

Aparicio Levy Technical College



2014-15 School Improvement Plan

Aparicio Levy Technical College

10119 E ELLICOTT ST, Tampa, FL 33610

[no web address on file]

School Demographics

School Type

Other

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

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

Aparicio-Levy Technical Center will be valued and recognized for high expectations, industry credibility and relevant technical training. Our students will be equipped with the knowledge and skills necessary to meet their goals and contribute to the continued economic growth of the Greater Tampa Bay area.

Provide the school's vision statement

Aparicio-Levy Technical Center will establish a reputation as a leader in the education of adults.

School Environment

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

Prospective students meet with program advisors/counselors to learn about the school and its programs. The same program advisor/counselor conducts the Registration and remains the contact/person/liaison throughout the student's enrollment. The school conducts a schoolwide Orientation, and each program conducts an orientation on the first day of the program. In addition, every Spring, a Multicultural Festival is held at ALTC. Students and staff prepare a food item from their cultural to share at this luncheon. Note cards are placed in front of each dish denoting the country of origin, name of the dish and ingredients. Students, teachers, and staff members continue to work together as a team throughout 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

The school has established safety policies. Teachers and staff members are given written procedures and 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, to whom to report suspicious activity, etc.

The school also has a security system allowing entry into the school only through the Main entrance. All other doors remain locked and access is only available through these doors with student or HCPS identification badges. All other visitors must enter through the Main entrance, sign in and receive a visitor pass.

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 Orientation. 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/counselor or administration. Students may be placed on Behavioral Probation (according to printed policies) and withdrawn from the training program. Policies and procedures are clearly written and verbally reviewed with students. Written records of disciplinary actions are maintained.

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/counselor who serves as a liason and point of contact for questions and concerns. In addition, the school district employs a Social Worker, Psychologist, and academic tutorial staff who are available to all students. Student Services and Financial Assistance department personnel maintain up-to-date community resource information to assist students with personal issues.

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

Aparicio-Levy Technical Center is a postsecondary 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 consecutive days' absent with no instructor contact
- Failure of a course

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		
N/A		

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 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 program advisor and/or administrator. 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 counsels with the student on his/her options.

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

Aparicio-Levy 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. When permission is granted by the student, an instructor, program advisor/ counselor , or administrator will meet with the parent and student or communicate with the parent via other methods.

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 vocational training program has an Advisory Committee comprised of individuals who work in the industry and/or are potential employers of our graduates. The schools and instructors are kept up to date with current industry requirements and needs in order to ensure that the curriculum and training prepared graduates for entry-level employment in the industry. In addition, the school has an Institutional Advisory Committee (which also serves the School Advisory Council role). Community members graduates, and others are invited to participate in school functions including volunteering to tutor, being guest speakers, and participating on advisory committees.

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
	Principal

Duties

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

Principal
Assistant Principal for Curriculum
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

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
	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 Committee meeting each year, the IAC/SAC committee reviews last year's SIP plan (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

A preliminary draft of the current year's SIP/Strategic Plan is presented during the fall Institutional Advisory Committee (IAC/SAC) 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

Aparicio-Levy 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

N/A

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

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
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Duties

Describe how the LLT promotes literacy within the school

Aparicio-Levy Technical Center is a postsecondary institution. This section does not apply.

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 tests, shop/lab equipment and supplies are meeting the needs of the students and preparing the students for entry-level positions in industry. Several programs assist each other in meeting specialized curricular needs of the students, including the Business Program assisting with instruction in Employability Skills. Collaborative planning and cross-departmental 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

Aparicio-Levy Technical Center is a postsecondary vocational training institution. All vocational instructors must have at least 6 years' work experience in the field they wish to teach. Hiring qualified industry people to fill teaching positions, often at a salary lower than they can make in industry, is a challenge. Once hired, it is imperative that we develop and retain those instructors. Our new teachers participate in the school district's Alternative Certification Program during their first two years in order to learn best teaching practices. While our teachers do not have district-appointed Mentors, Aparicio-Levy's Assistant Principal for Curriculum works closely with all new teachers 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 SDHC implementing the 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. The teacher evaluation is based on that value added, along with peer evaluation data and principal/administration evaluation data.

