

Leon County Schools

# Lively Technical Center



2018-19 School Improvement Plan

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## Lively Technical Center

500 APLEYARD DR, Tallahassee, FL 32304

www.livelytech.com

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-Adult	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	0%

### School Grades History

Year	2017-18
Grade	

### School Board Approval

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

### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

Lively Technical Center's mission is to provide career oriented education to the community.

#### Provide the school's vision statement

Our Vision

- We aim to be the first choice for community career and technical education.
- Through education, we will contribute to the betterment of our society.
- Students will be able to enhance their lives through our educational offerings.
- We will support diverse learning styles.
- Industry driven instruction will be the standard for our programs.
- We will support student, community, and institutional goals.

### School Leadership Team

#### Membership

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

Name	Title
Bell, Shelly	Principal
Bell, Shelly	Other
Free, Randy	Assistant Principal

#### Duties

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

Primary role of the leadership team is to promote learning and success of all students. The leadership team focuses on learning, encourages collaboration, analyzes schools data, provides continuous support and aligns curriculum frameworks to community workforce needs. Additionally, administration is responsible for shaping the vision of academic success for all students, creates a climate suitable for learning and manages people data and processes. Administration address major problems and policies which impact numerous organizational units, career education, schools and/or at the District level. School administration is provided significant leeway to set objectives and determine methodology or techniques to accomplish results. The daily operation of the school and the administration of the functions of the school are responsibilities of the administration of Lively Technical Center.

### Early Warning Systems

#### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Monday 8/20/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Year 2016-17 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

<b>Activity #1</b>	
<b>Title</b>	Lively will increase the percent of students meeting the required exit score.
<b>Rationale</b>	School data shows that students are not meeting the required exit score to be counted as a full program completer.
<b>Intended Outcome</b>	<p>The FDOE basic skills requirements for CTE career certificate programs are exit requirements for full program completion, not for program entry or placement requirements. A student may enter the CTE program before reaching the minimum basic skills score, but may not receive a local Career Certificate of Completion until basic skills requirements are met, except students that are exempt in accordance with s. 1004.91, F.S. Remediation must be available to assist students in attaining the required basic skills scores. The remediation may be provided concurrently with enrollment in the CTE program or in certain cases (i.e., programs with waiting lists), prior to enrollment into the CTE program.</p> <p>Lively will increase the percent of students meeting the required program exit score. Lively's Student Services Department will work to provide assistance to students needing additional academic help through enrollment in the Applied Academics for Adult Education (AAAE) course.</p>
<b>Point Person</b>	Shelly Bell (bells@leonschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Instructors will review current data for their individual programs to review and analyze the percentage of students that start and end as full program completers. Instructors will also review current enrolled student data to examine student pre-TABE scores to determine level of academic support student might need.</li><li>2. Students demonstrating a need for additional academic services will be enrolled in the Applied Academics for Adult Education (AAAE) course.</li><li>3. Instructors will also review data to determine why students start and does not complete the program in an attempt to identify the cause (e.g. student relocated, students was successfully employed before the end of the program, student could no longer afford program, personal reasons, could not meet required exit score etc.).</li><li>4. Student Services will contact students who begin to show a pattern of absenteeism in an effort to provide support for students returning to school and/or offer assistance for students academically.</li><li>5. Data will be reviewed at the end of each semester.</li></ol>
<b>Person Responsible</b>	Shelly Bell (bells@leonschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Data will be reviewed at the end of each semester to see if programs show an increase percent of students meeting the state required exit scores.
<b>Person Responsible</b>	Shelly Bell (bells@leonschools.net)