Brewster Technical College

2014-15 School Improvement Plan

Brewster Technical College

2222 N TAMPA ST, Tampa, FL 33602

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Other	No	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Henry W. Brewster Technical Center is committed to:
* Educating all students in a healthy, positive, and safe atmosphere that is conducive to learning.
* Providing educational opportunities utilizing a variety of available resources.
* Creating integrated systems that will enable all students to reach their highest potential

Provide the school's vision statement

Henry W. Brewster Technical Center will be recognized by business and industry as a leading educator of students prepared to secure employment and compete in the ever-changing workforce.

School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students typically begins in Student Services. Program Advisors in Student Services counsel and provide students with information about the programs they desire and sign students up for TABE and or CASAS testing. Test results are shared and the advisors discuss program requirements and any student limitations such as documented disabilities that students might have concerns about. Students who wish to enroll are eligible to register. During the registration process Program Advisors become more familiar with the students as they direct students to provide the needed information for enrollment. Upon enrollment students attend a school orientation. School rules such as proper protocol, attendance policies and dress code are explained. Teachers also conduct their own program orientations and use that time to develop classroom rules with student input. Activities such as "Student of the Semester," "National Technical Honor Society," "Black History Month," "International Festival," " Autumn/Winter Festival" and "Veterans Day" functions as well as community service projects such as "diaper drives" and a " Dress for Success" flea market are all examples of how the school, teachers and program advisors learn student cultures and build relationships with them.

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

The school creates an environment where students feel safe and respected before, during and after school. The school has a comprehensive safety program in place. There are procedures that are shared during preplanning each year with teachers regarding safety procedures that include what to do for Bomb Threats, Fire Drills, Tornado Drills, and other emergency situations that might require a Shelter in Place, Lock Down or Modified Lockdown. Drills are practiced monthly with students and reminders are a part of every monthly Leadership Team Meeting. Command Posts are set up and faculty is assigned tasks that make each practice drill run smoothly. People in strategic areas of the school and all Administrators carry radios and know in the event of a bomb threat that they are not to be used. A telephone tree is established and the intercom system is available to notify all parts of the school if there is a Lock Down or a Modified Lock Down. A Security officer is assigned to the campus and conducts presentations with all classes to inform students of security procedures such as zero tolerance for weapons on campus, parking lot safety, what happens when a student is on probation or what a student should do if they have a restraining order against someone. Students are informed

about what to do in natural disasters and in man-made disasters. Students are reminded of safety precautions they should take while in the school. The school has security during all open hours and the campus is routinely scanned. Cameras are located in strategic areas where theft has occurred in the past. Students are surveyed several times yearly to ascertain their feelings regarding safety and the climate of the school to keep administration informed.

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

The school-wide behavioral system is shared during orientation and is outlined in the student program handbook supplied to all students. Each student signs a form that is included in their permanent file which indicates they have read and will follow rules of the school. Each student is given the opportunity to ask for an Academic Affairs meeting that the Assistant Principal for Administration sets up if they feel they have been removed from class without sufficient reason or have been treated unfairly or simply want to discuss the behavior. This ensures the system of referrals we have in place is administered fairly and consistently. This meeting gives the students due process regarding the incident. Teachers are given written Bullying and Harassment information during preplanning which is shared with students. In the event of student to student altercations or student to teacher altercations security and administration is called immediately. Harassment and bullying is not tolerated and students who conduct themselves in that manner are reported and provided serious consequences including withdrawal if they do not stop.

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

• Given that one of the main tasks of the Leadership Team is to monitor student data related to instruction and interventions, the Leadership Team monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
• The Leadership Team communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
• The Leadership Team and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or

less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

Brewster Technical Center is a post-secondary institution. Several sections below cannot be answered in the format provided. The items listed below are early warning indicators that are used by this institution.
Absences and or tardies approaching mandated limits
Three consecutive days absent with no instructor contact
Failure of course or failure of clinical experience

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Academic: we are an Adult Technical Center, but do have instructional staff employed whose primary focus is to remediate students who do not score at recommended levels on the Test of Adult Basic Education. This test is given to all students who wish to enroll in the Technical Center. Teachers have daily interaction with students and are able to employ intervention strategies. If the student fails a course the teacher counsels the student on his/her options. Students whose grade falls below 2.0 is placed on academic probation depending on circumstances and following student handbook, course catalog, and program guide.
Attendance: teachers monitor attendance and counsel with an student who is accumulating excessive absences and/or tardies. If the student continues to miss class, an academic hearing is held with the student, teacher, department head, and/or program advisor and/or administrator.

