

Leon County Schools

Lively Technical College



2017-18 Schoolwide Improvement Plan

Lively Technical College

500 APPELYARD DR, Tallahassee, FL 32304

www.livelytech.com

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-Adult	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Leon 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lively Technical College

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lively Technical Center's mission is to provide career oriented education to the community.

b. Provide the school's vision statement.

Our Vision

- We aim to be the first choice for community career and technical education.
- Through education, we will contribute to the betterment of our society.
- Students will be able to enhance their lives through our educational offerings.
- We will support diverse learning styles.
- Industry driven instruction will be the standard for our programs.
- We will support student, community, and institutional goals.

2. School Environment

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

Collaboration is a key tenet of the educational experience at Lively Technical Center, and this dictates the ideal that all of the staff and students work together towards maximizing the potential for a meaningful and useful education. To work toward this ideal, staff is careful to provide various learning opportunities for students to choose and be trained in areas that interest them as well as match their abilities and competencies. Some of the components that Lively Technical Center staff help the students grow in are team work, interpersonal relationships, professionalism, and assorted vocational training models as dictated by state standards. Program curriculum are updated annually, with technological advances playing a large part in the courses that are affected by it. Through these ideals, we are able to produce well-rounded graduates who are ready to take their places in the workforce.

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

Lively Technical Center continue to provide a safe learning environment that optimizes learning opportunities available to students. Students are provided physical resources that are held to the highest standards of safety and cleanliness as well as serviceability. Also, safety equipment, eye wash stations (where appropriate), first aid kits, fire extinguishers, emergency exits, defibrillators, and security cameras are in a place and reviewed with students. There is a Resource Officer on campus in the case of a need for immediate law enforcement support. Lively Technical Center conducts monthly fire drills; and biannual lock downs and tornado drills to provide practical experiences and knowledge to students. Lively was established to provide students an opportunity to learn technical skills in preparation for jobs in their chosen industries; we will continue to strive in accomplishing this in a safe learning environment.

c. 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.

Lively Technical Center strives to provide a safe and orderly effective learning environment that allows students an opportunity to experience behavioral success and to develop a desire for and experience academic success. Our philosophy for general student behavior is that no student shall be allowed to interfere with another student's right to learn nor a teacher's right to teach. The classroom instructor will review with students the Lively Technical Center Student Handbook, which consist of the schools disciplinary guidelines and procedures. This comprehensive plan has been developed following the School Board Policy 5610.

The contents of this Discipline Plan are designed to deal with any discipline issues and are applicable to all students. Additionally, all classroom instructors will have specific classroom rules and dress codes appropriate to his/her technical program. The student will sign and acknowledge that he/she has received a copy of the Student Handbook acknowledging that it has been reviewed and understood. All guidelines and procedures are in compliance with current statute and policy. In addition to consequences imposed for violation of these rules, students will receive counseling from appropriate student services staff.

d. 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.

The Student Services Department provides counseling services for prospective and currently enrolled students. Individual counseling sessions are available. In counseling sessions test scores are explained and other information is provided to assist in decision-making. Student Services assist students exploring career options in order to make appropriate workforce training choices.

The primary focus of counseling is to help individuals become more aware of their interests, abilities, personal and social behaviors, values, and work preferences as they relate to career choices. After the student makes a program selection, the Student Services staff reviews the policies and procedures with the student during registration when the student receives an orientation packet.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

After a full-time student has been absent 12 days (or 90 clock hours) in each semester or a part-time student who is enrolled less than 450 hours per semester have a maximum of 12 absences (or 45 clock hours), Student Services will complete an Attendance Probation Contract placing the student on attendance probation - to include the statement that any further absences during the remainder of the semester that exceed the mandatory absence limits will result in withdrawal.

Additionally, Students will be withdrawn after 5 consecutive absences if the instructor is not properly notified. (Secondary students enrolled in workforce programs shall follow the attendance policies of those programs).

