

# Florida Department of Education



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

**School Improvement Plan - Uploading to the  
Florida DOE Website**

## Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1

When you are finished with your SIP (or each time you progress monitor and make updates), follow the steps listed below to upload/re-upload your SIP to the Florida DOE website

### Steps

- Go to: <http://flbsi.org/>

#### Screen #1

- On the left hand side, click on “Submit or View School Improvement Plan”.

#### Screen #2

- Select Type of Plan – School Improvement Plan.
- Select School District – Find the District in the drop down menu and click on Hillsborough.
- Select School – Find your school in the drop down menu and click on your school.
- Password – Type 29 followed by your four digit site number. Example for Greco Middle – 291781.
- Click on “Click Here to Log In.”

#### Screen #3

- Click on “Upload my 2012-2013 School Year Plan (Word, PDF)”.

#### Screen #4

- Find the box at the top of the page that says “2012-2013 SIP Upload”. In the box:
  - Click on “Browse” to go to your computer’s files. Click on your SIP Word document.
  - Click on “Upload file.”

**Repeat the same process each time you make changes to your SIP Word document and re-submit to the FDOE website**

## 2012 – 2013 SCHOOL IMPROVEMENT PLAN

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**PART I: SCHOOL INFORMATION**

School Name: Henry W. Brewster Technical Center	District Name: Hillsborough County
Principal: Paula C. Clark	Superintendent: MaryEllen Elia
SAC Chair: Dr. James Barnard	

**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).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (Verification Report, Enrollment Report, CPL, TABE, CASAS, School Climate Survey and Certification attainment )
Principal	Paula C. Clark	Advanced Vocational Masters – USF Local Director Certification – USF Board Certified Licensed Optician	4	15	11-12 Verification Report: 1980 Students served and 1907 LCP’s/OCP’s attained. 83.15% Completion and 60.73% Placement  10-11 Verification Report: 3109 student served and 3014 LCP’s/OCP’s attained. CPL 75.7% Completion and 60.73% Placement  09-10 Verification Report: 3699 student served and 2956 LCP/OCP’s attained. CPL 82.14 % Completion and 82.81 Placement.

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Assistant Principal	Franca Washington	Masters Degree Admin./Leadership – Nova University	9	9	<p>11-12 Verification Report: 1980 Students served and 1907 LCP's/OCP's attained. 83.15% Completion and 60.73% Placement</p> <p>10-11 Verification Report: 3109 student served and 3014 LCP's/OCP's attained CPL 75.7% Completion and 60.73% Placement .</p> <p>09-10 Verification Report: 3699 student served and 2956 LCP/OCP's attained. CPL 82.14 % Completion and 82.81 Placement.</p>
Assistant Principal	Luis Molina	Masters Degree Admin/Leadership – Roosevelt University	8	29	<p>11-12 Verification Report: 1980 Students served and 1907 LCP's/OCP's attained. 83.15% Completion and 60.73% Placement</p> <p>10-11 Verification Report: 3109 student served and 3014 LCP's/OCP's attained CPL 75.7% Completion and 60.73% Placement</p> <p>09-10Verification Report: 3699 student served and 2956 LCP/OCP's Attained. CPL 82.14 % Completion and 82.81 Placement.</p>
Assistant Principal	Janelle Walkley	Masters Degree Admin/Leadership	4	19	<p>11-12 Verification Report: 1980 Students served and 1907 LCP's/OCP's attained. 83.15% Completion and 60.73% Placement</p> <p>10-11 Verification Report: 3109 student served and 3014 LCP's/OCP's attained CPL 75.7% Completion and 60.73% Placement</p> <p>09-10Verification Report: 3699 student served and 2956 LCP/OCP's Attained. CPL 82.14 % Completion and 82.81 Placement.</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 Committee Recommendation	Principal	Ongoing	
2. Recruit Alumni who have 6 or more years of experience	Principal	Ongoing	
3. Performance Pay	General Director of Federal Programs	July 2012	
4. Partnering new teachers with veteran staff- Brewster participates in the Peer Assistance Program- coaching, modeling and providing collegial support in best practices: classroom management and instructional strategies.	Assistant Principal facilitates and oversees processes.	Ongoing	

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school.