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

Brewster Technical Center is a postsecondary institution, educating students age 18 and older. By law, the school cannot provide information to a third party (including parents) without the student's express permission. Permission is granted by a signed form from the student. In cases related to Adults with Disabilities (AWD), an instructor, program advisor/counselor, or administrator will meet with the parent and student or communicate with the parent.

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

Each Postsecondary program has an advisory committee made up of employers from the community who meet twice annually to provide the program information regarding trends in the industry and to approve the curriculum, equipment, objectives and methods of assessment. These community members provide the school with updated salary information and often employ our students upon graduation. Other partnerships occur when facilities provide internship opportunities for our students. Students in the Nursing program attend clinicals at local hospitals and nursing homes, students in computer related programs are hired on temporary contracts to provide services such as reimaging computers and updating software during their off time and our Custodial program students provide services to agencies such as Metropolitan Ministries a homeless shelter and local churches in the school neighborhood. Our Adults with Disability Employability program has many industry partners who actively interact with students who are learning to interview and seek employment. They also hire our students. In the bi-annual meetings members are served lunch and thanked for their generosity. Our partnerships help sustain our programs and help us achieve our Vision and Mission.

Effective Leadership

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

School Leadership Team

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

Name	Title
Gansemer, Paul	Principal

Duties

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

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

Principal
Assistant Principal of Curriculum
Assistant Principal for Administration
Evening School Administrator
General Department Head
Adult Education Department Head
Student Services Department Head

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

Not applicable.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Paul Gansemer	Principal
Bill Conger	Business/Community
Dr. Jim Barnard	Business/Community
Joanne Albarelli	Education Support Employee
Vangie Goldwire	Education Support Employee
Luis Molina	Education Support Employee
Duane Niebel	Business/Community
Joe Pino	Business/Community
Nilba Rice	Business/Community
Ryan Rosas	Student
Betty Seyer	Education Support Employee
Enrique Rangel	Student
Mark Liverio	Teacher
Rebecca Davis	Teacher
John Holmes	Education Support Employee

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

The Institutional Advisory Committee meets at the beginning of each year. The committee reviews last year's SIP (also called the Strategic Plan for COE purposes). A summary of each goal, results, and explanation is distributed by administration and discussed/approved by the committee.

Development of this school improvement plan

The development of the SIP is a collaboration of all faculty and staff. A preliminary draft of the current year's SIP/Strategic Plan is presented during the fall Institutional Advisory Committee meeting. The members discuss the plan and offer input. The plan is then voted on.

Preparation of the school's annual budget and plan

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

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

Not applicable

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

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

Public and Collaborative Teaching

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

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

When there are multiple instructors within a program, those instructors work together on a daily basis to ensure that the curriculum, written tests, performance-based test, shop/lab equipment and supplies are meeting the needs of the students and preparing the students for entry-level position in industry. Several instructors assist each other in meeting specialized curricular needs of the students, including Employability Skills to technical students who are preparing to graduate, Math skills to Pharmacy Technician students and remediation for all students who need assistance with Reading, Math and Language skills.

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

Brewster Technical Center is a postsecondary technical training facility. All vocational instructors have at least 6 years' industry work experience to teach in their content area. New teachers participate in the school district's Alternative Certification Program during their first two years in order to learn best teaching practices. The Assistant Principal for Curriculum works closely with all new teacher to guide them through the ACP and observation/evaluation processes. Co-teachers and department heads work extensively with new teachers. All teachers new to the school district participate in the EET initiative.

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

The Assistant Principal for Curriculum matches new teachers to existing teachers based on content area.

Co-teachers and department heads work extensively with new teachers to ensure best practices for student achievement.

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

Teachers participate in weekly PLC's and professional development to ensure best practices are effectively used in the classroom.

As a technical training facility, instructors coordinate industry standards and FDOE curriculum frameworks to deliver relevant and rigorous instruction.

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

TABE, CASAS and eCASAS results are criteria used to drive instruction,
supplemented by use of AAAE, cross content and inter-departmental instruction.
Teachers utilize a variety of methods to deliver instruction, such as lecture, group and individual projects, computer based training, the use of multi-media and the use of various kinesthetic activities.

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: 60

The GED/ABE/AAAE instructor provides remedial instruction for the academic students that require additional assistance to obtain the needed TABE scores for completion of courses.

