programs offered at Haney Technical Center include: Cosmetology, Aircraft Airframe Mechanics, Aircraft PowerPlant Mechanics, Massage Therapy, and Practical Nursing

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

- Typically the student/teacher ratio, and the individualized instruction, provide maximum learning opportunities for students
 - Some students entering a CTE program who do not meet the basic skills requirement are recommended for remediation which improves CTE performance and provides a greater possibility for the student to fully complete his/her program
- *Haney is now providing dual-enrollment opportunities for high school students who maintain a 2.0 GPA. These students may take courses that lead to an industry certification while also receiving high school credit.

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

Although not an admissions requirement, all students are encouraged to take the Test of Adult Basic Education assessments in Reading, Mathematics and Language prior to enrollment for placement purposes. By Florida Statute, all CTE students are required to take the TABE within six weeks of enrollment unless exempt. The TABE assessments have recommended minimum skill levels for each occupational training program, which are set by the Florida Department of Education. Students who score below the recommended level(s) for their programs are given the opportunity of increasing their skill levels by attending remediation classes provided through the Adult Basic

Education courses. Students have the opportunity to retest to improve their scores. Retests are available upon request. Students may meet with a Guidance Counselor to review progress and to recommend course of action. It is recommended by the National Reporting System as published by the Florida Department of Education that students complete a minimum of 60 hours of instruction before retaking the TABE.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

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

Strategic Goals Summary

- G1.** Establish and update written plans, policies, and procedures to improve communication and work flow processes. Handbooks for faculty, staff, and students will be created and distributed for the purpose of communicating the plans, policies, and procedures.
- G2.** Improve and maintain physical facilities to enhance safety and a positive environment. All facilities will be maintained at 100% based on program and health/fire inspection guidelines.
- G3.** Develop and implement professional development opportunities for instructors and staff to give them the necessary tools to improve overall school climate. Teachers will increase their rating on the progression scales by 2 levels.
- G4.** Ensure student success in programs that will lead to positive outcomes. Average program completion rate will increase to 75% from 70%.
- G5.** Increase enrollment through active participation with community partners to develop educational opportunities aligned with local/regional labor market and community needs. Enrollment numbers will reflect seat time for maximum number of students allotted for specified program.

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. Establish and update written plans, policies, and procedures to improve communication and work flow processes. Handbooks for faculty, staff, and students will be created and distributed for the purpose of communicating the plans, policies, and procedures. 1a

G075014

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Resources Available to Support the Goal 2

- Availability of Council of Occupational Education coach to guide writing of policies and procedures.
- Guidance from Program Advisory Committees and Institutional Advisory Committee.
- Guidelines previously set forth by the district, federal, and state.
- Employees obtain the information necessary to maintain a positive environment for students and staff through e-mails, faculty and staff meetings, department head meetings, and department meetings.

Targeted Barriers to Achieving the Goal 3

- The plans, policies, and procedures that did exist, were out-of-date and in many cases obsolete.
- Communication between administration and all employees continues to be a priority at the Center.

Plan to Monitor Progress Toward G1. 8

Plans, policies, and procedures will be created and maintained on the V-drive as well as in the Director's office for review upon request. These will be reviewed and updated throughout the year as needed. The COE review scheduled this school year will serve to indicate progress toward this goal. The COE coach as well as the team will offer suggestions for improvement.

Person Responsible

Angela Reese

Schedule

Annually, from 8/12/2015 to 5/31/2016

Evidence of Completion

Evidence of ongoing progress toward this goal will be in the form of documents presented to all stakeholders. Feedback from both the COE coach and the COE team visit.

G2. Improve and maintain physical facilities to enhance safety and a positive environment. All facilities will be maintained at 100% based on program and health/fire inspection guidelines. 1a

G075015

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Resources Available to Support the Goal 2

- Haney Technical Center works with the Bay District School Board to develop a five-year plan to meet the current demands, as well as projected needs of the Center. Flexible scheduling is used to enhance services to students by using the facilities for day and evening programs and courses. Bay District Schools has agreed to fund a portion of the renovations that are necessitated to meet industry standards.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

Completed renovations such that programs may operate on the school grounds safely and effectively.

