

Taylor County School District

Taylor Technical Institute



2015-16 School Improvement Plan

Taylor Technical Institute

3233 S BYRON BUTLER PARKWAY, Perry, FL 32348

<http://www.taylortech.org/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	16%

School Grades History

Year	2014-15	2013-14
Grade	I*	I

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Taylor Technical Institute is to provide quality education and technical training that will empower each student to reach his or her potential.

Provide the school's vision statement

TTI's vision statement Educate, Empower, Employ!

School Environment

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

The school strives to build positive relationships with all students. The school enjoys a small student population in a small, rural community. The majority of faculty and staff are involved in community organizations; churches; scouting, 4-H, etc. and interact with student in the community on a regular bases.

Describe how the school creates an environment where students feel safe and respected before, during and after school

TTI strives to create a welcome, safe environment for all students. The campus is clean and inviting and school staff great visitors and guests as well as students through the school reception area. Students are provided student handbooks that outline policies and procedures for reporting suspicious behavior, criminal activity, bullying and/or sexual harassment. The handbooks are reviewed with students by instructional staff. All postsecondary students participate in an orientation presented by the administrative team.

The Student Services Office provides guidance services including assisting students with services including homelessness, job placement and/or alcohol or addiction problems.

According the 5Essentail Student Survey results 79% of students felt safe or very safe outside, 89% felt safe or very safe in the bathrooms, 75% in the hallways and 89% in their classrooms.

Additionally, 90% of students agreed or strongly agreed that teachers paid attention to all students, not just the top students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

TTI and TCCA follow the Taylor County School District's Discipline Matrix which lays out all consequences for rule infractions. The Discipline Matrix is available online. We have implemented a new in-school suspension program this year to decrease the number of out-of-school suspensions. Additionally, new this year we have instituted a positive reinforcement program where students are given "caught you doing good" slips throughout the nine weeks that qualify them for drawings for gift cards and other prizes that were identified by the students as items that would motivated them

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Counseling is available to all students through the Student Services Office. In addition to the Guidance Director, Additional services are provided including parenting classes, career and additional counseling services on an as needed bases.

Taylor County School District contracts with counseling agencies to provide more intensive counseling and therapy at the school for those individuals in need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's EWS include:

Average Daily Attendance Rate

Number of students missing 10% or more of instructional time

Number of Discipline Referrals

Number of students with 3 or more referrals

Number of In-School Suspensions

Number of Out of School Suspensions

Number of students failing one subject

Number of students with 2 or more F's

MTSS- Total Tier 2 Students Identified

MTSS – Total Tier 3 Students Identified

Number ESE-SWD

Number of Students with 504s Number of ELL students

As well as test scores on statewide assessments, District EOCs, DEA subject areas, FAIR AP1, Write Score!, TABE Scores, etc.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	8	11	18	14	51
One or more suspensions	6	8	14	9	37
Course failure in ELA or Math	11	8	4	1	24
Level 1 on statewide assessment	8	17	15	8	48

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	10	8	18	8	44

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The school employs a hybrid delivery system where students engage in both online curriculum and direct instruction led by certified teachers. Students benefit by small group and individualized support services from an ESE certified teacher, district literacy and mathematic coaches.

The school struggles with attendance and has instituted an aggressive attendance monitoring system. Parents are notified daily over the district-wide phone system, a letter is sent home at five absences notifying the parent that there is an attendance issue. Parent conferences are held at 10 days; where the student must sign a contract to improve their attendance. Instructional staff participate in professional development to keep students engaged and on-track. Clear behavioral expectations are outlined and good behavior including attendance and lack of referrals or tardies is rewarded.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents are invited to participate in all registration and orientation activities. TCCA school activities and the school calendar are published in OnCourse for the parents to view. Student grades and school activities are posted in Focus for parental viewing. Parent/teacher conferences are held for students who may be having academic/behavioral/attendance issues. The ConnectEd phone system is utilized to notify parents of important information concerning school and their student. TCCA utilizes a Positive Behavior Support System by rewarding students with monthly field trips as long as they did not receive a referral during the specified time period. Students are also able to buy snacks from the TCCA school snack store depending on their positive behavior. All meetings and communication between the school and parents will occur in a format and language that the parents can understand.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school enjoys a great relationship with local community and business partners. All Career and Technical Education (CTE) Programs are supported by a Program Advisory Committee (PAC) that is made up of local business and industry leaders that pledge their support to assisting to build and maintain quality CTE programs.