Strategy Rationale

In order for the technical students and the academic students to complete courses and graduate, the students have to pass either the GED (for some) or obtain a higher score on the TABE test.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Toney, Vivian, vivian.toney@sdhc.k12.fl.us

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

TABE and GED test scores from on campus or from the GED testing site administrator.

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

School Readiness services support students, families and providers The services consist of three teams: curriculum, screening and assessment and intervention.
Assessment tools used by Brewster Technical Center to determine student readiness are, TABE, CASAS, content tests / assignments and Industry Certifications.

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

Each technical program maintains a Program Advisory Board made up of industry stakeholders, faculty/staff and employers relevant to the particular training offered. These Boards meet bi-annually to review program curriculum, texts and practices as it relates to the industry. Brewster also maintains a School Adviosry Committee to develop and maintain the SIP.

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

Under the Hillsborough County School district there are four career and technical education centers. Brewster Technical Center offers these seven specific training programs: Automotive Technology, Early Childhood Education, Industrial Distribution and Management, Industrial Machinery Maintenance, Computer Systems and Information Technology, Pharmacy Technician, Practical Nursing and Careers for Adults with Disabilities. Industry Certifications are available for all of the programs with the exception of Industrial Dsitribution and Career Programs for Adults with Disabilities.

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

Technical programs tend to be skill based with academic focus on the industry required standards.

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

This section does not apply as Brewster Technical Center is a post secondary site.

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.   Increase Enrollment by 2% (from 1793 to 1831) for the 14-15 school year as measured by the Verification Report provided June 30, 2015.

G2.   Incorporate Florida State Standards into all program curricula and raise level of knowledge for exiting students as evidenced by a 2% increase in certification attainment for technical programs (from 141 to target 144) and a 2% increase in student performance gains.

G3.   Increase completion rates by 2% for the 14-15 school year as evidenced by COE Annual Report data for technical programs and program data analysis for Adult Ed. and AWD.

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. Increase Enrollment by 2% (from 1793 to 1831) for the 14-15 school year as measured by the Verification Report provided June 30, 2015. `1a`

Targets Supported `1b`

🔍 G042054

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Remediation,

- Program Advisors,

- Recruiting,

- Alumni base,

- current students (word-of-mouth),

- District-based initiative (college nights, pasos al futurio, parent universities,

- HS/Career Center outreach.

- Business Partners,

- Adult Career Services Center (ACSC),

- Career Source of Tampa Bay

Targeted Barriers to Achieving the Goal `3`

- Time,

- Financial Availability,

- Personnel

- Community Awareness

Plan to Monitor Progress Toward G1. `8`

Review 5, 10 and 20 day counts. Survey teachers directly in regards to enrollment and attrition. DP generated enrollment reports. Annual COE report.

Person Responsible
Paul Gansemer

Schedule
Monthly, from 8/19/2014 to 6/30/2015

Evidence of Completion
These reports will generate a true student count. Enrollment increases and/or decreases will be readily identifiable.

G2. Incorporate Florida State Standards into all program curricula and raise level of knowledge for exiting students as evidenced by a 2% increase in certification attainment for technical programs (from 141 to target 144) and a 2% increase in student performance gains. 1a

Targets Supported 1b

G042053

Indicator	Annual Target

Resources Available to Support the Goal 2

- Professional Learning Communities (PLC),

- Inter-disciplinary content sharing,

- CTE supervisors,

- District Literacy Department,

- Peer/Mentor Program,

- Empowering Effective Teachers program (EET)

- EET rubric,

- Book studies,

- Administration observations and feedback

Targeted Barriers to Achieving the Goal 3

- Financial availability,

- Implementation in the curriculum (classroom),

- Availability of School Reports (CASAS Tests)

Plan to Monitor Progress Toward G2. 8

COE annual report for OCP's and industry certifications and the report provided to administration by Adult Education for LCP's

Person Responsible
Paul Gansemer

Schedule
On 6/30/2015

Evidence of Completion
Evidenced by the annual COE (Council on Occupational Education report) and total number of LCP attainments.

G3. Increase completion rates by 2% for the 14-15 school year as evidenced by COE Annual Report data for technical programs and program data analysis for Adult Ed. and AWD. 1a

🔍 G042052

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Professional Development in content area
- District level Supervisors (CTE and Academic)
- District Literacy Team
- Wrap-around Social Services
- Financial Aid
- Program Advisors
- TABE remediation as per FLDOE (AAAE)
- Professional Learning Communities (PLC)
- Inter-departmental teaching strategy sharing

Targeted Barriers to Achieving the Goal 3

- Professional Development in content area
- Financial availability
- Personnel
- Mobile Learning/Technology

Plan to Monitor Progress Toward G3. 8

Monitor the number of students who reached completion of programs by the end of the year or program length.

