

Florida Department of Education Differentiated Accountability



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I

School Information

School Name: Learey Technical Center	District Name: Hillsborough County Public Schools
Principal: Ms. AnnMarie Courtney	Superintendent: Ms. Mary Ellen Elia

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SAC Chair: Mrs. Debbie Smith	Date of School Board Approval:
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Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (Verification and Enrollment Report for past 3 years, CPL for past 3 years, TABE and CASAS, Industry Certifications)
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Principal	Ms. AnnMarie Courtney	M.S. B.S. ESOL	4	8	<p>From 09 – 10, Enrollment Verification Report Information – OCP’s decreased by 24%, Overall Enrollment decreased by 12%.</p> <p>From 10 -11, Enrollment Verification Report Information – OCP’s decreased by 26% , Overall Enrollment decreased by 13%</p> <p>From 11 - 12, Enrollment Verification Report Information – OCP’s decreased by 34% , Overall Enrollment decreased by 38%</p>
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Assistant Principal	Ms. Kim Friedmeyer	M.Ed B.S. A.D.N.	5	5	<p>From 09 – 10, Enrollment Verification Report Information – OCP’s decreased by 24%, Overall Enrollment decreased by 12%.</p> <p>From 10 -11, Enrollment Verification Report Information – OCP’s decreased by 26% , Overall Enrollment decreased by 13%</p> <p>From 11 - 12, Enrollment Verification Report Information – OCP’s decreased by 34% , Overall Enrollment decreased by 38%</p>
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Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Advisory Board Recommends	Principal	Ongoing	
2. Recruit Alumni that work in the field.	Principal	Ongoing	
3. Performance Pay	General Director of Federal Programs	June 2013	
4. Professional Journal and Newspaper Advertisements	Marketing Team	Ongoing	
5. Regular Meetings of new teachers with Administration/ Peer Mentors	Principal/Assistant Principal for Curriculum	Ongoing	

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6. Partnering New Teachers with Veteran Staff	Principal/Assistant Principal for Curriculum	Ongoing	
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Non-Certified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified. Add more rows if needed.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A			

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Certified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ES OL Endorsed Teachers
21	3 (14%)	3 (14%)	16 (76%)	2 (10%)	6 (29%)	1 (5%)	1 (5%)	N/A	1 (5%)

Teacher Mentoring Program

June 2012
 Rule 6A-1.099811
 State Revised May 28, 2012
 Hillsborough Revised July 22, 2012

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Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kim Friedmeyer, APC	Thomas Shinel	Ms. Friedmeyer has 10 years teaching experience. Will oversee the TIP (Site Based Support) program and ACP as appropriate for Tom obtaining his professional District Teaching Certificate.	Monthly Meetings. Will assign a site based peer mentor. (Judy Klispie/ Eddie Perez) Tom will participate in a new teacher PLC focusing on Classroom Management and Curriculum development.

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<p>Kim Friedmeyer, APC</p>	<p>John Cavallero</p>	<p>Ms. Friedmeyer has 10 years teaching experience. Will oversee the TIP (Site Based Support) program and ACP as appropriate for John obtaining his professional District Teaching Certificate.</p>	<p>Monthly Meetings. Will assign a site based peer mentor. (Judy Klispie/ PD Carlisle) John will participate in a new teacher PLC focusing on Classroom Management and Curriculum development.</p>
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<p>Kim Friedmeyer, APC</p>	<p>Brian Maeda</p>	<p>Ms. Friedmeyer has 10 years teaching experience. Will oversee the TIP (Site Based Support) program and progress of ACP by taking college courses at St. Pete College as appropriate for Brian obtaining his professional District Teaching Certificate.</p>	<p>Monthly Meetings. Will assign a site based peer mentor. (Gary Marx/ Cindy Wells) Brian will participate in a new teacher PLC focusing on Classroom Management and Curriculum development.</p>
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<p>Kim Friedmeyer, APC</p>	<p>Royce Yancey</p>	<p>Ms. Friedmeyer has 10 years teaching experience. Will oversee the TIP (Site Based Support) program and progress of ACP by taking college courses at St. Pete College as appropriate for Royce obtaining his professional District Teaching Certificate.</p>	<p>Monthly Meetings. Will assign a site based peer mentor. (PD Carlisle) Royce will participate in a new teacher PLC focusing on Classroom Management and Curriculum development.</p>
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<p>Kim Friedmeyer, APC</p>	<p>Steve Conti</p>	<p>Ms. Friedmeyer has 10 years teaching experience. Will oversee the TIP (Site Based Support) program and progress of ASE Certifications and Professional Educator's Exam as appropriate for Steve obtaining his professional District Teaching Certificate.</p>	<p>Monthly Meetings. Will assign a site based peer mentor. (Judy Klispie/ Eddie Perez) Steve will participate in a new teacher PLC focusing on Classroom Management and Curriculum development.</p>
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Response to Instruction/Intervention (RtI)