After a full-time student has been absent 90 clock hours or a part-time student 45 hours, the instructors will:

- a) Review the attendance policy and requirements with the student.
- b) Complete an Attendance Probation Contract placing the student on probation - to include the statement that any further absences during the remainder of the semester that exceed the mandatory absence limits will result in withdrawal.
- c) Have the contract signed by all parties, if possible. If the student is unavailable to sign the document due to non-attendance, a copy shall be mailed to the student with the notation that the

student was unavailable for signature. Students are responsible for notifying the Registration Office of any address change.

d) The student can request or the instructor may require additional counseling from Student Services.

This policy applies to all programs with the following more restrictive additions:

1. Aviation Maintenance Technology (meets Federal Aviation Administration Part 147 requirement. Aviation Maintenance Technology – A student must attend at least 85% (calculated on the 125 hour instruction period exclusive of review time) of each phase of instruction. Time missed in excess of 15% cannot be made up and the student will fail that phase. Any instruction missed must be made up under established make-up procedures or the student will fail that phase of instruction. Any failed phases of instruction will require the student to retake that failed phase when offered. Specific guidelines regarding attendance and consequences will be reviewed with students during their interview with an Aviation instructor. This attendance policy is not grievable.

2. Health Education – All Health Education Programs have specific attendance policies that will be provided to students in program handbooks. All students are required to meet the attendance policies of their individual program area. This attendance policy is not grievable.

If the student does not progress to the probationary status during the current semester the warning will be filed in the student’s folder by the instructor and no further action will be taken.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

A student must progress at a rate that will enable him/her to complete the program of enrollment within the Department of Education specified length. Each instructor will provide a projected timeline of competency expectations to each student. Students who do not make satisfactory progress based on this timeline will be placed on probation. The following steps are mandatory:

- 1) Counseling between instructor and student to determine the reason for grade deficiency and/or lack of progress,
- 2) Discussion and written documentation of academic plan developed to assist student. A signature will be provided both parties. (A student’s refusal to sign does not negate the requirements of document),
- 3) After designated time period, if the deficiency has not been corrected, student will be withdrawn by

the supervising administrator upon recommendation of the instructor. The student may be referred to counseling to explore other career opportunities.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Career and Technical Education programs offered at Lively Technical Center are harmonious with the school's mission and the workforce needs of the community. Each program at Lively has adopted an individual mission statement that supports the institutions while providing quality, Up-to-date, competency-based training for students.

Programs utilized their Program/Occupational Advisory Committees in the development of their program's mission. To maintain consistency of the community needs, the mission is reviewed annually for adoption. This generally occurs in the fall at the first Occupational Advisory Committee (OAC) meeting of the year.

2. 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.

LTC continues to support the community through educating students so that they may be certified, employed, and support themselves and their families. Students leave LTC trained and equipped for employment in the various areas that employers seek within the surrounding area. Our North Florida community is well served and enhanced by the state-of-the-art training provided by Lively. Instructors strive to stay abreast of the changing trends in their fields, adapting technological advances as needed.

Each programs' Occupational Advisory Committee is an intricate part of obtaining community resources and employment for our instructors and students. The members of OAC work hand and hand with the program instructors to enhance the programs at Lively Technical Center and to share the community needs.

Lively will continue to strive for academic excellence, through effective instruction and proper program guidance, students will successfully complete our programs and be well informed.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Randolph, Vernea	Principal
Bell, Shelly	Other
Free, Randy	Assistant Principal

b. Duties

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

The Director of Career and Adult Education address major problems and policies which impact numerous organizational units, Career Education, schools and/or at the District level. The Principal is provided significant lead way to set objectives and determine methodology or techniques to accomplish results. The daily operation of the school and the administration of the functions of the school are responsibilities of the Principal of Lively Technical Center. The Assistant Principal assist the principal to carry out the above duties.

2. 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.