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

**(The highly qualified teacher column must be computed at the school site. The educational portal does not provide this information.)**

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	<b>% Highly Qualified Teachers</b>	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers



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45	0%	13% (6)	36% (16)	51% (23)	51% (23)	100%	0%	0%	20% (9)
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***Teacher Mentoring Program***

Please describe the district and 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
Linda Rosende	Vivian Toney	Mentors have flexible schedules and are knowledgeable of Teacher domains, curriculum frameworks, COE guidelines, best practices and are best suited to support this new teacher.	<p>Monthly Teacher Induction Program (TIP) and/or ACP program.</p> <p>Reviewing the EET Classroom Teacher Rubric and the domains. Review COE guidelines. Review Advisory committee requirements and minutes – develop plan to expand advisory committee.</p> <p>Classroom management activities- Wong Meet district requirements for Diversity, Crisis Intervention, and Ethics.</p>

***Response to Instruction/Intervention (RtI)***

June 2012  
Rule 6A-1.099811

Hillsborough Revised August 28, 2012



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**School-Based RtI Team**

**Identify the school-based RtI Leadership Team.**

The RTI Leadership Team at Brewster represents all the different programs at Brewster Technical Center. We have department heads representing High School Credit, Adult Basic Education, and Vocational Preparatory Instruction, ESOL, Adults with Disabilities and Career and Technical Programs. We have representation from Student Services (counselors and program advisors) as well as Financial Aid counselors. The School Psychologist and our security officer also participate when problem solving items are brought to the Leadership team.

**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?**

Members of the Leadership team lead PLC meetings every week on early release days (every Monday). The RTI Leadership team meets monthly. PLC needs and concerns are brought to the leadership team. Steps to resolution are discussed and direction is provided. PLC meetings allow for communication between colleagues as well as those of other departments bringing new ideas to the table to help struggling students.

**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 Leadership team is made up of department heads who lead the weekly PLC meetings. The emphasis for the 12-13 year involves the School Improvement Goal titled: *Continuous Improvement*. PLC's this year will begin with an in-service related to Teaching Excellence in Adult Literacy (TEAL). The emphasis will be increasing student writing because increasing student writing improves writing, reading, makes students more fluent in the writing process, makes writers more comfortable with writing, promotes transfer between contexts and deepens thinking about content and helps students construct new knowledge. Using graphic organizers to increase reading comprehension was introduced during an in-service during preplanning (August) as an immediate method to facilitate increased reading and writing. As teachers use the strategies, discussions will take place about effectiveness and if they assist struggling students. The School Improvement Plan is developed using 11-12 data with faculty input and approval. Faculty Individual Professional Development Plans support the goals written because the faculty helped develop the school goals.

**RtI Implementation**



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**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.**

The data sources used by Brewster to determine special needs include the *Test for Adult Basic Education* for: High School, Adult General Education, and Applied Academics for Adult Education and Technical Programs. The *CASAS* test is used for ESOL students and the *GED* test for GED students. The data management system in place is interfaced with the districts legacy system and is maintained by Divisional Program Services. DPS provides a summary of certifications attained by Brewster students, they provide reports on *TABE* and *CASAS* testing, a site verification report showing the number of students served, number of Literacy Completion points earned and the number of Occupational Completion points earned. Adult Education also supplies the principal with a report of enrollment and productivity (LCP's and OCP's) per instructor. This data along with the actual grade book of the teachers is utilized to summarize data.

**Describe the plan to train staff on RtI.**

Training of staff on RTI was first done by district staff to the Leadership Team. The Leadership Team includes department heads who then train their colleagues on RTI. This communicating and sharing takes place on every early release day.