Person Responsible
Joanne Albarelli

Schedule
Every 2 Months, from 9/15/2014 to 6/30/2015

Evidence of Completion
Students will re-test on CASAS and TABE in an interval allowed by the for a mid point review and by OCPs for the technical programs.

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. Increase Enrollment by 2% (from 1793 to 1831) for the 14-15 school year as measured by the Verification Report provided June 30, 2015. 1

🔍 G042054

G1.B1 Time, 2

🔍 B102413

G1.B1.S1 Time management training 4

🔍 S113606

Strategy Rationale

Teachers would be able to manage time more effectively to maximize instruction in the classroom/lab.

Action Step 1 5

Identify specific person, actions and the time required to actively recruit new students, therefore increasing school enrollment.

Person Responsible

Paul Gansemer

Schedule

On 6/30/2015

Evidence of Completion

Monitor weekly enrollment as provided by the Data Process.

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

Time management training

Person Responsible

Joanne Albarelli

Schedule

Monthly, from 8/19/2014 to 6/30/2015

Evidence of Completion

Examine and compare program count sheets monthy to determine enrollment increases, if any.

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

Time management training

Person Responsible

Joanne Albarelli

Schedule

On 6/30/2015

Evidence of Completion

Increased enrollment will be evident when FEFP program count sheets are compared to the 2013-2014 school year.

G1.B1.S2 Additional time in community to increase exposure. 4

Strategy Rationale

S118753

Program advisors need additional time for recruitment purposes.

Action Step 1 5

Reach out by personal visits and delivering school literature to advisory board members, community agencies and businesses, and graduating high school seniors.

Person Responsible

Vivian Toney

Schedule

Weekly, from 8/19/2014 to 6/30/2015

Evidence of Completion

By collaboration of all program advisors, evidenced by Brewster Calendar events and discussion of visit success among colleagues.

G1.B3 Personnel 2

B102415

G1.B3.S1 Identify protocol which optimizes student contact and recruitment by faculty and staff. 4

S125371

Strategy Rationale

Ensure all faculty and staff have the necessary information to best represent our center in the community.

Action Step 1 5

Identify protocol which optimizes student contact and recruitment by faculty and staff.

Person Responsible

Vivian Toney

Schedule

Monthly, from 8/19/2014 to 6/30/2015

Evidence of Completion

G1.B4 Community Awareness 2

G1.B4.S1 Identify faculty/staff to conduct target specific community outreach. 4

Strategy Rationale

Teachers reach out to advisory board members, program advisors reach out to high school teachers and Guidance Councilors. Discuss strategy viability and usefulness in Leadership and Staff meetings.

Action Step 1 5

Identify faculty/staff to conduct target specific community outreach.

Person Responsible

Joanne Albarelli

Schedule

Monthly, from 8/19/2014 to 6/30/2015

Evidence of Completion

G2. Incorporate Florida State Standards into all program curricula and raise level of knowledge for exiting students as evidenced by a 2% increase in certification attainment for technical programs (from 141 to target 144) and a 2% increase in student performance gains. `1`

🔍 G042053

G2.B2 Financial availability, `2`

🔍 B102418

G2.B2.S1 To purchase classroom instructional materials. `4`

🔍 S118749

Strategy Rationale

Provide the most relevant and current curriculum and equipment for student instruction.

Action Step 1 `5`

To purchase classroom instructional materials.

Person Responsible

Paul Gansemer

Schedule

On 6/30/2015

Evidence of Completion

Periodic checks with departments to determine if need has been met.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Monitor number of students passing the industry specific certification for their program.

Person Responsible

Vivian Toney

Schedule

Semiannually, from 8/19/2014 to 6/30/2015

Evidence of Completion

There will be an increase in the number of students taking their respective industry certifications and passing said certification exam.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Teachers will have the necessary curriculum and incorporate strategies to prepare graduates to take and pass industry certifications,

Person Responsible

Paul Gansemer

Schedule

Semiannually, from 8/19/2014 to 6/30/2015

Evidence of Completion

Higher number of program completers taking and passing their industry certification as compared to 2013-2014.

G2.B7 Availability of School Reports (CASAS Tests) `2`

🔍 B102423

G2.B7.S1 Utilize CASAS, TABE and classroom assessments to determine if students are progressing forward toward attainment of OCP, LCP and industry certifications. `4`

🔍 S139304

Strategy Rationale

These assessments are provided and supported by the Florida Department of Education as indication of forward academic movement by students

Action Step 1 `5`

Monitor attainment of OCP, LCP and industry certifications.