Person Responsible

Antonius Barnes

Schedule

Monthly, from 8/12/2015 to 6/1/2016

Evidence of Completion

Haney Technical Center works with the Bay District School Board to develop a five-year plan to meet the current demands, as well as projected needs of the Center. Flexible scheduling is used to enhance services to students by using the facilities for day and evening programs and courses. Photos of new construction. Documentation of completed work-orders both from the Maintenance Department and Bay District School Office of Facilities.

Plan to Monitor Progress Toward G2. 8

The technology used by the institution to deliver services and, if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.

Person Responsible

Ann Leonard

Schedule

Annually, from 8/11/2015 to 5/31/2016

Evidence of Completion

The technology used at Haney is adequate and updated when needed as funds are available. A technology fee is charged to each student as part of tuition and fees. The money from the technology fee is designated to purchase up-to-date software and hardware to meet ongoing needs. Documentation of purchase of SMART technology for classrooms is housed in the Director's office.

G3. Develop and implement professional development opportunities for instructors and staff to give them the necessary tools to improve overall school climate. Teachers will increase their rating on the progression scales by 2 levels. 1a

G075016

Targets Supported 1b

Indicator	Annual Target
Developing Teachers (Performance Rating)	2.0

Resources Available to Support the Goal 2

- Haney administration will bring in facilitators to present professional development applicable to post-secondary education.
- Haney administration will purchase books identified during the PLC process for ongoing staff development through book study.

Targeted Barriers to Achieving the Goal 3

- Instructional training for post-secondary vocational teachers is limited in our district.

Plan to Monitor Progress Toward G3. 8

Documentation of provided professional development will serve as the progress monitoring tool.

Person Responsible

Ann Leonard

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Copies of sign-in sheets and program agendas will serve as evidence.

Plan to Monitor Progress Toward G3. 8

Documentation of frequency of observed behaviors determined to indicate student engagement during instructional time.

Person Responsible

Angela Reese

Schedule

Monthly, from 9/23/2015 to 5/31/2016

Evidence of Completion

Graphic representation of observed behaviors will serve as evidence. Student engagement behaviors will be defined prior to data collection.

G4. Ensure student success in programs that will lead to positive outcomes. Average program completion rate will increase to 75% from 70%. **1a**

 G075017

Targets Supported **1b**

Indicator	Annual Target
Effective Teachers (Performance Rating)	75.0

Resources Available to Support the Goal **2**

- Evaluation of the applicant's aptitudes, interests, and basic skills are used in setting short-range and long-range vocational goals. Individuals who participate in this experience gain a greater awareness of their vocational potentials and are able to select programs which provide them the highest probability of success. Program selection is determined by the applicant's interest and expressed abilities and aptitudes rather than by established pre-requisites. An interview with the instructor of the program of interest is usually recommended prior to beginning a particular class. The guidance staff also provides basic informational services when necessary.
- Students attend HTC to improve basic skills, learn a new trade, or for personal knowledge. Recent high school graduates or those who are seeking to earn their diplomas will find options at HTC to further their education and improve their lives. Creating an educational plan will identify the steps students need toward their goals. Unless they are exempt, students begin by taking a placement test – the Test of Adult Basic Education (TABE) – to determine their strengths and weaknesses and any areas that might need some remediation.
- Haney provides any reasonable accommodations for students who are self-identified as having special needs. When students register for programs, if they self-identify themselves as having a disability, the counselor copies the Individual Education Plan (IEP) and forwards it to the appropriate instructor. Upon receipt of the referral form, the instructor contacts the student, makes the appropriate accommodations and contacts off-campus agencies for additional assistance, if necessary.
- Through the program instructors and the career specialist (CS), Haney provides placement and follow-up services to all students in the aspects of securing initial employment upon program completion.