The Principal of Lively Technical Center, provides the vision and focus for student learning. The principal works closely with our local Economic Council, CareerSource and a wide variety of other community organizations. Local businesses and agency personnel comprise these committees.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Vernea Randolph	Principal
Bonnie Strade	Business/Community
Carol Barineau	Business/Community
Doris Maloy	Business/Community
Edwin Cummings	Teacher
John Pompey	Business/Community
Jolanda Powell	Business/Community
Mariann Sabolic	Business/Community
Matthew Williams	Business/Community
Michelle Clarke	Business/Community
Patti Mailhot	Teacher
Mary Roberts	Education Support Employee
Steven Mayfield	Business/Community
Tiffany A. Randolph	Teacher
Tony Leavell	Business/Community
Amando "Vann" Haddock	Teacher
Vettye Gibbs	Business/Community
Zack Clemons	Business/Community
Todd O'Neal	Teacher
Mann Roberts	Teacher
Tracy Blomeley	Education Support Employee
Ronice Seniors	Student
Yolanda Graham	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Lively's School Improvement Plan is revised yearly by the School Advisory Council (SAC). The components of the Lively's SAC are the administrators, teachers, students, business and community members, and school support staff. Updates are based on calculation from progress of the previous year's objectives, related changes within the community as well as strategies that have been set by the Florida DOE and/or the Leon County School District which includes review of Five-Year Strategic Plan.

b. Development of this school improvement plan

The development/creation of the School Improvement Plan reflects data collected from the Leon County School Climate Survey/or other program surveys conducted every Spring and data from the institutions student information system. The assessment is completed by faculty, students and community members that report program effectiveness, school safety, and resources and support services as they become available. Feedback from this process is extremely valuable to the strategic

planning and improvement process.

Lively Technical Center follows guidelines and recommendations set forth by the Southern Association of Colleges and Schools (SACS)/AdvancED and the Council on Occupational Education (COE), in addition to the internal SAC. There are several State and National Board Accreditation programs such as Aviation Mechanics, Practical Nursing, Florida Board of Nursing, HVAC, Automotive, Cosmetology, and Medical Assisting.

c. Preparation of the school's annual budget and plan

n/a

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

n/a

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

Yes

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The implementation of standing committees results in greater involvement which provides input to administration for various areas. The principal realizes the use of special Ad-Hoc committees to improve communication. Support for school improvement, as well as other areas within the school, is taken into consideration. Such considerations would include staff and student activities, as well as school wide curriculum issues (entrepreneurship, employability skills, externships assessment, and computer literacy). Involvement in these activities enhances the faculty and staff input. Implementation and assessment of the curriculum is assured through the overall school improvement efforts.

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

Lively Technical Center embraces its charge to provide a highly skilled workforce to the community through the provision of outstanding instructional programs carried forth by a diverse team of exemplary educators and support staff. Lively Technical Center is governed by the Leon County School Board which sets forth personnel policies and procedures designed to ensure that the most highly qualified candidates are hired to fill each position. The Leon County School board must approve all job descriptions, position advertisements, personnel appointments, salary schedules, leaves, labor contracts, and work rules and Lively Technical Center adheres to all of these. Human Resources support staff for Lively Technical Center and all other K-20 schools in the county is assigned by the district and includes, but is not limited to, staff development, employee relations and equity, labor relations and legal advice, as well as personnel.

By utilizing all available on site and district resources, Lively Technical Center is able to meet or exceed all personnel qualifications established by the district and the state. Lively Technical Center prides itself on its longstanding professional relationships within the business community and calls on these

relationships to help ensure its unwavering commitment to filling the community with highly skilled, professional applicants for the local job market.