Person Responsible

Paul Gansemer

Schedule

Annually, from 8/19/2014 to 6/30/2015

Evidence of Completion

This information is evidenced by the COE annual report, and tracking by divisional program services.

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Incorporate Florida State Standards into all program curricula and raise level of knowledge for exiting students as evidenced by a 2% increase in certification attainment for technical programs (from 141 to target 144) and a 2% increase in student performance gains.

Person Responsible

Paul Gansemer

Schedule

Annually, from 8/19/2014 to 6/30/2015

Evidence of Completion

Review reports/rosters which are submitted to Data Processors. These reports and rosters document attainment of OCP's, LCP's and Industry Certification information.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Person Responsible

Paul Gansemer

Schedule

On 6/30/2015

Evidence of Completion

G3. Increase completion rates by 2% for the 14-15 school year as evidenced by COE Annual Report data for technical programs and program data analysis for Adult Ed. and AWD. 1

🔍 G042052

G3.B1 Professional Development in content area 2

🔍 B102424

G3.B1.S1 Departmental focus on new Florida standards. 4

🔍 S118453

Strategy Rationale

Each department will concentrate on common core and their specific content area.

Action Step 1 5

Each department will participate in Professional Development activity, focusing on common core/ Florida Standards.

Person Responsible

Vivian Toney

Schedule

Weekly, from 8/19/2014 to 6/30/2015

Evidence of Completion

Review PD and registration and rosters/sign-in sheets.

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

To monitor the that each department has participated in the professional development of the Florida Standards.

Person Responsible

Paul Gansemer

Schedule

Every 6 Weeks, from 9/15/2014 to 6/30/2015

Evidence of Completion

Sign in sheets and completed evaluations resulting in the award of in-service points, and in-service record from each teacher.

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

Monitor the use of strategies in classroom instruction.

Person Responsible

Paul Gansemer

Schedule

Monthly, from 9/15/2014 to 6/30/2015

Evidence of Completion

Administrators will conduct monthly walk through feedback observations to check for use of strategies obtained from the Florida Standards in-service.

G3.B4 Financial availability `2`

🔍 B102427

G3.B4.S1 Seek additional funding (grants) to secure student incentives that will provide for increased student success. `4`

🔍 S138938

Strategy Rationale

Emergency food, childcare and transportation funds. Immunizaion assistance for health science students.

Action Step 1 `5`

Actively seek grant opportunities. Encourage grant writting teams to submit grant proposals.

Person Responsible

Joanne Albarelli

Schedule

Monthly, from 8/19/2014 to 6/30/2015

Evidence of Completion

Is the school awarded grants and how are they utilized.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

Offer grant writing strategies during PLC. Review grants written.

Person Responsible

Joanne Albarelli

Schedule

Monthly, from 8/19/2014 to 6/30/2015

Evidence of Completion

Grants are written and submitted. The school is awarded grants for student incentives.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Students are better supported and prepared to reach completion.

Person Responsible

Joanne Albarelli

Schedule

Semiannually, from 8/19/2014 to 6/30/2015

Evidence of Completion

Increased completion as evidenced by higher OCP's, LCP's and increased attainment of industry certifications.