Targeted Barriers to Achieving the Goal **3**

Plan to Monitor Progress Toward G4. 8

Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.

Person Responsible

Ann Leonard

Schedule

Quarterly, from 8/18/2015 to 5/31/2016

Evidence of Completion

Teachers submit OCP request forms as students meet the required standards and benchmarks. OCPs earned are entered into FOCUS to be reported to the Florida Department of Education. Completion data for all secondary and postsecondary programs are compiled by the workforce education district resource teacher and submitted annually to the COE Commission on the required forms. If the overall rate is below the acceptable range set by the Commission, an improvement plan is submitted as directed by the Commission. Currently, all programs meet or exceed COE Commission requirements for program completion. Occupational Completion Points (OCPs) are in place for every Career and Technical Education (CTE) program. As defined in Florida Statute 1004.02 (21), Public Postsecondary Education, an OCP relates to a set of competencies that qualify a person to enter an occupation within a career and technical education program. Instructors document student performance on Occupational Completion Point (OCP) forms, Literacy Completion Point (LCP) forms, and high school credit. These forms are completed and placed in all students' permanent folders. High School grades, OCPs and LCPs, are recorded in FOCUS, the district's student information system. As students complete courses, OCP forms are completed by the instructor and, after processing, the forms are filed in the students' permanent folders. When students exit programs, withdrawal forms are completed by the instructor, and are ultimately filed in the students' permanent folders. The OCP request form and withdrawal form are one and the same, serving a dual purpose. On a regular basis, depending upon all students' start dates, the Financial Aid Department submits Satisfactory Academic Progress forms to each career and technical education teacher to ensure students are making adequate progress within their program and meeting the attendance policy. Students transferring from other institutions must file their supporting documents with student services. Haney's instructors will evaluate the students' training and experience to determine if prior credit toward the new program applies. An official transcript or official documentation of any prior training or certifications must be provided to Haney Technical Center for review before credit can be conferred.

G5. Increase enrollment through active participation with community partners to develop educational opportunities aligned with local/regional labor market and community needs. Enrollment numbers will reflect seat time for maximum number of students allotted for specified program. 1a

G075018

Targets Supported 1b

Indicator	Annual Target
Attendance rate	100.0

Resources Available to Support the Goal 2

- Each full-time program has an advisory committee that provides professional expertise and guidance to assure students meet the employment needs of business and industry. Program advisory committees annually review each program's mission statement to assure the specific program goals align with the Haney Technical Center Mission and Beliefs Statement.
- The institutional advisory committee is made up by the Haney Technical Center School Advisory Council. The purpose and function of the Tom P. Haney Technical Center School Advisory Council is to play a key role in assisting with the development and implementation of the School Improvement Plan (SIP). This committee also reviews other school plans such as: the Strategic Plan, Physical Facilities and Equipment Plan, Physical Facilities and Technical Infrastructure Plan, Health, Care, and Safety of Employees, Students, and Guests Plan, and the Technical Infrastructure, Data Privacy, Safety, and Security Plan. The school advisory council/institutional advisory committee assists with the following: • Conducts a needs-assessment based on state goals, performance standards, and local and state data. • Sets priorities for goals and standards to be included in the School Improvement Plan and Strategic Plan • Reviews and evaluates the progress of Strategic Plan and School Improvement Plan implementation • Provides input on the school's annual budget and the use of school improvement funds • Makes recommendations to the director for action

Targeted Barriers to Achieving the Goal 3

- A challenge that the institution faces involves the constantly changing employment needs in the community and Haney's ability to assist industry with those changes.

Plan to Monitor Progress Toward G5. 8

Student enrollment and headcount will be collected and submitted via the Workforce Development Information System Student Database as well as FOCUS. Documentation of program completers and occupational completion points will maintained and reviewed with faculty.

Person Responsible

Ann Leonard

Schedule

Annually, from 8/11/2015 to 5/31/2016

Evidence of Completion

Survey results from Workforce Development Information System Student Database surveys F,W, and S.