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School-Based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes:

- Principal
- Assistant Principal for Curriculum
- SAC Chair
- Program Advisor
- Department Head for Program Area
- Instructor for Student in Question

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs. The major goal is for all students to not only complete their course of studies, but to attain the related licensure or post-industry certification connected to their programs of study. Ultimately, successful completion and licensure/certification is anticipated to lead to employment in their area of study. The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will meet at least monthly and as needed and use the problem solving process to:

- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data within individual programs of study (to include: enrollment, completion, placement and licensure/post-industry certification rates)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Communication with major stakeholders (e.g., students, business partners and advisory board members) regarding student outcomes through data summaries (COE Annual Report)

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Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and through the annual meeting in the 2012– 2013 School Year.
- The School Improvement Plan is the working document that guides the work of the PSLT.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of each WDIS period in January, June and July. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

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Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

N/A for Learey Technical Center. The data that is the driving force for our assessment and changes in curriculum/approach to instruction is our monthly, quarterly and yearly Enrollment Verification Reports and review of individual programs enrollment, completion, placement and licensure/post-industry certifications on an informal basis as the individual programs end and on a formal basis when collecting, reviewing, analyzing and submitting the data to COE in the annual report.

Describe the plan to train staff on RtI.

Staff received overview training over the course of several faculty meetings in the 2011– 2012 school year, as well as in pre-planning for both the 2011 – 2012 and the 2012 – 2013 school years. The use of RtI at Learey Technical Center is in the “emerging” stage. We will continue to train and include key faculty meetings in trainings as applicable at the post-secondary level.

PART II: EXPECTED IMPROVEMENTS

Academic Goals

When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

ACADEMIC GOALS	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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Student Services and Administration will be relocated to Leto High School campus and fully functional no later than October 15, 2012 in the temporary construction trailer. Signage and New	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1. Receiving approval from COE for a change of main campus.	1.1. Strategy Complete necessary paperwork and prepare responses required for COE to request the substantive change of moving the main campus.	1. - 1.4 Who AnnMarie Courtney, Principal Kim Friedmeyer, Assistant Principal for Curriculum Learey Department Heads Learey Faculty and Staff	1.1. First WDIS Check (January 2013) Second WDIS Check (June 2013) Third WDIS Check (July 2013) COE Annual Report (December 2013)	1.1. During WDIS Checks/COE Annual Report		
			1.2 Notifying our students/potential students about our new location maintaining our Learey Technical Center identity without becoming branded as "Leto High School".	1.1. Action Steps Submit application for main campus location change to COE before the Fall COE meeting.	How 1.1 Submit reports and communicate with COE per main campus relocation in accordance with COE requirements/regualtions.				
			1.3 Data systems and registration systems having the correct amount of data lines to run efficiently		1.2				

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<p>Mail Route/ Address will be installed no later than December 31, 2012.</p>			<p>1.4 Becoming part of the Leto High School Culture.</p>	<p>1.2 Strategy Market new location and NEW program offerings at Learey at Leto.</p> <p>Action Steps</p> <p>Arrange for the phone lines and fax lines to be forwarded to the new numbers assigned to our location for at least one year.</p> <p>Begin giving out the new numbers and directions to the new location on print material/ emails/website and by phone even though the old Learey numbers are scheduled to be</p>	<p>Change voicemails/ First Class Signature blocks/website to identify new location and new programs at Learey at Leto.</p> <p>Schedule/Hold monthly informational meetings about Learey programs with an emphasis on the New program offerings at Learey at Leto.</p> <p>1.3 Regular communication with the district's information technology division to ensure smooth transition/roll over of data needed at new site.</p> <p>1.4 First WDIS Check</p> <p>Second WDIS Check</p>				
<p>Three permanent modular structures will be installed and fully functional no later than March 31, 2013.</p>									
<p>Student Services and Administration will be relocated to the permanent modular structures no later than April</p>									

