Learey Technical College

2014-15 School Improvement Plan

Learey Technical College

5410 N 20TH ST, Tampa, FL 33610

[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

The Learey Technical Center will provide professional resources and training to the adult learner resulting in a highly qualified workforce.

Provide the school's vision statement

The adult population of Hillsborough County will be qualified and competitive in the global marketplace.

School Environment

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

Prospective students meet with a Learey Technical Center (LTC) program advisor to learn about the school and its programs. Program advisors conduct registrations and remain the contact person through orientation on the first day of class and during the program. Students, teachers, program advisors, department heads and staff members continue to work together as a team through the student's program to facilitate student success.

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

Learey Technical Center has established safety policies. Teacher and staff members are given written procedures and safety drills are conducted throughout the school year. Each staff member and each student wears an ID badge. Students are told during orientation about safety procedures and how to report suspicious activity, etc. The main campus, sharing facilities with Leto High School and the I.S.C. at Erwin Technical Center for the E.M.T. program each have a School Resource Officer. The I.S.C. at CareerSource Tampa Bay (CSTB) has a private security guard through Universal Protection Service, which is provided by CSTB. In addition a HCPS Resource Office is available when needed. Emergency evacuation procedures are posted in all sites and drills are performed periodically. All emergency exits and fire extinguishers are well marked.

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

Students sign a "Civility Statement" during orientaion. The Student Code of Conduct is printed in the student handbook. Classroom procedures are reviewed on the first day of class. If a disruption occurs, the instructor will first speak to the student. Subsequent problems may involve the teacher requesting assistance from the program advisor or administration. Students may be place on Behavioral Probation (according to printed policies) and withdrawn from the program. Policies and procedures are clearly written and verbally reviewed with students. Written records of disiplinary actions are maintained. HCPS provides a School Social Worker when needed.

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

Each student has a program advisor who serves as a liaison and point of contact for questions and concerns. Student Services (including Financial Aid) personnel maintain up-to-date community resource information to assist students with personal issues. HCPS provides a School Social Worker when needed.

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

Learey Technical Center (LTC) 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 stated limits
Three (3) consecutive days absent with no instructor/school contact
Failure of a course or low GPA
Inappropriate behavior

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance: Teachers monitor attendance/tardies and counsel with any student who is accumulating excessive absences and/or tardies. If the student continues to miss class, a meeting is held with the student, teacher, and/or department head/program advisor/administration.
Academic: Class sizes are such that teachers have daily interaction with students and are able to employ intervention strategies to assist students. If a student fails a class, the teacher and/or program advisor counsels with the student on his or her options.
Inappropriate behavior: Teachers address inappropriate behavior and if the behavior continues a meeting is held with the student, teacher and/or department head/program advisor/administration to resolve.

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

LTC is a postsecondary institution, educating students age 18 and older. By law, school personnel cannot provide information to a third party, including parent(s) or legal guardian, without the student's express permission. When permission is granted by the student, an instructor, department head, program advisor, or administrator will meet or provide information to the parent(s) or legal guardian to communicate student progress.
In addition, meetings of the LTC Institutional Advisory Board are open to all interested stake holders. Communication is via email with reminders of the upcoming meetings. Minutes from previous meetings are distributed, discussed and voted on for correction and/or approval.

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

Learey Technical Center has a active school-wide Institutional Advisory Board, which serves the School Advisory Council role. In addition, each LTC Program has an Advisory Board. Local business people, former/current students, teachers and administration work collaboratively to ensure the success of each student in a Learey Technical Center Program. Program advisors, department heads and instructors are informed with current industry requirements and in order to ensure that the curriculum and training prepares graduates for employment in their industy. Community members, graduates and others are invited to participate in school functions including volunteering to tutor, being guest speakers, and participating on advisory committees. Administration shares job openings with instructors and program advisors. Each I.S.C. has a "Job Resource" book to inform current students and graduates of job openings and details of the application process.