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. Establish and update written plans, policies, and procedures to improve communication and work flow processes. Handbooks for faculty, staff, and students will be created and distributed for the purpose of communicating the plans, policies, and procedures. **1**

 G075014

G1.B1 The plans, policies, and procedures that did exist, were out-of-date and in many cases obsolete. **2**

 B195880

G1.B1.S1 Utilize a COE (Council of Occupational Education) coach to assist in procedural compliance.

4

 S207606

Strategy Rationale

Through the use of self-study, Haney was found to be out of compliance in the area of plans, policies, and procedures. The coach is available to consult on the creation of documents to meet district, state, and federal guidelines.

Action Step 1 **5**

A coach will be retained to assist with compliance with Council on Occupational Education guidelines.

Person Responsible

Ann Leonard

Schedule


Semiannually, from 10/1/2015 to 5/31/2016

Evidence of Completion


Documentation of communication with the coach as well as documentation of recommendations. Additional documentation of completed actions taken to assure compliance with COE standards will be maintained by the school.

G1.B2 Communication between administration and all employees continues to be a priority at the Center.

2

 B195881

G1.B2.S1 Create a Haney Google Calendar which will house all meetings, open houses, Institutional Meetings, Program Meetings, and any other vital school information. 4

 S207607

Strategy Rationale

Easy for staff to access daily and from multiple locations.

Action Step 1 5

A Google calendar will be created for Haney faculty, staff, and administration. Additional Google calendars for specific target groups such as Testing, Administration, and Leadership team will be established.

Person Responsible

Angela Reese

Schedule

On 6/6/2016

Evidence of Completion

The calendar will be maintained and updated daily.

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

The official COE visit will take place in September of 2015. A review of all findings and resulting actions will take place within the following months.

Person Responsible

Ann Leonard

Schedule

Semiannually, from 8/26/2015 to 5/31/2016

Evidence of Completion

All evidence of progress will be maintained in the media center in both paper and electronic forms. Achievement of COE accreditation will be considered primary evidence.

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

Ongoing review of the Strategic Plan and the 10 self-study areas will serve as the guide to monitor overall effectiveness.

Person Responsible

Ann Leonard

Schedule

Monthly, from 8/12/2015 to 5/31/2016

Evidence of Completion

Achievement of COE accreditation will be considered primary evidence.

G3. Develop and implement professional development opportunities for instructors and staff to give them the necessary tools to improve overall school climate. Teachers will increase their rating on the progression scales by 2 levels. 1

 G075016

G3.B1 Instructional training for post-secondary vocational teachers is limited in our district. 2

 B195883

G3.B1.S1 Provide staff development for post-secondary instructional strategies "in-house." 4

 S207609

Strategy Rationale

Teachers are able to receive targeted training specific to the identified need at the school site.

Action Step 1 5

Instructional staff will receive professional development in the areas of classroom management, students in poverty, customer service, and creating/maintaining boundaries.

Person Responsible

Ann Leonard

Schedule

Quarterly, from 8/12/2015 to 5/31/2016

Evidence of Completion

Sign-in sheets from specified training; observation notes; climate survey at end of year

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Using the Danielson rubric, fidelity of the implementation of the professional development provided will be monitored with the target being 90% of Haney instructional staff meeting proficiency on instructional strategies identified by the Leadership Team as target strategies.

Person Responsible

Ann Leonard

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Teacher feedback will be provided on an on-going basis. Documentation of progress will be presented during faculty meetings as well as discussed by the Leadership Team with faculty during PLC dates.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Effectiveness will be monitored by administrative walk-throughs in every class observing student engagement as well as documentation of observation of teacher implementation of target instructional strategies.

Person Responsible

Angela Reese

Schedule

Weekly, from 9/23/2015 to 5/31/2016

Evidence of Completion

Record of observation data will be maintained, reviewed, and presented to the Leadership Team and faculty for the purpose of charting progress toward the overall goal. Student gains on the TABE and OCP's will be evidence of successful increase in student engagement resulting from implementation of instructional strategies.