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15, 2013.				<p>forwarded for one year.</p> <p>Host Monthly Informational Meetings about Learey move and the NEW program offerings at Learey at Leto.</p>	<p><u>Third WDIS Check</u></p> <hr/> <p><u>COE Annual Report</u></p>				
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	<p>Learey Technical Center has been in the state of change/relocation for the past 18 months. We have requested 3 new ISC's that were approved by COE. We have moved programs to three primary locations: Erwin Technical Center, Workforce Tampabay and Leto High School. The final phase of the</p>	<p>Learey Technical Center will have a Student Services Center and Administrative offices located in a permanent structure and fully functional at Leto High School by the end of the 2012 – 2013 school year.</p>							
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	relocation is to establish Student Services and Administration at Leto High School.								
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		<p>1.3</p> <p>Strategy</p> <p>Work with the district communications office to ensure proper data is installed to operate First Class/Lawson and our Registration systems.</p> <p>Action Steps</p> <p>Meet with District IT personnel to discuss data requirements.</p> <p>Provide feedback of the functional level of the data packages that is installed in the construction trailer at Leto.</p> <p>Meet to discuss</p>	<p>1.4</p> <p>Schedule opportunities for regular communication with the Leto High School administration to ensure smooth transition and symbiotic relationship when sharing a campus.</p>				
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		<p>data needs in Learey at Leto modulars</p> <p>Work with Director of WCE to make funding available for data needs.</p> <p>1.4</p> <p>Strategy</p> <p>Develop positive working relationships with the administration and faculty at Leto High School.</p> <p>Action Steps</p> <p>—</p> <p>Principals of Learey and Leto will meet at least once/month to communicate issues and updates about</p>					
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		<p>sites that are pertinent for a symbiotic relationship on one campus.</p> <p>Assistant Principal meetings at least once/ week to ensure high level of communication about events that are occurring for each school that are pertinent for a positive working relationship between schools.</p> <p>Encourage Learey personnel participation/ support of events and functions on Leto campus to foster a positive relationships.</p>					
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	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			<p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>			

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<u>Goal #2: ENROLLMENT</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
		<u>Strategy</u>	<u>Who</u>		<u>2-3x Per Year</u>		
	Decreased financial aid and grant offerings for students due to the state of the current economy for the 2012 – 2013 school year. Programs at Learey are not long enough to be eligible for Pell Grant and Federal student loans. In addition, District Financial Aid has consistently decreased over the past 3 years.	<p>Pursue alternative funding sources to include:</p> <p>Private Grants</p> <p>Florida Bright Futures</p> <p>Florida Pre-Paid Tuition</p> <p>VA Funding (Pre-9-11, Post 9-11 and National Guard Education Benefits)</p> <p>Public Grants – WIA, WIA – Youth, CARIBE, INVEST, Hillsborough Education Foundation,</p>	<p>Kim Friedmeyer, APC (acting Student Services Department Head)</p> <p><u>How</u></p> <p>Request status reports at student services’ department meetings which are scheduled twice a month.</p> <p>Assist with any training/ travel requests for Marketing PLC members to obtain training on current laws or application processes for funding.</p> <p>Educate Department Heads and Instructors on techniques to actively promote and market for their program areas.</p>	<p><u>First WDIS Check</u></p> <p>(January 2013)</p> <p><u>Second WDIS Check</u></p> <p>(June 2013)</p> <p><u>Third WDIS Check</u></p> <p>(July 2013)</p> <p><u>COE Annual Report</u></p> <p>(December 2013)</p>	<p>Monitor Enrollment Verification Reports.</p> <p>Analyze the Student Services’ Survey to look for trends that effect enrollment.</p> <p><u>During WDIS Checks/ COE Annual Report</u></p> <p>Not Evident</p> <p>Emerging</p> <p>Operational</p> <p>Highly Functional</p>		
			<u>First WDIS Check</u>				