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

As stated above, Aparicio-Levy's Assistant Principal for Curriculum works closely with all new teachers to guide them through the ACP and observation/evaluation processes. Following all formal classroom observations, the person who did the observation (administrator or district peer) meets with the teacher to review the observation and offer suggestions for improvement or 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: Teacher uses State Certification FLDOE curriculum guidelines. These are monitored by Administration and Departmental Personnel by walk in and formal observation. Textbook and materials/supplies are evaluated and updated as necessary.

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

Students do not take State Assessments. They have Industry Certification exams and end of course exams. Instructor is aligned with curriculum to assist students passing. Student progress monitored daily by instructor and bi-monthly by administration. Teacher, Program Advisor and administration meet as necessary to provide strategies to improve student performance.

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

Strategies within various areas that require improvement. Student progress is monitored by instructor.

Strategy Rationale

To improve student TABE, study skills and academics to ensure success in the program

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data is analyze & monitored for student progress through improvement with higher level TABE scores, classroom Student Academic Progress (SAP) and industry certification and end of course exam attainment.

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

Institutional and Program Advisory meetings, Chamber of Commerce meetings and Great American Teach-In.

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

Computer Systems and Information Technology (CSIT) Program and Industry Certification
Veterinary Assisting Program and Industry Certification.

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

Aparicio-Levy is a postsecondary institution and does not offer academic courses.

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 and industry certification will maintain at high levels, allowing for continued accreditation by institutional accrediting agency: Council on Occupational Education

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 and industry certification will maintain at high levels, allowing for continued accreditation by institutional accrediting agency: Council on Occupational Education

1a

 G050963

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

- Industry experts on advisory committees State Curriculum Frameworks

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G1. **8**

Student hire rates as evidenced by supplemental placement data.

Person Responsible

Steve Briant

Schedule

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

Evidence of Completion

Supplemental placement forms , course completion, COE annual report

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 and industry certification will maintain at high levels, allowing for continued accreditation by institutional accrediting agency: Council on Occupational Education **1**

 G050963

G1.B1 Program placement (student personal issues leading to withdrawal from program) **2**

 B127934

G1.B1.S1 Increase OCPs and full program completers placement **4**

 S140063

Strategy Rationale

Student completion of OCP's, lead to maintaining appropriate levels of COE Annual Report and continued accreditation.

Action Step 1 **5**

Assist students with job placement after graduation through contacts with business and community partners and advisory members.

Person Responsible

Steve Briant

Schedule

Evidence of Completion

Placement rates as reported on the COE annual report.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Track students job placement during enrollment and after graduation through teachers, advisory members and employers.

Person Responsible

Steve Briant

Schedule

Every 2 Months, from 8/19/2014 to 6/30/2015

Evidence of Completion

Student placement reports and COE annual report.

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

Person Responsible

Schedule

Evidence of Completion

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

Stay in contact with teachers, students and potential employers to keep accurate track and contact of student placements.

Person Responsible

Steve Briant

Schedule

Every 2 Months, from 8/19/2014 to 6/30/2015

Evidence of Completion

Students placement into the job market for which they trained.

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

Person Responsible

Schedule

Evidence of Completion

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	Assist students with job placement after graduation through contacts with business and community partners and advisory members.	Briant, Steve	7/1/2014	Placement rates as reported on the COE annual report.	monthly
G1.B1.S1.A2	[no content entered]			one-time	
G1.MA1	Student hire rates as evidenced by supplemental placement data.	Briant, Steve	8/19/2014	Supplemental placement forms , course completion, COE annual report	6/30/2015 monthly
G1.B1.S1.MA1	Stay in contact with teachers, students and potential employers to keep accurate track and contact of student placements.	Briant, Steve	8/19/2014	Students placement into the job market for which they trained.	6/30/2015 every-2-months
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Track students job placement during enrollment and after graduation through teachers, advisory members and employers.	Briant, Steve	8/19/2014	Student placement reports and COE annual report.	6/30/2015 every-2-months
G1.B1.S1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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