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.B1.S1.A1	A coach will be retained to assist with compliance with Council on Occupational Education guidelines.	Leonard, Ann	10/1/2015	Documentation of communication with the coach as well as documentation of recommendations. Additional documentation of completed actions taken to assure compliance with COE	5/31/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				standards will be maintained by the school.	
G1.B2.S1.A1	A Google calendar will be created for Haney faculty, staff, and administration. Additional Google calendars for specific target groups such as Testing, Administration, and Leadership team will be established.	Reese, Angela	8/12/2015	The calendar will be maintained and updated daily.	6/6/2016 one-time
G3.B1.S1.A1	Instructional staff will receive professional development in the areas of classroom management, students in poverty, customer service, and creating/maintaining boundaries.	Leonard, Ann	8/12/2015	Sign-in sheets from specified training; observation notes; climate survey at end of year	5/31/2016 quarterly
G1.MA1	Plans, policies, and procedures will be created and maintained on the V-drive as well as in the Director's office for review upon request. These will be reviewed and updated throughout the year as needed. The COE review scheduled this school year will serve to indicate progress toward this goal. The COE coach as well as the team will offer suggestions for improvement.	Reese, Angela	8/12/2015	Evidence of ongoing progress toward this goal will be in the form of documents presented to all stakeholders. Feedback from both the COE coach and the COE team visit.	5/31/2016 annually
G1.B2.S1.MA1	Ongoing review of the Strategic Plan and the 10 self-study areas will serve as the guide to monitor overall effectiveness.	Leonard, Ann	8/12/2015	Achievement of COE accreditation will be considered primary evidence.	5/31/2016 monthly
G1.B2.S1.MA1	The official COE visit will take place in September of 2015. A review of all findings and resulting actions will take place within the following months.	Leonard, Ann	8/26/2015	All evidence of progress will be maintained in the media center in both paper and electronic forms. Achievement of COE accreditation will be considered primary evidence.	5/31/2016 semiannually
G2.MA1	Completed renovations such that programs may operate on the school grounds safely and effectively.	Barnes, Antonius	8/12/2015	Haney Technical Center works with the Bay District School Board to develop a five-year plan to meet the current demands, as well as projected needs of the Center. Flexible scheduling is used to enhance services to students by using the facilities for day and evening programs and courses. Photos of new construction. Documentation of completed work-orders both from the Maintenance Department and Bay District School Office of Facilities.	6/1/2016 monthly
G2.MA2	The technology used by the institution to deliver services and, if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.	Leonard, Ann	8/11/2015	The technology used at Haney is adequate and updated when needed as funds are available. A technology fee is charged to each student as part of tuition and fees. The money from the technology fee is designated to purchase up-to-date software and hardware to meet ongoing needs. Documentation of purchase of SMART technology for classrooms is housed in the Director's office.	5/31/2016 annually
G3.MA1	Documentation of provided professional development will serve as the progress monitoring tool.	Leonard, Ann	8/11/2015	Copies of sign-in sheets and program agendas will serve as evidence.	5/31/2016 monthly
G3.MA2	Documentation of frequency of observed behaviors determined to indicate student engagement during instructional time.	Reese, Angela	9/23/2015	Graphic representation of observed behaviors will serve as evidence. Student engagement behaviors will be defined prior to data collection.	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Effectiveness will be monitored by administrative walk-throughs in every class observing student engagement as well as documentation of observation of teacher implementation of target instructional strategies.	Reese, Angela	9/23/2015	Record of observation data will be maintained, reviewed, and presented to the Leadership Team and faculty for the purpose of charting progress toward the overall goal. Student gains on the TABE and OCP's will be evidence of successful increase in student engagement resulting from implementation of instructional strategies.	5/31/2016 weekly
G3.B1.S1.MA1	Using the Danielson rubric, fidelity of the implementation of the professional development provided will be monitored with the target being 90% of Haney instructional staff meeting proficiency on instructional strategies identified by the Leadership Team as target strategies.	Leonard, Ann	10/1/2015	Teacher feedback will be provided on an on-going basis. Documentation of progress will be presented during faculty meetings as well as discussed by the Leadership Team with faculty during PLC dates.	5/31/2016 quarterly
G4.MA1	Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.	Leonard, Ann	8/18/2015	Teachers submit OCP request forms as students meet the required standards and benchmarks. OCPs earned are entered into FOCUS to be reported to the Florida Department of Education. Completion data for all secondary and postsecondary programs are compiled by the workforce education district resource teacher and submitted annually to the COE Commission on the required forms. If the overall rate is below the acceptable range set by the Commission, an improvement plan is submitted as directed by the Commission. Currently, all programs meet or exceed COE Commission requirements for program completion. Occupational Completion Points (OCPs) are in place for every Career and Technical Education (CTE) program. As defined in Florida Statute 1004.02 (21), Public Postsecondary Education, an OCP relates to a set of competencies that qualify a person to enter an occupation within a career and technical education program. Instructors document student performance on Occupational Completion Point (OCP) forms, Literacy Completion Point (LCP) forms, and high school credit. These forms are completed and placed in all students' permanent folders. High School grades, OCPs and LCPs, are recorded in FOCUS, the district's student information system. As students complete courses, OCP forms are completed by the instructor and, after processing, the forms are filed in the students' permanent folders. When students exit programs, withdrawal forms are completed by the instructor, and are ultimately filed in the students' permanent folders. The OCP request form and withdrawal form are one and the same, serving a dual purpose. On a regular basis, depending upon all students' start dates, the Financial Aid Department submits Satisfactory Academic Progress forms to each career and technical education teacher	5/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				to ensure students are making adequate progress within their program and meeting the attendance policy. Students transferring from other institutions must file their supporting documents with student services. Haney's instructors will evaluate the students' training and experience to determine if prior credit toward the new program applies. An official transcript or official documentation of any prior training or certifications must be provided to Haney Technical Center for review before credit can be conferred.	
G5.MA1	Student enrollment and headcount will be collected and submitted via the Workforce Development Information System Student Database as well as FOCUS. Documentation of program completers and occupational completion points will maintained and reviewed with faculty.	Leonard, Ann	8/11/2015	Survey results from Workforce Development Information System Student Database surveys F,W, and S.	5/31/2016 annually