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		<p>Tampa Housing Authority</p> <p>Action Steps</p> <hr/> <p>Marketing PLC meets monthly to share funding opportunities they have discovered/ pursued by attending community events, outreach groups and research findings.</p> <p>Members of the Marketing PLC schedule regular meetings with grant coordinators for both private and public grant offerings.</p> <p>Public and Private Grant coordinators are invited to</p>	<p>Attend FACTE training on how to market PSAV programs.</p> <p>Marketing PLC group will have met a minimum of 4 times by the end of January 2013.</p> <p>Grant Coordinators will be invited to a minimum of six student registrations to provide information about funding opportunities.</p> <p>All Department Heads will be given information sheets about funding sources to share with instructors and potential students.</p> <p>Funding Sources Information Sheet will be available and prominently displayed in the front office for walk-in students.</p> <p>Marketing Strategies will be shared/ discussed at faculty meetings.</p>				
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		<p>attend student registrations and information sessions.</p> <p>Financial Aid officers are assigned to stay current with guidelines and attend trainings for the distribution of VA Educational Benefits, Bright Futures and Florida Pre-Paid Tuition.</p>	<p><u>Second WDIS Check</u></p> <p>Marketing PLC group will have met a minimum of 5 times by the end of June 2013.</p> <p>Grant Coordinators will be invited to a minimum of six student registrations to provide information about funding opportunities.</p> <p>All Instructors will include information sheets about funding sources for continuing their education in student orientation packets.</p> <p>Funding Sources Information Sheet will be available for downloading from the Learey.edu website.</p> <p>Financial Aid counselors will have attended a minimum of one workshop/ training on education benefits and application procedures</p>				
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			<p>for VA Funding, Bright Futures and Florida Pre-Paid.</p> <p>Marketing Strategies will be shared/ discussed at faculty meetings.</p> <p><u>Third WDIS Check</u></p> <p>—</p> <p>Marketing PLC members will update marketing plan and focus for the next school year.</p> <p>Program Advisors/ Administrators will attend FACTE conference for new marketing training and funding updates.</p> <p>Financial Aid Counselors will research/track any changes to regulations overseeing VA Funding, Bright Futures and Florida Pre-Paid.</p>				
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			<p>Schedule meetings with Grant Coordinators to discuss procedures and funding availability for the next school year.</p> <p><u>COE Annual Report</u></p> <p>Enrollment rate for Learey will be at or above COE acceptable range.</p>				
<p>Enrollment in the LCP/OCP programs will be equal to or no more than a 25% decrease of the 2011-2012 enrollment rate.</p> <p>Total Enrollment for the school (OCP and Professional Development offerings) will be equal to or no more than 15% decrease from the 2011 – 2012 enrollment rate.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>LCP/ OCP Total Enrollment = 609 (26% decrease from 2010)</p> <p>Overall School Total Enrollment = 5,411 8,787 (13% decrease from 2010)</p>	<p>LCP/ OCP Total Enrollment is between 1341 and 1788</p> <p>Overall School Total Enrollment between 7,469 and 8,787</p>					
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		<p>2.2. Decreased educational dollars in our business partners' budgets for training in the 2012 – 2013 school year.</p>	<p>2.2. <u>Strategy</u> Offer free needs' assessments to our business partners to customize training to meet their priorities. Provide contact information to our business partners to pursue incumbent worker grants. <u>Action Steps</u> Department Heads will notify and/or remind all business partners that we can help maximize their training dollars by completing training needs' assessments and customized training. Department Heads will provide any available incumbent worker grant information and/or available updates at advisory board meetings.</p>	<p>2.2. <u>Who</u> Department Heads <u>How</u> Dissemination of information through mail lists/individual appointments and advisory board meetings with business partners <u>First WDIS Period</u> Department Heads give brief report at monthly Department Head meetings. Administration attends advisory board meetings and/or reviews minutes to ensure this information is included. <u>Second WDIS Period</u> Department Heads give brief report at monthly</p>	<p>2.2. <u>First WDIS Check</u> (January 2013) <u>Second WDIS Check</u> (June 2013) <u>Third WDIS Check</u> (July 2013) <u>COE Annual Report</u> (December 2013)</p>	<p>2.2. <u>2-3x Per Year</u> <u>Schedule a minimum of 2 Advisory Board Meetings per program each year.</u> Department Heads follow up with Business Partners at least once each WDIS period. <u>During WDIS Checks/COE Annual Report</u> Not Evident Emerging Operational Highly Functional</p>	
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				<p>Department Head meetings.</p> <p>Administration attends advisory board meetings and/or reviews minutes to ensure this information is included.</p> <p><u>Third WDIS Period</u></p> <p>—</p> <p>—</p> <p>Department Heads give brief report at monthly Department Head meetings.</p> <p>Administration attends advisory board meetings and/or reviews minutes to ensure this information is included.</p>			