**Goal(s)**

**1. Career and Technical Education (CTE) Goal**

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

<p><b>Career and Technical Education Improvement</b></p>	<p><b>Problem-Solving Process to Increase Student</b></p>						
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Goal	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 Tools		
<p><b>2. Career and Technical Education Improvement Goal # 1</b></p>	<p>1.1. Institutional Advisory members have suggested using Skype or a teleconference for Advisory committee meetings. This type of collaboration is not allowed per the Council on Occupational Education.</p>	<p>1.1. Survey every Career and Technical Program teacher determine # of business partners that regularly attend.  Attend Chamber meetings seek mutual relationships  Join the Latin Chamber of Commerce.</p>	<p>1.1 Faculty volunteer will lead this  New members will receive a promotional package from Brewster. Faculty volunteer will notify Vivian Toney (Public Relations) to prepare promotional give-aways.</p>	<p>1.1 Faculty volunteer will maintain a list of Advisory members and will be responsible to check in during Fall and Spring Advisory meetings for business and industry head count.</p>	<p>1.1. Advisory sign in sheets and Advisory minutes.</p>		
<p>Strengthen Advisory Committees by increasing the number of <b>business</b> partners on program advisory committees.  Recruit new members from the specific industry of the program.</p>	<p>2011-12 Levels:*</p>	<p>2012-13 Expected Level:*</p>					

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	Brewster has a total of 59 Advisory committee members for 13 different Programs.	Add one new Advisory member for each Program Advisory Committee Target #13 new members.					
						1.2.	
						1.3.	

**2. Continuous Improvement**

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

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

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<p><b>2.. Continuous Improvement Goal # 2</b></p>	<p>2.1. The notion that teaching reading and writing is not the teacher's area of expertise.</p>	<p>2.1. Professional Learning Communities will meet weekly and attend in-service's relating to Adult Literacy research. Teachers will use teaching strategies, write into lesson plans, implement, report back to PLC, reflect on the outcome, and check data for effectiveness ie:(test grades).  Each PLC will prepare a presentation to share with faculty. The strategy and results will be shared in faculty meeting.</p>	<p>2.1. Observation by Administration while strategies are being conducted with students.  Administrative visits to PLC meetings.  Surveys administered to students for the week of November 5-9 and April 22-26</p>	<p>2.1 Completion rates will rise as a result of improved teaching methods</p>	<p>2.1. Completion Rate as reported to COE in annual report</p>		
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All instructional personnel will participate in PLC activities that will support EET initiatives by researching and trying effective teacher strategies from two ASCD books “ <b>Checking for Understanding: Formative Assessment Techniques for Your Classroom</b> ” and “ <b>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.</b> ”	2011 Current Level :*	2012 Expected Level :*					
	11-12 Completion Rate 83.15%	12-13 Projected Completion Rate 85%					

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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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
<p><b>Book Studies – Adult Ed Dept.</b>                      – <i>Checking for Understanding: Formative Assessment Techniques for your Classroom</i>  <b>PSAV – Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</b></p>	Adult	Department Heads/ Faculty Volunteers	Instructional Faculty	Early Release Monday’s	Administrative Drop-ins	Principal Assistant Principals Department Heads

**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	Description of Resources	Funding Source	Available Amount (cost)
<i>ASCD Books</i>	Books purchased	Brewster District Accounts	\$ 646.92
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
On-line Study Guide	All school resources available	None	None needed