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
G3.B1.S1.A1	Each department will participate in Professional Development activity, focusing on common core/Florida Standards.	Toney, Vivian	8/19/2014	Review PD and registration and rosters/sign-in sheets.	6/30/2015 weekly
G1.B1.S1.A1	Identify specific person, actions and the time required to actively recruit new students, therefore increasing school enrollment.	Gansemer, Paul	8/19/2014	Monitor weekly enrollment as provided by the Data Process.	6/30/2015 one-time
G1.B3.S1.A1	Identify protocol which optimizes student contact and recruitment by faculty and staff.	Toney, Vivian	8/19/2014		6/30/2015 monthly
G1.B4.S1.A1	Identify faculty/staff to conduct target specific community outreach.	Albarelli, Joanne	8/19/2014		6/30/2015 monthly
G2.B2.S1.A1	To purchase classroom instructional materials.	Gansemer, Paul	8/19/2014	Periodic checks with departments to determine if need has been met.	6/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Reach out by personal visits and delivering school literature to advisory board members, community agencies and businesses, and graduating high school seniors.	Toney, Vivian	8/19/2014	By collaboration of all program advisors, evidenced by Brewster Calendar events and discussion of visit success among colleagues.	6/30/2015 weekly
G2.B7.S1.A1	Monitor attainment of OCP, LCP and industry certifications.	Gansemer, Paul	8/19/2014	This information is evidenced by the COE annual report, and tracking by divisional program services.	6/30/2015 annually
G3.B4.S1.A1	Actively seek grant opportunities. Encourage grant writting teams to submit grant proposals.	Albarelli, Joanne	8/19/2014	Is the school awarded grants and how are they utilized.	6/30/2015 monthly
G1.MA1	Review 5, 10 and 20 day counts. Survey teachers directly in regards to enrollment and attrition. DP generated enrollment reports. Annual COE report.	Gansemer, Paul	8/19/2014	These reports will generate a true student count. Enrollment increases and/or decreases will be readily identifiable.	6/30/2015 monthly
G1.B1.S1.MA1	Time management training	Albarelli, Joanne	8/19/2014	Increased enrollment will be evident when FEFP program count sheets are compared to the 2013-2014 school year.	6/30/2015 one-time
G1.B1.S1.MA1	Time management training	Albarelli, Joanne	8/19/2014	Examine and compare program count sheets monthy to determine enrollment increases, if any.	6/30/2015 monthly
G2.MA1	COE annual report for OCP's and industry certifications and the report provided to administration by Adult Education for LCP's	Gansemer, Paul	8/19/2014	Evidenced by the annual COE (Council on Occupational Education report) and total number of LCP attainments.	6/30/2015 one-time
G2.B2.S1.MA1	Teachers will have the necessary curriculum and incorporate strategies to prepare graduates to take and pass industry certifications,	Gansemer, Paul	8/19/2014	Higher number of program completers taking and passing their industry certification as compared to 2013-2014.	6/30/2015 semiannually
G2.B2.S1.MA1	Monitor number of students passing the industry specific certification for their program.	Toney, Vivian	8/19/2014	There will be an increase in the number of students taking their respective industry certifications and passing said certification exam.	6/30/2015 semiannually
G2.B7.S1.MA1	[no content entered]	Gansemer, Paul	8/19/2014		6/30/2015 one-time
G2.B7.S1.MA1	Incorporate Florida State Standards into all program curricula and raise level of knowledge for exiting students as evidenced by a 2% increase in certification attainment for technical programs (from 141 to target 144) and a 2% increase in student performance gains.	Gansemer, Paul	8/19/2014	Review reports/rosters which are submitted to Data Processors. These reports and rosters document attainment of OCP's, LCP's and Industry Certification information.	6/30/2015 annually
G3.MA1	Monitor the number of students who reached completion of programs by the end of the year or program length.	Albarelli, Joanne	9/15/2014	Students will re-test on CASAS and TABE in an interval allowed by the for a mid point review and by OCPs for the technical programs.	6/30/2015 every-2-months
G3.B1.S1.MA1	Monitor the use of strategies in classroom instruction.	Gansemer, Paul	9/15/2014	Administrators will conduct monthly walk through feedback observations to check for use of strategies obtained from the Florida Standards in-service.	6/30/2015 monthly
G3.B1.S1.MA1	To monitor the that each department has participated in the professional development of the Florida Standards.	Gansemer, Paul	9/15/2014	Sign in sheets and completed evaluations resulting in the award of in-service points, and in-service record from each teacher.	6/30/2015 every-6-weeks
G3.B4.S1.MA1	Students are better supported and prepared to reach completion.	Albarelli, Joanne	8/19/2014	Increased completion as evidenced by higher OCP's, LCP's and increased attainment of industry certifications.	6/30/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.MA1	Offer grant writing strategies during PLC. Review grants written.	Albarelli, Joanne	8/19/2014	Grants are written and submitted. The school is awarded grants for student incentives.	6/30/2015 monthly

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 Opportuntities

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

G3. Increase completion rates by 2% for the 14-15 school year as evidenced by COE Annual Report data for technical programs and program data analysis for Adult Ed. and AWD.

G3.B1 Professional Development in content area

G3.B1.S1 Departmental focus on new Florida standards.

PD Opportunity 1

Each department will participate in Professional Development activity, focusing on common core/ Florida Standards.

Facilitator

Professional Development activities are agreed upon by individual departments and take place each Monday on early release days. Department heads are the for coordinator for these activities.

Participants

All instructional staff participate in Professional Development activities.

Schedule

Weekly, from 8/19/2014 to 6/30/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**