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		<p>2.3. Marketing Budgets are very limited for Learey. Difficult to compete with the marketing efforts of private schools.</p>	<p>2.3. <u>Strategy</u> Increase participation in free community events to promote available programs. Provide Continuing Education Guides to the public Partner with our area Full Service Centers (Sanchez and Just) to market our programs and to be and off-site partner for providing career advising and enrollment services to their clients.</p> <p><u>Action Steps</u> Program Advisors will pursue community event opportunities and flex their work schedules to attend and provide information about Learey. Provide and re-stock Continuing Education</p>	<p>2.3. <u>Who</u> Freda Cary, Assistant Manager for Marketing CTAE Program Advisors Marketing PLC Members Debbie Smith, Full Service Center Delegate Colleen Scharber, Full Service Center Alternate</p> <p><u>How</u> Participation in Formal and Informal networks with Program Advisors in all HiTEC centers, Career Centers and Adult sites to maximize disseminating information and coordinating event participation efforts.</p>	<p>2.3. <u>First WDIS Check</u> (January 2013) <u>Second WDIS Check</u> (June 2013) <u>Third WDIS Check</u> (July 2013) <u>COE Annual Report</u> (December 2013)</p>	<p>2.3. <u>2-3x Per Year</u> Participation in Program Advisor meetings and PLC for HiTEC Marketing Strategies and Planning for Special Community Events. Review level of participation and leads obtained at the community events. Verify that all leads for Learey have a timely follow up and documentation of outcome to include the on-line requests for information. <u>During WDIS Checks/COE Annual Report</u> Not Evident Emerging Operational Highly Functional</p>	
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			<p>Guides to the public by disseminating them to business partner offices and public access buildings.</p> <p>Designate 1 Full Service Center delegate and one alternate to participate in monthly resource meetings.</p>	<p>Program Advisors make rounds at public locations and events to stock/re-stock Continuing Education Guides.</p> <p>On-line mechanism in place for potential students to obtain training/education information (i.e. Lynx and Learey Website)</p> <p>Participation in Full Service Center Monthly Resource Meetings.</p> <p><u>First WDIS Period</u></p> <p>—</p> <p>Create a Contact List that includes all HiTEC, Career Center and Adult Ed Program Advisors.</p> <p>Participate in a minimum of 3 Community Events to provide information about our training to the public.</p> <p>Send Representative to district HiTEC marketing committee meetings when</p>		
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				<p>scheduled.</p> <p>Track and respond to on-line requests for information within 2 business days of receipt. (ongoing)</p> <p><u>Second WDIS Period</u></p> <p>Participate in a minimum of 3 Community Events to provide information about our training to the public.</p> <p>Send Representative to district HiTEC marketing committee meetings when scheduled.</p> <p>Track and respond to on-line requests for information within 2 business days of receipt. (ongoing)</p> <p><u>Third WDIS Period</u></p> <p>Participate in a minimum of 1 Community Event to provide information about our training to the public.</p>			
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				<p>Send Representative to district HiTEC marketing committee meetings when scheduled.</p> <p>Track and respond to on-line requests for information within 2 business days of receipt. (ongoing)</p>			
	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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<p><u>Goal #3: Licensure/Post-Industry Certifications</u></p>	<p>3.1. It is difficult to gather licensure information after the student has exited the program of study.</p>	<p>3.1 Strategy Identify the reasons it is difficult to obtain licensure information.</p>	<p>3.1. <u>Who</u> Faculty Administrative Team</p>	<p>3.1. <u>First WDIS Check</u> (January 2013)</p>	<p>3.1. <u>2-3x Per Year</u> Administrators will verify licensure data is submitted within 60 days after a licensure program has ended.</p>		
		<p>Develop a plan to overcome identified barriers.</p>	<p><u>How</u> Time allotment in faculty meetings to discuss barriers.</p>	<p><u>Second WDIS Check</u> (June 2013)</p>	<p>Department Heads are directed to follow up with instructors regarding incomplete or missing submissions.</p>		
		<p><u>Action Steps</u></p>	<p>Focused Administrative Team meeting to develop an action plan.</p>	<p><u>Third WDIS Check</u> (July 2013)</p>			
		<p>Schedule time during faculty meetings for the teachers to identify and discuss barriers they have had when gathering licensure information.</p>	<p><u>First WDIS Period</u></p>	<p><u>COE Annual Report</u> (December 2013)</p>	<p><u>During WDIS Checks/COE Annual Report</u></p>		
		<p>Based on the information</p>	<p>Schedule time in faculty meetings and administrative team meetings to discuss this issue. Administrative team</p>		<p>Not Evident Emerging Operational Highly Functional</p>		