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<b>Grand Total: None</b>			

**3. Continuous Improvement**

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

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

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<p><b>4. Continuous Improvement Goal #3</b></p>	<p>B.1. Visit by Team Leader prior to team visit revealed a need to replace cabinets holding student records. The cabinets were required to be fire proof and lockable. It became apparent we needed to purchase approximately 8 new file cabinets for current student records kept in the Student Services office, the Financial Aid office, the data processing office and the main office.</p> <p>The Artifact collection doubled when the Team Leader asked that we prepare doubles of each set of exhibit box. Time is of the essence as EET requirements begin.</p>	<p>B.1. <b>Write Self-Study</b> The entire faculty participates in this endeavor. For reaccreditation we must conduct a self-study. The Council on Occupational Education has 10 standards and 7 other areas we will study and bring into compliance if necessary. We will publish our findings in our Self Study.</p> <p>12-13 Accreditation activities include making final changes and editing text of self study. Confirming consistency of information in all publications and improving</p>	<p>B.1. The committee Chairs are responsible for their assignment and the APC and Principal will monitor progress.</p>	<p>B.1. The effectiveness of our strategies will be determined by our final product which will be presented to the visiting team to read and evaluate.</p> <p>Faculty will receive in-service credit for this cross- over- year long goal.</p>	<p>B.1. The final evaluation will be the reaccreditation of Brewster Technical Center.</p>		
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		<p>communication and processes.</p> <p><b>Collect the Artifacts</b> Committee members collect artifacts and catalog them via a COE checklist in an exhibit box that will be inspected by the COE team member.</p> <p><b>Respond to Findings in a timely manner.</b> Initial dinner brings the team and faculty together and during a 3 day stay The school is inspected and information is shared about policies and processes. Team provides exit interview and findings are verbally shared with</p>					
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		Administrators. Any areas of concern will be corrected and artifacts (evidence) collected to send to COE.					
Final wrap up of school self-study for the reaccreditation of Brewster Technical Center by the Council on Occupational Education will lead to a successful review by the Visiting Team.  This school-wide effort will be successful and Brewster will be reaccredited.	<u>2010 Current Level :*</u>	<u>2011 Expected Level :*</u>					
	Accredited	Reaccredited					

**4. Certification Goal**

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Certification Goal	Anticipated Barrier	Strategy	<b>Fidelity Check</b> Who and how will the fidelity be monitored? <b>Nine Week Check</b> What is the level of strategy implementation? What do you plan to do with the data?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy? <b>Nine Week Check</b> What is the level of strategy effectiveness? What do you plan to do with the data	Evaluation Tool		
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<p><b>4. Certification Goal</b></p>	<p>4.1. Students do not have money for certification exams.</p>	<p>4.1 Strategy: Submit paperwork to the district to authorize fundraiser for a certification fee scholarship fund.</p> <p><u>Action Steps.</u> Establish a committee to come together and create eligibility criteria for students.</p> <p>Plan fund raising ideas and communicate with faculty, staff and students.</p>	<p>4.1. <u>Who</u> SAC Program Advisor submits paperwork.</p> <p><u>How</u> Pepsi funds... Fund raiser... Student incentive budget...</p> <p><u>First Semester</u> <u>Check</u> Committee creates criteria and communicates with students.</p> <p>Fundraiser begins as soon as district approval is received.</p> <p><u>Second Semester</u> <u>Check</u> Money is receipted and students begin applying for scholarships for certification exams.</p>	<p>4.1. <u>First Semester</u> N/A</p> <p><u>Second Semester</u> Fundraiser has been conducted and monies begin to accumulate for student certification exams.</p> <p><u>Second Semester and Beyond</u> Student applications are completed to receive vouchers For certifications exams.</p>	<p>4.1. <u>2-3x Per Year</u> List of students passing certification exams submitted to data clerks for reports.</p> <p><u>Second Semester</u> Encouragement by instructors. Fill out applications in class and facilitate certification process.</p>		
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As measured by successful pass rates on industry certifications Brewster will increase the number of certifications attained by 5% by June 30, 2012	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	2011-2012 122 students received industry certifications.	2011-2012 Increase of 5% or more. At least 128 students will receive industry certifications by August 2013.					

