

# **FOCUS ON LEARNING VISITING COMMITTEE REPORT**

## **For**

### **Imperial Valley Regional Occupational Program**

March 2005

#### **Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up**

##### **General Comments:**

The team was impressed with the enthusiasm, passion, and commitment that the IVROP management, instructional, project and support staff have towards providing students quality career education and support services. It was evident that time and energy was put into the self-study process and document. The parameters of the self-study were followed and efforts were made to involve all stakeholders.

The evidence to support our findings was gathered from the self-study, meetings with focus groups and project staff, classroom observations, student interviews, examination of student work samples, and interaction with community members, district staff members, business and industry representatives.

##### **Schoolwide Areas of Strength:**

- The Superintendent's leadership and vision.
- The Governing Board's actions are consistent with the vision and purpose of the ROP.
- The leadership empowers the staff to carry out the vision of the ROP.
- The unique needs of students and clients are met through an extensive array of support services and projects.
- The Guidance Technicians provide valuable student services that enhance student learning and serve as an important link with the school districts.
- Instructional programs have been developed and/or upgraded that lead to industry certification.
- Project managers/coordinators and staff commitment to student learning and success.
- The network of relationships with the business community and other community agencies/entities give strength to the curriculum program, projects, student support services, and student success.
- The ROP leverages various types of resources, which include, but are not limited to:
  - High level of community involvement in advisory groups, job shadowing experiences, career day and community events, and worksite training.
  - Staff inservice and professional growth opportunities provided by the ROP, districts and other entities.

- Grants and special projects funding to enhance student success.
- Student achievement is showcased through a variety of events and recognition programs.
- Teacher use of a variety of teaching strategies to actively engage all students.
- Efforts by teachers to provide classroom experiences that reflect the work environment.
- A wide array of staff development opportunities is made available to all staff.
- The ROP is very responsive to the needs of the community.

**Schoolwide Critical Areas for Follow-up:**

**A. Growth Areas Addressed by the ROP in the Action Plan:**

1. Develop a standardized procedure for promoting, incorporating and implementing state academic and career technical education standards in all ROP courses.
2. Identify courses meeting “a-g” and/or articulation requirements and submit to proper entities for approval.
3. Work with JPA school districts to develop a plan to ensure that resources are utilized to maintain relevancy of ROP courses with industry standards.
4. Develop a plan for ensuring that project-funded staff understand the ESLRs and how to integrate them into their project goals and objectives.

**B. Suggestions to Strengthen Areas Already Identified in the Action Plan Sections:**

1. Develop strategies to increase the participation of teachers across school sites and disciplines as appropriate to collaborate on curriculum in support of action plan growth areas 1 & 2.
2. Plan funding allocations for implementation of long-range action plan objectives.
3. Provide staff development in support of action plan objectives.

**C. Additional Critical Areas for Follow-up Identified by the Visiting Committee:**

1. Continue to explore the use of data as a tool in evaluating student achievement of the ESLRs.
2. Continue to develop a system to collect, monitor and report data on student achievement of the ESLRs.
3. Continue efforts on the implementation and assessment of ESLRs.