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		<p>gained in faculty meetings, the Administrative Team will develop an action plan to overcome the identified barriers.</p>	<p>develops and disseminates plan to faculty.</p> <p><u>Second WDIS Period</u></p> <p>Ask faculty for feedback if plan is increasing the information gathered.</p> <p>Adjust action plan if necessary after receiving feedback.</p> <p><u>Third WDIS Period</u></p> <p>—</p> <p>Compile preliminary report of licensure data.</p> <p>Utilize preliminary report to determine if follow-up contact is needed.</p> <p><u>COE Annual Report</u></p> <p>Final data is submitted to COE on the Annual Report.</p>				
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<p>Programs requiring licensure will be \geq the COE Institutional Acceptable Rate for the 2012 – 2013 school year.</p> <p>Faculty and Staff will assist students in registering for Licensure and Post-Industry certification exams prior to completing their training during the 2012 – 2013 school year.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>94.83%</p> <p>(> COE Acceptable Rate)</p>	<p>Institutional Licensure Rate will be > COE Acceptable Rate</p>					
	<p>Emerging system in place for tracking programs with possible post-industry certifications</p>	<p>Operational system in place for tracking programs with possible post-industry certifications</p>					

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		<p>3.2. A uniform system is needed to gather post-industry certification data for Divisional Program Services to compile an accurate report.</p>	<p>3.2. Strategy Offer to assist Divisional Program Services in developing a procedure to collect and report post-industry certification data. <u>Action Steps</u> APA is available to assist in developing a uniform procedure for collecting and reporting post-industry certification data. Routinely remind teachers of the necessity of collecting post-industry certification information in addition to licensure information. Inform students of the importance of sharing post-industry certification data with the instructor after graduation.</p>	<p>3.2. <u>Who</u> APA Administrative Team Instructional Faculty Program Advisors <u>How</u> (Ongoing) <u>First WDIS Period</u> <u>Second WDIS Period</u> <u>Third WDIS Period</u> — APA meets with DPS a</p>	<p>3.2. <u>First WDIS Check</u> (January 2013) <u>Second WDIS Check</u> (June 2013) <u>Third WDIS Check</u> (July 2013) <u>COE Annual Report</u> — (December 2013)</p>	<p>3.2. <u>2-3x Per Year</u> — Administrators will verify post-industry certification data is submitted within 60 days after a PSAV program has ended. Department Heads are directed to follow up with instructors regarding incomplete or missing submissions. <u>During WDIS Checks/COE Annual Report</u> Not Evident Emerging Operational Highly Functional</p>	
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				<p>minim of three times a year.</p> <p>Faculty Meeting Announcements</p> <p>Program Advisors disseminates information to students at registration about the importance of informing the school about their post-industry certifications.</p> <p>Teachers disseminate information to students during class and at graduation about the importance of informing the school about their post-industry certifications.</p>			
	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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<p><u>Goal #4: Placement</u></p>	<p>4.1. Current economical situation. Businesses are not hiring and/or downsizing.</p>	<p>4.1. Strategy Develop and Maintain close working relationships with business partners representative of all of our PSAV offerings. <u>Action Steps</u> — Advisory Board Agendas to include information about upcoming graduations and numbers of graduates. Ask Advisory Board Business partners about current hiring trends and their procedures for new hires.</p>	<p>4.1. <u>Who</u> Department Heads Student Services PSAV Instructors Alice Lima Employment Resource Binder designee <u>How</u> — Share the strategy and action steps with Department Heads and Faculty. <u>First WDIS Period</u> — Hold Faculty meeting to share this information.</p>	<p>4.1. <u>First WDIS Check</u> (January 2013) <u>Second WDIS Check</u> (June 2013) <u>Third WDIS Check</u> — (July 2013) <u>COE Annual Report</u> — (December 2013)</p>	<p>4.1. <u>2-3x Per Year</u> Faculty Meetings Department Head Meetings Binder Review <u>During WDIS Checks/COE Annual Report</u> Not Evident Emerging Operational Highly Functional</p>		
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		<p>Ask Advisory Board Business Partners to send (email/fax/phone) information directly to the PSAV program Department Heads regarding any openings.</p> <p>Ask Instructors to maintain working relationships with business partners and community members to share information about employment opportunities.</p> <p>Central Office will have a designee to maintain an Employment Resource binder for graduates.</p>	<p>Prepare the Employment Resource binder</p> <p><u>Second WDIS Period</u></p> <p>APC to follow up with DH and Resource Binder Designee to review leads</p> <p>Encourage DH's to remind instructors about the importance of seeking and sharing employment leads.</p> <p><u>Third WDIS Period</u></p> <p>APC to follow up with DH and Resource Binder Designee to review leads</p> <p>Encourage DH's to remind instructors about the importance of seeking and sharing employment leads.</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Placement Rate for PSAV Programs will be \geq the COE Institutional Acceptable Rate for the 2012 – 2013 school year.</p> <p>Centralized Student Services' Center's Placement Coordinator for PSAV programs will be utilized to assist students with job searches and setting up interviews.</p> <p>All PSAV students will create a portfolio for interviewing as part of their training program. This portfolio will include at the minimum: Current Resume, Cover Letter, Interview Follow-up Letter, Sample Resignation Letter, Certficiations/Awards and Sample Work Relevant to Employment.</p>							