Business and industry leaders support activities that are held and/or sponsored by the school. As an example local welding businesses have sponsored a welding competition with over \$5,000 in prize money.

Additionally, the school often receives donations from the local industries that are helpful in teaching our students that real world competencies necessary to be successful in their future careers.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Johnson, Judy	Principal
Tillman, Jodi	Assistant Principal
Harvey, Ed	Dean
Hendry, Sandy	Guidance Counselor

Duties

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

Instruction leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority of the principal/director. Instructional leadership is committed to the core business of teaching, learning and knowledge.

As evidenced by the 5Essential Survey results:

- * 74% of teachers agree or strongly agree that the principal/director is an effective manager who makes the school run smoothly
- *80% of teachers agree or strongly agree that the principal/director places the need of students ahead of personal and political interests.
- * 80% of teachers agree or strongly agree that the principal/director has confidence in the expertise of the teachers
- * 86% of teachers agree or strongly agree that the principal/director takes a personal interest in the professional development of teachers
- * 86% of teachers feel respected by the principal/director with 53% to a great extent

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Resources are aligned to program needs. The Grant Facilitator and administrators solicit input from all stakeholders to prioritize needs and create budgets. All instructors are allowed to spend their LEAD money at their discretion based on the needs of their curriculum. Postsecondary CTE instructors have their respective lab fees to purchase necessary equipment and supplies as they see fit in an effort to maximize desired student outcomes.

Inventory is maintained according to school board policy and state and federal regulations and guidelines by the School Inventory Manager on an annual bases.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Owen Drawdy	Student
Ed Harvey	Education Support Employee
Judy Johnson	Principal
Sarah Meade	Business/Community
Cinda Peacock	Business/Community
Sheryl Rehberg	Business/Community
Jodi Tillman	Education Support Employee
Sarah Sapp	Business/Community
Mary Asher	Education Support Employee
Sarah Cayson	Teacher
Bo Kaye Wright	Student
Michael Tolar	Teacher
Sandy Hendry	Teacher
Malik Hugger	Student
Natisha Miller	Parent
Dana Drawdy	Parent
Sam Drawdy	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC was presented with last year's plan as well as the evaluation of the plan that was conducted by the School Leadership team. Data was reviewed from numerous sources and new targets were established for the 14-15 school year. Additionally, areas needing revision were indicated and corrective actions were outlined to address and/or realign instruction to ensure progress would be made to attain the goals and objectives of the schoolwide plan.

Development of this school improvement plan

The leadership team reviews all student data to identify areas for the development of interventions. Strategies and goals are developed accordingly. Quarterly meetings are held with staff to assess progress and determine additional needs and interventions throughout the school year. This information is then presented to the SAC team and the current school year's plan is developed based on the findings, needs and/or concerns.

Preparation of the school's annual budget and plan

Five meetings are held throughout the year to review the following: SIP Plan, CTE Program needs, employment needs, student achievement and attendance data, COE required procedural plans, continuous improvement plan, strategic plan for Career and Technical Centers, progress toward implementation of strategies and outcome attainment, targeted occupation lists and programmatic needs of the community, budget, grants, facility needs and upgrades, new business training requests,

community business closures and layoffs, and new technology.
The SAC makes decisions based on the school's needs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year's funds were to be spent on improving student morale and on positive behavior incentives. The SAC Committee voted to use the funds to purchase t-shirts for the students to allow them to have an additional shirt to meet the District's dress code and to build pride and morale for the student body.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Johnson, Judy	Principal
Tillman, Jodi	Assistant Principal
Davis, Liddie	Administrative Support
Mauillo, Leslie	Teacher, ESE
Chapman, Sarah	Teacher, K-12
Lewis, Ruben	Teacher, Adult
Hendry, Sandy	Guidance Counselor
Cayson, Sarah	Teacher, Career/Technical

Duties

Describe how the LLT promotes literacy within the school

Curricular materials are expected to contain complex text and teachers are required to use text dependent questions. Every CTE Program area at TTI is involved in ensuring their students are progressing through the Florida curriculum frameworks as well as the material covering the respective national certification. In order for this to happen, students are required to read text and pass both written and performance based examinations.

The ELA teacher is reading endorsed and works with all students in an effort to increase reading and writing proficiency. For students in the TCCA program, she often uses CTE textbooks for use during the technical reading periods of instruction. All TCCA teachers are view literacy of their content area as a priority, have word walls and use other teaching strategies in an effort to teach content literacy. Strong emphasis has been placed in each program area to encourage students to pursue industry certification and instructors strive to demonstrate the link between their academics and the world of work.