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		<p>4.2. Timely certification attainment</p>	<p>4.2. Strategy: Set the goal of certification attainment in the minds of students.</p> <p><u>Action Steps</u> Instructor shares certification information to students during first semester.</p> <p>Discussions about the certifications importance relative to pay and perception take place. Students become familiar with the application process to take their certification exams and the Professional organization that represents the profession.</p> <p>Encourage students to come back and be advisory members to share changes in certification</p>	<p>4.2. <u>Who</u> Program Instructors.</p> <p><u>How</u> Certification is the expectation for our students and is communicated during the first semester.</p> <p>Provide students with pay scales of those who are certified and when possible have former students return and emphasize.</p> <p><u>Second Semester</u> Invite students to advisory meetings to meet successful students and employers.</p> <p><u>Second Semester Check</u> Students read articles about the professional association and <b>fill out certification applications in class.</b></p>	<p>4.2.</p> <p>Student applications are completed to receive vouchers for certifications exams.</p>	<p>4.2. <u>2-3x Per Year</u></p> <p>List of students passing certification exams submitted to data clerks for reports.</p>	
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			tests and trends of industry.				
		4.3 Students do not have monies to pay for subscriptions to software to practice testing taking strategies on-line. Students are at a disadvantage when testing if it is an unfamiliar testing format.	4.3 Strategy When available on-line testing software that simulates testing environments will be purchased and maintained to assist students with this barrier  <u>Action Steps</u>  Cost out software, get board approval and apply appropriate fees to fee sheet.  Purchase software for all applicable program areas.	4.3 <u>Who</u> Principal / APC and Technology Person  <u>How</u> Purchase software Put on strategic computers for student access.  <u>Semester One Check</u> Students begin using software to simulate testing environment.  <u>Semester Two Check</u> Students continue using software to simulate testing environment  <u>Final Check</u> Students challenge certification tests.	4.3 <u>First Semester</u>  N/A  <u>Second Semester Check</u>  Students begin accessing software and practice testing for applicable certification exam.	4.3 <u>2-3x Per Year</u> Students begin to sit for certification exams  <u>During Semester two</u> Students begin to sit for certification exams and certifications obtained are reported to Data Processors by Instructors.	

**5. Placement Goal**

	Anticipated Barrier	Strategy	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		



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<p><b>5. Placement Goal</b></p>	<p>5.1. The reason for low placement rates relate to : Poverty Children issues Homelessness Low Initial TABE scores (low basic skills) Lack of jobs available Criminal Records  8 % Unemployment Rate for Tampa</p>	<p>5.1. Increase completions by proper placement of students initially. Students with TABE scores lower than those required by state frameworks will be placed into ABE and /or AAAE classes for remediation.  Priority will be given to those students who meet TABE requirements.</p>	<p>5.1. Teachers gather data via the Completion and Placement procedure and turn it in to the Assistant Principal for Curriculum, who reports it to our accreditation agency.</p>	<p>5.1. This report is done annually; we will compare statistics with previous years to ascertain effectiveness.</p>	<p>5.1. Annual COE completion, placement and licensure report based on the previous year's data.</p>		
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Brewster will raise program placement rates to COE required levels of 70%	<u>Placement Rate on annual CPL Report to COE as of 11/29/11</u>	<u>2012 Expected Placement Rate</u>					
	55.31%	70%					
		5.2. Students in poverty do not have access to computers for job searches and remediation.	5.2. Remodel and redesign Brewster's Media Center into a Technology Resource Center. Add computers and space for project learning. Provide pull out sessions in the technology center to Technical students on resume and portfolio building. Create a job placement area within the center with access to job websites, resume templates and job fair information.	5.2. Student Services Program Advisors will assist in the development of the job placement area and will conduct a job fair for students.	5.2. Usage by instructors and students will be monitored to determine effectiveness of this new resource.	5.2. Usage of the media center technology and Project learning area.	