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	78.58% (> COE Acceptable Rate)	Institutional Placement Rate will be > COE Acceptable Rate					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		4.2. Business partners are sharing that they receive many applications for every open position.	4.2. <u>Strategy</u> Develop and Maintain close working relationships with business partners representative of all of our PSAV offerings. <u>Action Steps</u> Stress the importance of providing accurate references for students/ graduates. Advisory Board Agendas to include information about upcoming graduations and numbers of graduates. Ask Advisory Board Business partners about current hiring trends and their procedures for new hires. Ask Advisory Board Business Partners to send (email/fax/phone) information directly to the PSAV program Department	4.2. <u>Who</u> Department Heads Student Services PSAV Instructors Alice Lima Employment Resource Binder designee <u>How</u> Share the strategy and action steps with Department Heads and Faculty. <u>First WDIS Period</u> Hold Faculty meeting to share this information. Prepare the Employment	4.2. <u>First WDIS Check</u> (January 2013) <u>Second WDIS Check</u> (June 2013) <u>Third WDIS Check</u> (July 2013) <u>COE Annual Report</u> (December 2013)	4.2. <u>2-3x Per Year</u> <u>During WDIS Checks/COE Annual Report</u> Not Evident Emerging Operational Highly Functional	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>Heads regarding any openings.</p> <p>Ask Instructors to maintain working relationships with business partners and community members to share information about employment opportunities.</p> <p>Central Office will have a designee to maintain an Employment Resource binder for graduates.</p>	<p>Resource binder</p> <p><u>Second WDIS Period</u></p> <p>—</p> <p>APC to follow up with DH and Resource Binder Designee to review leads —</p> <p>Encourage DH's to remind instructors about the importance of seeking and sharing employment leads.</p> <p><u>Third WDIS Period</u></p> <p>—</p> <p>APC to follow up with DH and Resource Binder Designee to review leads —</p> <p>Encourage DH's to remind instructors about the importance of seeking and sharing employment leads.</p>			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>4.3. Learey Technical Center does not have one person designated/ assigned to job placement services. This is just one of many job duties for each member of the student services staff as well as for the individual program instructors and department heads.</p>	<p>4.3 <u>Strategy</u> Ensure that Employment Resources information is centrally located and readily accessible to all. <u>Action Steps</u> Central Office will have a designee to maintain an Employment Resource binder for graduates. Employment Resources will be given to the designee in a timely basis.</p>	<p>4.3. <u>Who</u> Department Heads Student Services PSAV Instructors Alice Lima Employment Resource Binder designee <u>How</u> Share the strategy and action steps with Department Heads and Faculty. <u>First WDIS Period</u> Hold Faculty meeting to share this information. Prepare the Employment</p>	<p>4..3. <u>First WDIS Check</u> (January 2013) <u>Second WDIS Check</u> (June 2013) <u>Third WDIS Check</u> (July 2013) <u>COE Annual Report</u> (December 2013)</p>	<p>4.3. <u>2-3x Per Year</u> <u>During WDIS Checks/COE Annual Report</u> Not Evident Emerging Operational Highly Functional</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

				<p>Resource binder</p> <p><u>Second WDIS Period</u></p> <p>—</p> <p>APC to follow up with DH and Resource Binder Designee to review leads —</p> <p>Encourage DH's to remind instructors about the importance of seeking and sharing employment leads.</p> <p><u>Third WDIS Period</u></p> <p>—</p> <p>APC to follow up with DH and Resource Binder Designee to review leads —</p> <p>Encourage DH's to remind instructors about the importance of seeking and sharing employment leads.</p>			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		
	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p> <p>Nine Week Check</p> <p>What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check</p> <p>What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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<p>Goal #5: _____</p> <p>Communication with faculty and staff.</p>	<p>5.1</p>	<p>5.1.</p> <p>Strategy</p> <p>Action Steps</p>	<p>5.1.</p> <p>Who</p> <p>How</p> <p>First Nine Week Check</p> <p>Second Nine Week Check</p> <p>Third Nine Week Check</p>	<p>5.1.</p> <p>First Nine Week Check</p> <p>Second Nine Week Check</p> <p>Third Nine Week Check</p>	<p>5.1.</p> <p>2-3x Per Year</p> <p>During Nine Weeks</p>		
<p>Faculty and Staff will perceive that communications concerning the school are clear, concise and timely.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>School Climate and Perception survey for the 2010 – 2012 school year indicated:</p>	<p>School Climate and Perception survey for the 2012 – 2013 school year will indicate:</p>					
	<p>Faculty and Staff have offered feedback during department and faculty meetings indicating that they do not believe they receive timely and accurate communication from administration about school issues.</p>	<p>Faculty and Staff will provide feedback during the department and faculty meetings indicating they believe the receive timely and accurate communication from administration about school issues.</p>					

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		5.2.	5.2.	5.2.	5.2.	5.2.	
			Strategy	<u>Who</u>		<u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

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		6.3	6.3. Strategy	6.3. <u>Who</u>	6.3.	6.3. <u>2-3x Per Year</u>	
			<u>Action Steps</u>	<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

**Professional
Development
(PD) aligned with
Strategies through**

June 2012
 Rule 6A-1.099811
 State Revised May 28, 2012
 Hillsborough Revised July 22, 2012

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Empowering Effective Teachers/Teach Like a Champion – Focused PLC.

All Post-Secondary PSAV Instructors – Combined group of Learey Technical Center and Aparicio-Levy Technical Center Instructors

6 Separate Focused PLC's

Group #1 Members:
Ann Lyons
Colleen Scharber
Francisca Whitson

Facilitators are:
Group #1:
Kim Friedmeyer
Anabel Machin-Dominguez
Steve Fortier

Group #2:
Cindy Wells
Debbie Smith

Group #3:
Deborah Mosley
PD Carlisle
Steve Briant

Group #4:
Ernie Lisi

Group #5:
Karen Waechter
Kelliejo Montes
Rose Tozzi

Group #6:
Janeel Shulmister and Mark Vargo

Group # 4 Members:
AnnMarie Courtney
Brenda Russ
Judy Klispie

These focused PLC groups will meet a minimum of 6 times before Thanksgiving Break to read and discuss the content of the book “Teach Like a Champion” by Doug Lemov.