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
Courtney, Ann Marie	Principal

Duties

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

CTE Department Head - Oversees/Liaison for Childcare, Automotive and Electrical Programs
Health Science Deparment Head - Oversees/Liaison for Emergency Medical Technician (EMT) Program

General Department Head - ABE, Continuing Education, Dual Enrollment, Student Services
School Resource Teacher - Oversees/Liaison for the State-Wide Apprenticeship Programs
School Resource Teacher - Oversees/Liaison for the Fire Fighter Program

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

N/A

School Advisory Council (SAC)

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

Name	Stakeholder Group
AnnMarie Courtney	Principal
Anabel Machin-Dominguez	Teacher
Debbie Smith	Teacher
Marta Lopez-Harrison	Business/Community
Alice Lima	Education Support Employee
Dr. Dick Puglisi	Business/Community
Carlos Oliveras	Business/Community
Kerianne Fowble	Business/Community
Manny Ryals	Business/Community
Ashley Strachan	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

During the fall Institutional Advisory Board (IAB) meeting each year, the committee reviews last year's SIP (also called the Strategic Plan for COE purpses). A summary of goals are explained by administration and discussed and approved by the IAB.

Development of this school improvement plan

A preliminary draft of the current year's SIP/Strategic Plan is presented during pre-planning to staff members and in the fall to the IAB committee. All stake holders discuss the plan and offer input. The plan is then voted on and submitted.

Preparation of the school's annual budget and plan

LTC is a post-secondary 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

N/A - No funds

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

Not all Florida Statutes are applicable in post-secondary institutions.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Courtney, Ann Marie	Principal

Duties

Describe how the LLT promotes literacy within the school

N/A - This section is not applicable in post-secondary institutions.

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 the curriculum, written tests, performance-based test, end of course exam, lab equipment and supplies are meeting the needs of the students are preparing the students for positions in their chosen industry.
Several programs assist each other in meeting specialized curricular needs of the students, including Childcare and EMT for CPR/First Aid instruction. The LTC Remediation teacher works with all programs to assist students to increase TABE scores and with study skills when needed. Collaborative planning and training along with cross-department cooperation is encouraged and teachers have sufficient non-student contact time to facilitate these activities.

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

LTC instructors must have at least 6 years' work experience in the field in which they wish to teach. Hiring qualified industry people to fill teaching positions (often at a salary lower than the industry) is a challenge. Once hired, it is imperative that the highly qualified instructor is retained.
All new full time teachers participate in the HCPS Alternative Certification Program (ACP) during the first two years in order to learn best teaching practices. Administration/school resource teacher/department heads guide new teachers through the ACP and observation/evaluation process. Co-teachers and department heads work extensively with new teachers.
All new full time instructional hires participate in HCPS Empowering Effective Teachers (EET) initiative which awards salary increases to all teachers based on sustained performance and progress up the career ladder. Performance levels are tied to a 3-year average of value added measures for classroom

teachers. The teacher evaluation is based on that value added along with peer evaluation data and administration evaluation data.

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

Administration/school resource teacher/department heads/co-teachers work closely with all new teachers to guide them through the Alternative Certification Program (ACP) and HCPS Empowering Effective Teachers (EET) observation/evaulation processes. Following all formal classroom observations, the observer meets with the program advisor or teacher to review the observation and offer suggestions for improvement and enhancement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Instructional Strategies: Post-secondary students do not take Florida standard assessments but rather end of course (EOC) exams and after graduation, industry certification, when applicable. Curriculum and instruction assists the students in gaining the knowledge needed to be proficient in their career. The EOC exams are aligned toward assisting students to pass the industry certification exams (if required in the industry) and to be employed in their chosen field.

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

LTC post-secondary student progess is monitored daily by teachers and bi-monthly by administration. Teachers and program advisors/administration meet as needed to provide stategies. HCPS provides a School Social Worker when needed for assistance.

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: 0

Skills Tutor is a program available online and in a computer lab setting with a qualified teacher for all students who need assistance. The assistance is designed to strengthen study skills and to increase student basic skills in the areas of reading, language and mathematics. The Test for Adult Basic Education (TABE) is given to all incoming LTC students to establish a baseline in the areas of reading, language and mathematics. The program advisor reviews the baseline TABE scores with potential students and goes over their options based on the scores prior to enrollment. If needed, Skills Tutor Remediation is recommended. The Florida DOE curriculum framework establishes basic skills exit requirements in certain post-secondary programs.