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

The Beginning Teacher Program is designed for teachers who hold (or are eligible for) a Florida Educator's Professional Certificate and who have less than one year of full-time teaching experience. The purpose of the Leon County Schools program is to provide mentor support to help new teachers at the institution have a successful first year. The main responsibility of each mentor is to assist them in preparing for the mentee for the first formal observation. In addition to preparing for a successful LeonLeads, the mentor will provide general support, positive feedback, and constructive criticism.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Lively Technical Center's programs are designed and aligned with the Florida Department of Education's guideline and polices as it relates to length, concepts, course requirements, instructional strategies, and intended outcomes. This allows LTC to provided effective training programs in which student become highly employable.

Each programs' Occupational Advisory Committee is an intricate part of obtaining community resources and employment for our instructors and students. The members of OAC work hand and hand with the program instructors to enhance the programs at Lively Technical Center and to share the community needs.

Lively will continue to strive for academic excellence, through effective instruction and proper program guidance, students will successfully complete our programs and be well informed.

b. Instructional Strategies

1. 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.

Although workforce programs are at a great demand, it holds many challenges. These challenges include, but are not limited to: keeping software and exam changes current with the Florida Department of Education and industry requirements; staying abreast of new technological trends; and ensuring that all of the hardware is available and in working condition.

Teaching and learning environments matter. Many students learn more when schoolwork is connected to their interests, to real-world problems, and to the worlds of work and college. Experiences outside the classroom, variation in the school day, and the ability to use technology and other hands-on tools engage students in learning—and help them discover new interests and passions. Instructional strategies that foster higher-order thinking and personalize learning to meet students' specific needs are critical as well.

To continue meeting the needs of students and the community, Lively Technical Center has

implanted to following task: instructors will constantly review standards and updates to curriculum guidelines, and adjusting curriculum and exams as needed; instructors will attend technology and/or computer-related classes and workshops; and computers and equipment are checked regularly to ensure proper working conditions.

2. 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 Year

Minutes added to school year:

Progression Plan- This tool allows teachers to maintain accountable measures for student completion/success.

Strategy Rationale

Lively Technical Center's Workforce Programs utilize computerized information systems to maintain student data including student progress, grades, and attendance. Student's will receive a final grade for each Occupational Completion Point and/or course which will be posted to their transcript.

Instructors create an individualized progression plan that allows the student to follow their graded assignments/activities, quizzes, work ethics, class participation, and provide modified instruction

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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 OCP earned, completion and graduation rates

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

n/a

b. College and Career Readiness

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

Lively Technical Center (LTC) prepares students for employment within business and industry needs throughout the community and help to provide supplemental training to students previously or currently employed in these occupations. Each program is designed to allow students to experience the demands and task of the workplace; emphasizes the importance of having good work habits and strong ethics.

Lively Technical Center's recruiting activities are accurately described within the institutions mission, instructional outcomes, student performance expectations, and completion requirements of each program in an ethical manner. The institutions recruitment program includes an array of methods and strategies to promote the institutions purpose. Lively Technical Center's administrative staff and Public Relations Coordinator/Committee are charged with working with staff to develop recruitment and promotional activities. This collaborative effort has led to effective implementations of print media, the Lively Technical Center website, bill boards, television and radio broadcasts, as well as presentations by faculty and staff.

The Lively Technical Center interactive website (www.livelytech.com) and Program Cards/Student Handbook are our most popular, used methods in the provisions of information to prospective students. Each source provides comprehensive information about the school, admissions requirements, educational programs, completion requirements, and required tuition.

Open House and visiting the high schools are great opportunities to allow prospective students to see the campus and meet instructors. Lively Technical Center utilizes radio advertisements and remote broadcasts to generate interest in the school during the open house events. Additional opportunities to disseminate relevant information to prospective students also include, but not limited to: newspaper advertisements; printed flyers and program cards with program information provide; presentations at local high schools, throughout the community, and at career fairs; and provisions of campus tours. Lively Technical Center believes in a shared mission and vision. The program/occupational advisory committee members engage in the promotional process of programs within the community.

The aforementioned promotion/recruitment methods are reviewed by the administration team before implementation and publications. This ensures that all recruitment activities represent the school in an honest and ethical manner.