Facilitators will maintain attendance and provide a brief report of discussions and actions taken by teachers/paraprofessionals as a result of this group book study and focused PLC to administration on a monthly basis.

AnnMarie Courtney, Principal

The groups will continue to meet throughout the year to work together in a focused PLC to discuss techniques they are incorporating into their classrooms with adult students and the results. In addition, groups will use the ETT Observation Tool to discuss domains and actions that can lead to “exemplary” on the evaluation rubric.

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Group #5 Members:

Katrina Holsonback

Ken Brewer

Steve Conti

Group # 6 Members:

Alma Childs

Erika Perez

Randee Gildea

Truby Lipham

Wendy Conley

Marketing Maniacs PLC	<p>Program Advisors/ Guidance Counselors and Instructors committed to research and identify ways to market HiTEC programs given budgetary constraints.</p>	Debbie Smith	Group Members;		Monthly Meetings	<p>Facilitator will maintain attendance records and meeting minutes. Facilitator will share suggestions/recommendations/plans suggested in these meetings with administration on a monthly basis.</p>	Student Services Department Head
			Rose Tozzi				
			Kelliejo Montes				
			Wendy Conley				
			Francisca Whitson				
			Mara Esquia				

Engagement Goals

Career and Technical Education Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

CAREER AND TECHNICAL EDUCATION GOAL(S)	Problem-Solving Process to Career and Technical Education						
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Career and Technical Education - Communication</p> <p><u>Career and Technical Education Goal #1:</u></p> <p>Learey Technical Center will conduct a minimum of two Advisory Board meetings for each program area during the 2012 – 2013 school year. In addition, Learey will hold at least one Institutional Advisory Committee meeting during the 2012 – 2013 school year.</p>	<p>1.1.</p> <p>Finding industry partners/ community members who are willing to volunteer and commit to attending and supporting our program advisory boards.</p>	<p>1.1.</p> <p>Department heads will develop and/ or maintain relationships with industry and business partners, focusing on those who allow our students to participate in on-the-job training and/or clinical at their work sites. They will also establish and maintain relationships with our community and business partners who hire our students.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
	<p><u>2012 Current level of Community Perception*</u></p>	<p><u>2013 Expected level of Community Perception.*</u></p>					
	<p>N/A</p>	<p>N/A</p>					

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		1.2. Scheduling meeting times/dates convenient for all members to attend.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

CAREER AND TECHNICAL EDUCATION GOAL(S)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2. Career and Technical Education - Student Learning <u>Career and Technical Education Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
	<u>2012 Current level of Community Perception:*</u>	<u>2013 Expected level of Community Perception:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Career and Technical Education Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Community Involvement Goal(s)

Additional Goal(s)

Continuous Improvement

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Continuous Improvement Goal	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Continuous Improvement Goal</p> <p><u>Continuous Improvement Goal #1:</u></p>	<p>1.1.</p> <p>- Not enough time to meet</p>	<p>1.1.</p> <p>PLCs will meet on all half days for additional time (<i>Non-Standard Waiver</i>)</p>	<p>1.1.</p> <p><u>Who</u></p> <p>Administration</p> <p><u>How</u></p> <p>- Administration will review PLCs logs and provide feedback.</p>	<p>1.1.</p> <p>PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.1.</p> <p>PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 61.5% in 2012 to 75% in 2013.</p>	61.5%	75%					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.2.</p> <ul style="list-style-type: none"> - Not all staff is trained in PLCs. - PLC Facilitators/ Subject Area Leaders are not all trained to lead PLCs. - Difficulty making the transition for keeping meetings curriculum and student focused. 	<p>1.2.</p> <p>Key staff will provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/subject area/ Department PLCs. A faculty study will be conducted during the first semester – “<i>The Collaborative Teacher.</i>”</p>	<p>1.2.</p> <p><u>Who</u></p> <p>Principal and trained staff members</p> <p><u>How</u></p> <ul style="list-style-type: none"> - Administration will review PLCs logs and provide feedback. 	<p>1.2.</p> <p>PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.2.</p> <p>PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>	
		<p>1.3.</p> <ul style="list-style-type: none"> - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings. 	<p>1.3.</p> <p>PLC log templates will be created that include the SIP’s goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.</p>	<p>1.3.</p> <p><u>Who</u></p> <p>Administration</p> <p>Teachers who have received District training in PLCs and PLC Facilitation</p> <p><u>How</u></p> <ul style="list-style-type: none"> - Administration will review PLCs logs. 	<p>1.3.</p> <p>PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.3.</p> <p>PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Continuous Improvement Goal Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Subtotal:	
Technology	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

End of Additional Goal(s)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes

No

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the activities of the School Advisory Council for the upcoming year.

Goal #1:

RELOCATION OF THE MAIN CAMPUS TO LETO HIGH SCHOOL