

Hillsborough County Public Schools

Aparicio Levy Technical College



2020-21 Schoolwide Improvement Plan

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Aparicio Levy Technical College

10119 E ELLICOTT ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Jesse Salters

Start Date for this Principal: 7/27/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School Adult
Primary Service Type (per MSID File)	Career and Technical Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

- 1. have a school grade of D or F
- 2. have a graduation rate of 67% or lower
- 3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Needs Assessment	0
Planning for Improvement	7
Title I Requirements	0
Budget to Support Goals	0

Aparicio Levy Technical College

10119 E ELLICOTT ST, Tampa, FL 33610

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Other School Adult	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an education and the supports which enable each adult student to obtain employment in the workforce.

Provide the school's vision statement.

Preparing adult students for the workforce.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Brooks, Donna	Assistant Principal	In charge when Principal is absent. Primarily responsible for overseeing academic programs and curriculum; serving as liaison with accrediting agencies; and submitting local, school district, state and federal reports.
Herald, Kysha	Principal	Responsible for all activities and personnel at Aparicio-Levy Technical College.

Demographic Information

Principal start date

Monday 7/27/2020, Jesse Salters

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

4

Demographic Data

2020-21 Status (per MSID File)	Active
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Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Our adult students come to the Technical College to prepare for employment in their field of study. Everything we do is centered on helping them obtain their goals. Completing program, passing licensure exams, obtaining employment in field of study, and job placement are the vital for each program participant.

Measurable Outcome: Student program completion (minimum 60%), industry certification exam pass rates (minimum 70%), and job placement (minimum 70%) will remain at high levels, allowing for continued accreditation by our institutional accrediting agency: Council on Occupational Education (COE).

Person responsible for monitoring outcome: Kysha Herald (kysha.herald@hcps.net)

Evidence-based Strategy: Enrollment, withdrawal and graduation rates will be monitored throughout each cohort's enrollment and training period.

Rationale for Evidence-based Strategy: These rates must be continually monitored so that intervention can take place, if necessary.

Action Steps to Implement

1. Students with academic or attendance issues will be counseled.
2. Students who self-identify as needing accommodations will meet with school staff to develop appropriate plans.
3. Information and materials to assist students in preparing for industry certification exams will be included throughout the program.
4. Students will be provided with information about job seeking skills and will be given employment leads as they become available.

Person Responsible Kysha Herald (kysha.herald@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Aparicio-Levy Technical College is a postsecondary institution, educating students age 18 and older. ALTC is a school site of Hillsborough County Public Schools which correlates to a direct connection to K-12 students in the district. Marketing materials are provided to K-12 school sites to inform families about the educational opportunities that are available at the Technical College. Institutional and Program Advisory meetings, Chamber of Commerce meetings and Great American Teach-In events are also methods to support a positive school culture and involve community stakeholders.

Parent Family and Engagement Plan (PFEP) Link

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