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

Lively Technical Center offers the following Career and Technical Education courses that led to industry certifications:

- Accounting Operations
- Administrative Office Specialist
- Air Conditioning, Refrigeration, & Heating Technology
- Aviation Maintenance Technology (Aviation Airframe Mechanics & Aviation Powerplant Mechanics)
- Automotive Service Technology
- Barbering
- Commercial Foods & Culinary Arts/Professional Culinary Arts & Hospitality
- Commercial Photography
- Computer Systems and Information Technology
- Cosmetology
- Digital Design
- Digital Media/Multimedia Design
- Electricity
- Legal Administrative Specialist
- Massage Therapy
- Medical Administrative Specialist
- Medical Assisting
- Patient Care Technician
- Pharmacy Technician
- Practical Nursing
- Web Development

- Welding Technologies
- Welding Technology Advanced

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

Applied Academics for Adult Education (AAAE) is designed to provide academic enrichment based upon individualized assessed needs identified from the student's Test of Adult Basic Education (TABE) within the content areas of: English/Language Arts, Reading, and Mathematics. The program is characterized by open entry/open exit, self-paced instructional modules, and performance-based evaluation. The lab is equipped and designed to provide a comprehensive academic support program through the utilization of technology, multipurpose instructional materials, and classroom resources. This program strives to inspire and motivate students to become productive, self-sufficient members of society.

The primary objective of this instruction is to assist the student in meeting the state's basic skill exit level requirement for the workforce certificate program in which (s)he is or will be enrolled. This is required to obtain a certificate from a workforce certificate program that is 450 hours or more. The requirements for each workforce program are available in Student Services.

Enrollment within this program may occur prior or concurrent with enrollment in a workforce certificate program. Students who do not meet the required scores shall enroll in Applied Academics for Adult Education unless documentation is provided stating the student is currently enrolled in an approved alternate public or private school remedial program.

4. 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.

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Strengthen pathways (including high school students) to promote access, learning, success, and engagement for our diverse student population.
- G2.** Increase student full completion rate.
- G3.** Continue to decrease student population not meeting the required exit score.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Strengthen pathways (including high school students) to promote access, learning, success, and engagement for our diverse student population. 1a

G096218

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	750.0
Attendance rate	79.0

Targeted Barriers to Achieving the Goal 3

- Adult Student retention rate (75% completion of program)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Offer evening program hours to students.

Plan to Monitor Progress Toward G1. 8

Student attendance and academic progression (Satisfactory Academic Progress)

Person Responsible

Vernea Randolph

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Student attendance and academic progression reports

G2. Increase student full completion rate. 1a

G096219

Targets Supported 1b

Indicator	Annual Target
CTE Program Concentrator Rate	85.0

Targeted Barriers to Achieving the Goal 3

- Student completing one course; obtaining employment with skill sets mastered.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Job Placement Center initiatives
- Externship
-

Plan to Monitor Progress Toward G2. 8

Monitoring Satisfactory Academic Progress

Person Responsible

Vernea Randolph

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Data analysis will be conducted student grades, progression, and completion for each reporting period, per FLDOE.

G3. Continue to decrease student population not meeting the required exit score. 1a

G096220

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	15.0

Targeted Barriers to Achieving the Goal 3

- Students continued withdrawal from programs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- TABE Assessments
- Online Rubric Development
- Implement of Technology Based Instruction

Plan to Monitor Progress Toward G3. 8

The Applied Academics for Adult Education (AAAE) Reading data and application of online software will be collected and reviewed throughout the school and shared with all teachers in each program area. This will determine students progress and/or targets that has been preset.

Person Responsible

Vernea Randolph

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

The results of the Instructor Targeted for TABE Success reports and Skills Assessment Module reports will be used to monitor student progress. Pre and post TABE assessments will also be collected.