Strategy Rationale

Adequate basic skills are necessary to ensure student success in LTC programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Courtney, Ann Marie, annemarie.courtney@sdhc.k12.fl.us

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

While in the Skills Tutor Program, student progress is monitored by the remediation teacher. Students are re-tested in TABE after adequate time is spent in remediation and periodic quizzes show improvement in basic skills. This strategy allows the student to meet the basic skills exit requirement for their particular program.

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

N/A

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

The LTC school-wide Institutional Advisory Board (IAB) connects industry professionals with teachers, students, graduates, administration and the community to gain valuable input. LTC participates in the Great American Teach-In and is active in local Chamber of Commerce activities. Each LTC program also has an advisory committee comprised of teacher(s), administration, industry partners, past and present student(s) and community members.

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

LTC students who successfully complete the following programs may earn the following certification/ licensures:

Automotive - National Institute for Automotive Service Excellence (ASE) Certifications in:

(ASE) G-1, General Automotive Knowledge, (ASE) Automatic Transmissions, (ASE) Manual Transmissions, (ASE) Brakes, (ASE) Engine Repair, (ASE) Heating & AC, (ASE) Suspension & Steering, (ASE) Engine Performance, (ASE) Electrical

Childcare - For Apprenticeship: Florida Child Care Professional Creditial (FCCPC)

For Preschool Teacher: Child Care Development Specialist

Child Care Center Operations: This class is one requirement that leads to the Florida Director's Credential

Electricity - National Center for Construction Education and Research (NCCER) Electrical - Level 1

Emergency Medical Technician (EMT) - Florida EMT licensure along with National Registray (NREMT) licensure

Fire Fighter I&II - Florida Department of Financial Services, State Fire Marshall, Bureau of Fire Standards & Training, Fire Fighter I & II Certifications

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

Post-secondary LTC instructors integrate highly technical and career education in to the curriculum of each program on a daily basis to prepare adult students for the world of work.

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

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

Strategic Goals Detail

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

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

Targets Supported `1b`   🔍 G050845

Indicator	Annual Target
	0.0

Resources Available to Support the Goal `2`

- Industry experts and community partners on advisory committees
- State Curriculum Frameworks

Targeted Barriers to Achieving the Goal `3`

- Program completion (student personal issues leading to withdrawal from program)

Plan to Monitor Progress Toward G1. `8`

Continued accreditation by the Council on Occupational Education (COE)

Person Responsible

Ann Marie Courtney

Schedule

Monthly, from 7/1/2014 to 12/19/2014

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔍 S123456 = Quick Key

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

🔍 G050845

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

🔍 B127483

G1.B1.S1 If students feels comfortable sharing personal issues with their teacher or program advisor while in the program, the instructor or program advisor may assist the student with these issues. Barriers such as transportation, financial, and child care issues may be discussed and appropriate resources, when available, will be shared with the student. [4]

🔍 S139972

Strategy Rationale

Students will be successful if barriers are removed or lessened so the student is able to concentrate on the program of study.

Action Step 1 [5]

Provide intervention for students at risk of not completing a program

Person Responsible

Ann Marie Courtney

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Student program completion and placement rates

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

Track students at risk of not completing program

Person Responsible

Ann Marie Courtney

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Documentation of interventions and support provided

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

Progress toward program completion of those supported with interventions

Person Responsible

Ann Marie Courtney

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Program completion rate

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide intervention for students at risk of not completing a program	Courtney, Ann Marie	7/1/2014	Student program completion and placement rates	6/30/2015 monthly
G1.MA1	Continued accreditation by the Council on Occupational Education (COE)	Courtney, Ann Marie	7/1/2014	Course completion, job placement and licensure rates on COE Annual Report; number of industry certficiations earned and continued COE accreditation	12/19/2014 monthly
G1.B1.S1.MA1	Progress toward program completion of those supported with interventions	Courtney, Ann Marie	7/1/2014	Program completion rate	6/30/2015 monthly
G1.B1.S1.MA1	Track students at risk of not completing program	Courtney, Ann Marie	7/1/2014	Documentation of interventions and support provided	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.

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**