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<p><b>5. Placement Goal ( Continued)</b></p>	<p>5.3. Instructors get involved in the curriculum and do not complete the Placement process.</p>	<p>5.3. Placement and Follow-up procedures need to be emphasized to exiting students.  Conduct an inservice on LinkedIN for faculty and then have students join while in class. This will give the opportunity for more discussion on the importance of reporting back to us via LinkedIN.  When students receive final financial aid payments, receive final certificates and diplomas. Remind them to report placement to their teacher</p>	<p>5.3. Monthly placement reports will be provided and placed on Leadership Team agenda.</p>	<p>5.3. Remind instructors during the year the importance of staying on top of placement data by talking about it with students. Monthly reminders will take place in leadership team meetings.  Assistant Principal for Administration and Secretary will monitor progress.</p>	<p>5.3. Good placement information within the range of our accrediting agency</p>		
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		<p>along with information on licensure, and certification attainment.</p> <p>Assistant Principal for Administration will provide updated monthly reports to instructors so placement information is within fingertips for updating when time permits.</p>					

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		<p>5.4. Instructors could use assistance with the collection of Placement data.</p>	<p>5.4. Clerical staff will assist teachers with placement information collection.</p> <p>Placement card information needs to be complete so clerical staff can call with some confidence that the call will be met with the knowledge that this information is expected to be shared with the school.</p>	<p>5.4. APC, APA and Principal will monitor secretaries assisting with the collection of data.</p>	<p>5.4. Adequate placement data.</p>	<p>5.4. Students will call us and provide placement information because they know how important it is to others who wish to take advantage of public education.</p>	
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		<p>5.5 Teachers and Administrators are very busy. Time needs to be set aside during the week/month for meetings with Mentee's/ Mentors.</p>	<p>5.5 A Mentoring program coordinated by Varneese Tramel will match up participants with mentors. The program has guidelines to assist the mentor and mentee stay on task by providing guiding activities such as short term and long term goal setting. Interviewing and learning the ropes of seeking and securing employment.</p>	<p>5.5 Participant completion and placement statistics will be followed and reported.</p>	<p>5.5 Students will start the interviewing process promptly and will report employment to the teacher of Program or to their Student Services Program Advisor, the school directly via a phone call or on-line through LinkedIn</p>	<p>5.5 Completion, Placement, and Certification data Of the students participating in the mentoring program.</p>	
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**Differentiated Accountability *(If applicable)* N/A**

**School-level Differentiated Accountability (DA) Compliance**

**Differentiated Accountability School Checklist of Compliance**

**Uploading to the Florida DOE website**

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### Where do I get the DA Checklist?

- Go to the School Improvement Icon on IDEAS.
- Go to 2011-2012 SIP Start Up.
- Click on “DA Checklists.”
- Click on the form that corresponds to your DA status (Prevent I, Correct I, Prevent II, Correct II, or Intervene).
- Fill out the form.
- Save as a word document to your computer.

### Where do I upload the DA Checklist?

- Go to: <http://flbsi.org/>

Screen #1

- On the left hand side, click on “Submit or View School Improvement Plan.”

Screen #2

- Select Type of Plan – School Improvement Plan.
- Select School District – Find the District in the drop down menu and click on Hillsborough.
- Select School – Find your school in the drop down menu and click on your school.
- Password – Type 29 followed by your four digit site number. Example for Greco Middle – 291781.
- Click on “Click Here to Log In.”

Screen #3

- Click on “Upload my 2011-2012 School Year Plan (Word, PDF).”

Screen #4

- Find the box at the **bottom** of the page that says “**2011-2012 Differentiated Accountability**”. In the box:
  - Click on “Browse” to go to your computer’s files.
  - Click on “Upload file.”

**Check your DA status. By checking the box below, you are indicating that you have uploaded your DA Checklist to the FDOE website.**

School Differentiated Accountability Status					
<input checked="" type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	X N /A

## School Institutional Advisory Committee

### *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.

X Yes

No

June 2012  
Rule 6A-1.099811

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Hillsborough Revised August 28, 2012



**Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1**

If No, describe measures being taken to comply with SAC requirement.
Describe the activities of the School Advisory Council for the upcoming year.
The school’s institutional Advisory Committee will approve the school improvement plan as well as the 3 year strategic plan. They will approve our vision and mission and offer suggestions and share trends they see in the business arena and within the community at large.

***All SAC funds must correlate back to specific SIP goals, strategies, action steps and/or professional development.***

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
No SAC funds are available for postsecondary schools.	N/A	N/A	N/A