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. Strengthen pathways (including high school students) to promote access, learning, success, and engagement for our diverse student population. **1**

 G096218

G1.B1 Adult Student retention rate (75% completion of program) **2**

 B258902

G1.B1.S1 Strengthen pathways to promote access, learning, success, and engagement. **4**

 S274156

Strategy Rationale

This opportunity will allow Adult students access to complete course/program while successfully engaging in their diverse populations (home life).

Action Step 1 **5**

Strengthen pathways to promote access, learning, success, and engagement.

Person Responsible

Vernea Randolph

Schedule

On 6/29/2018

Evidence of Completion

retention and completion rate; student attendance and academic reports.

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

Student and faculty/staff surveys

Person Responsible

Vernea Randolph

Schedule

Annually, from 8/21/2017 to 6/29/2018

Evidence of Completion

Climate Surveys/ Program Surveys

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

Assessment of policy and procedures outlined in goals.

Person Responsible

Vernea Randolph

Schedule

Annually, from 8/21/2017 to 6/29/2018

Evidence of Completion

Student attendance and academic progression reports

G2. Increase student full completion rate. 1

G096219

G2.B1 Student completing one course; obtaining employment with skill sets mastered. 2

B258903

G2.B1.S2 Offer evening program opportunities. 4

S274158

Strategy Rationale

Offering evening programs will allow students to work during the day and attend class in the evening.

Action Step 1 5

Increase student completion rate.

Person Responsible

Vernea Randolph

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

completion, placement rates; attendance and grade reports

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Student information systems report testing

Person Responsible

Vernea Randolph

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Monitor FLDOE reporting tool on FOCUS; monitor attendance and academic reports.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Reporting; data analysis

Person Responsible

Vernea Randolph

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Data analysis will be conducted student grades, progression, and completion for each reporting period, per FLDOE.

G3. Continue to decrease student population not meeting the required exit score. 1

G096220

G3.B1 Students continued withdrawal from programs. 2

B258904

G3.B1.S1 Provide online enrichment/remedial classes for students. 4

S274159

Strategy Rationale

Lack of enrollment. Students are not required or interested in taking the suggested remedial/enrichment course, Applied Academics for Adult Education.

Action Step 1 5

Increase student rate meeting the required exit score on the Test of Adult Basic Education (TABE).

Person Responsible

Vernea Randolph

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Data analysis will be conducted on pre and post assessments, as well as exemptions approved for the TABE.

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

Increase student rate meeting the required exit score on the Test of Adult Basic Education (TABE).
Monitor FOCUS Student Information Systems Test History information.

Person Responsible

Vernea Randolph

Schedule

Daily, from 8/21/2017 to 6/29/2018

Evidence of Completion

FOCUS Student Information Systems Test History

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

Encourage students through publications, student portal reminders, emails, etc. to retake the necessary sections (Reading, Language, &/or Mathematics) on the Test of Adult Basic Education (TABE).