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.

G3. Develop and implement professional development opportunities for instructors and staff to give them the necessary tools to improve overall school climate. Teachers will increase their rating on the progression scales by 2 levels.

G3.B1 Instructional training for post-secondary vocational teachers is limited in our district.

G3.B1.S1 Provide staff development for post-secondary instructional strategies "in-house."

PD Opportunity 1

Instructional staff will receive professional development in the areas of classroom management, students in poverty, customer service, and creating/maintaining boundaries.

Facilitator

Ann Leonard, Angela Reese, Antonius Barnes, Bay District Instructional Coaches

Participants

All Haney faculty and staff

Schedule

Quarterly, from 8/12/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Establish and update written plans, policies, and procedures to improve communication and work flow processes. Handbooks for faculty, staff, and students will be created and distributed for the purpose of communicating the plans, policies, and procedures.

G1.B2 Communication between administration and all employees continues to be a priority at the Center.

G1.B2.S1 Create a Haney Google Calendar which will house all meetings, open houses, Institutional Meetings, Program Meetings, and any other vital school information.

PD Opportunity 1

A Google calendar will be created for Haney faculty, staff, and administration. Additional Google calendars for specific target groups such as Testing, Administration, and Leadership team will be established.

Facilitator

Angela Reese, Suzanne Vann, and Bay District Schools Technology TOSA

Participants

Administrators, faculty, staff

Schedule

On 6/6/2016