Person Responsible

Vernea Randolph

Schedule

On 6/29/2018

Evidence of Completion

FOCUS Student Information Systems Test History

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M395346	Student attendance and academic progression (Satisfactory Academic Progress)	Randolph, Vernea	8/21/2017	Student attendance and academic progression reports	6/29/2018 monthly
G2.MA1 M395349	Monitoring Satisfactory Academic Progress	Randolph, Vernea	8/21/2017	Data analysis will be conducted student grades, progression, and completion for each reporting period, per FLDOE.	6/29/2018 monthly
G3.MA1 M395352	The Applied Academics for Adult Education (AAAE) Reading data and application of online software...	Randolph, Vernea	8/21/2017	The results of the Instructor Targeted for TABE Success reports and Skills Assessment Module reports will be used to monitor student progress. Pre and post TABE assessments will also be collected.	6/29/2018 monthly
G1.B1.S1.MA1 M395344	Assessment of policy and procedures outlined in goals.	Randolph, Vernea	8/21/2017	Student attendance and academic progression reports	6/29/2018 annually
G1.B1.S1.MA1 M395345	Student and faculty/staff surveys	Randolph, Vernea	8/21/2017	Climate Surveys/ Program Surveys	6/29/2018 annually
G1.B1.S1.A1 A368020	Strengthen pathways to promote access, learning, success, and engagement.	Randolph, Vernea	8/21/2017	retention and completion rate; student attendance and academic reports.	6/29/2018 one-time
G3.B1.S1.MA1 M395350	Encourage students through publications, student portal reminders, emails, etc. to retake the...	Randolph, Vernea	8/21/2017	FOCUS Student Information Systems Test History	6/29/2018 one-time
G3.B1.S1.MA1 M395351	Increase student rate meeting the required exit score on the Test of Adult Basic Education (TABE)....	Randolph, Vernea	8/21/2017	FOCUS Student Information Systems Test History	6/29/2018 daily
G3.B1.S1.A1 A368022	Increase student rate meeting the required exit score on the Test of Adult Basic Education (TABE).	Randolph, Vernea	8/21/2017	Data analysis will be conducted on pre and post assessments, as well as exemptions approved for the TABE.	6/29/2018 monthly
G2.B1.S2.MA1 M395347	Reporting; data analysis	Randolph, Vernea	8/21/2017	Data analysis will be conducted student grades, progression, and completion for each reporting period, per FLDOE.	6/29/2018 monthly
G2.B1.S2.MA1 M395348	Student information systems report testing	Randolph, Vernea	8/21/2017	Monitor FLDOE reporting tool on FOCUS; monitor attendance and academic reports.	6/29/2018 monthly
G2.B1.S2.A1 A368021	Increase student completion rate.	Randolph, Vernea	8/21/2017	completion, placement rates; attendance and grade reports	6/29/2018 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Strengthen pathways to promote access, learning, success, and engagement.				\$48,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3315	899100-OTHER EXPENDITURES - NONOPERATING	0361 - Lively Technical College	Other		\$5,000.00
			<i>Notes: Online rubric, accountability development.</i>			
	3315	899100-OTHER EXPENDITURES - NONOPERATING	0361 - Lively Technical College	Other		\$20,000.00
			<i>Notes: Interactive technology tools.</i>			
	3315	899100-OTHER EXPENDITURES - NONOPERATING	0361 - Lively Technical College	Other		\$7,000.00
			<i>Notes: Professional Development: Understanding levels of complexity/differentiated learning and instruction within Career and Technical Education.</i>			
	3315	899100-OTHER EXPENDITURES - NONOPERATING	0361 - Lively Technical College	Other		\$16,000.00
			<i>Notes: Workforce Education: Inquiry-based learning; resources; assessment tools.</i>			
2	G2.B1.S2.A1	Increase student completion rate.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3315	899100-OTHER EXPENDITURES - NONOPERATING	0361 - Lively Technical College	Other		\$20,000.00
			<i>Notes: Support for data analysis and instructional applications.</i>			
3	G3.B1.S1.A1	Increase student rate meeting the required exit score on the Test of Adult Basic Education (TABE).				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3461	899100-OTHER EXPENDITURES - NONOPERATING	0361 - Lively Technical College	Other		\$5,000.00
			<i>Notes: Workforce Education Funding and AAEE Student Fees for Inquiry Based Learning; Instruction Targeted for TABE Success; Printable Resources; Array of Assessment Tools.</i>			
	3315	899100-OTHER EXPENDITURES - NONOPERATING	0361 - Lively Technical College	Other		\$4,000.00
			<i>Notes: Interactive Technology tools; Interactive Boards; Internet Based Instruction</i>			

Leon - 0361 - Lively Technical College - 2017-18 SIP
Lively Technical College

	3315	899100-OTHER EXPENDITURES - NONOPERATING	0361 - Lively Technical College	Other		\$2,000.00
			<i>Notes: Training on skill; lesson study. Teachers develop skills that enable students to examine their own reasoning or logic of information.</i>			
Total:						\$79,000.00