COE requires that each CTE program maintains a program based library with relevant, up-to-date profession journals, digital materials and other relevant texts. Each program encourages students to use the materials as an effort to increase content area literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

In reference to the 5Essentials Survey, TTI teachers share a strong collective sense of responsibility (76) for student development, school improvement and personal growth. Teachers overwhelmingly feel responsible when students fail and work collaboratively to develop strategies to insure success. Teachers meet as a team daily at the end of each day to discuss student behaviors, education goals and ways to improve and/or modify instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Taylor Technical Institute and TCCA both work with the Assistant Director to recruit new teachers and all vacancies are advertised on the district website. To retain these individuals, the administrative team holds both informal and regular meetings to ensure they have all the resources needed to be successful in the classroom. Every effort is made to involve TTI's Program Advisory Committees when there is a CTE vacancy in order to attract potential candidates with experience and firsthand knowledge in their field. Instructors new to teaching in CTE are provided a peer-teacher and assisted in making the transition into a classroom from the world of work.

New Postsecondary teachers are required to complete 3 courses online utilizing the FACTE online course catalog. The identified courses cover Classroom Management, Teaching Students with Disabilities and Components of a Quality CTE Program. CTE teachers must also hold the applicable industry certifications for their respective CTE programs.

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

All first year teachers are assigned a mentor/peer teacher, including CTE instructors holding a district vocational teaching certificate. If a first-year teacher were to be assigned to the TCCA, the TCCA Dean would mentor the teacher, and in the case of a new CTE instructor, TTI's Assistant Director would mentor the instructor through their first year in order to assist the instructor in making the transition to the classroom. In both cases, regular meetings are held in order for the new teacher in completing the first year teaching program which is mandatory in our district as well as guide that individual through their first year of teaching.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All teachers are provided a hard copy of the current year's Course Description (academic) Framework (CTE) for the subject(s) they are teaching. Academic teachers are also provided a virtual tour of CPALMS to enable them to find their Course Descriptions and other relevant teaching materials. Leadership looks for the relevant standards and/or objectives to be indicated when reviewing instructor's lesson plans and to be posted when performing a classroom walk-through. CTE PSAV course completers are provided with a transcript which indicates a check-off and rubric score of all of the standards covered throughout the program.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

TCCA uses a variety of early warning instrument data including: Student has been retained one or more years; Is one year older than the average age of students in his/her current grade; Has an existing pattern of excessive absences or disciplinary actions; At high risk of dropping out of school; Doesn't have earned enough credits or does not have the GPA to graduate with peer group; Has been placed into TCCA by the Taylor County School Board; Is a juvenile on community control (felony offense) who is a public school student.

Student progress will be monitored by the LEA through the use of Discovery Education Assessment Benchmark Assessments, FAIR, Performance Matters data analysis and TABE.

TCCA's performance goals strategies and activities are implemented and center around the Edmentum program which enables students to acquire credits needed for high school graduation. Edmentum is a computer based credit retrieval program. Edmentum, acquired by Plato Learning in November, 2011, is accredited by the Northwest Accreditation Commission and certified by AdvancED. For 16 years, Edmentum has provided students the flexibility they need to connect with teachers and the curriculum to develop the skills necessary for success.

The Edmentum online high school curriculum developers utilize "backward design," a nationally recognized instructional methodology (Grant Wiggins and Jay McTighe, Understanding by Design). Using this method, developers first determine what students are required to learn from a lesson and then structure content around the desired outcomes.

Original course credits will allow the students to maintain their pace in achieving their 24 FDOE required core credit. The credit recovery courses efforts will serve as an intervention to assist students in getting on track with their cohort group. All students in grades 9-12 will also be provided the opportunity to use Study Island to increase their content area skills in reading, math, and science which will increase the students' academic achievement and 2015 State Standardized tests.

Students needing additional assistance are provided direct instruction from their respective content area teacher.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 4,200

Identified students with low GPA and/or Florida required core credits are encouraged to attend Summer Session. Students take the course(s) at TCHS. The courses are credit recovery courses through Edmentum. Florida Statute allows students passing the courses with a "C" or better can forgive a failing grade and also earn an elective credit.

Strategy Rationale

Students will be able to graduate with the cohort on time, catch up with necessary credits, raise their GPA and/or clear their schedule to dual enroll in desired CTE courses.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harvey, Ed, ed.harvey@taylor.k12.fl.us

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

Successful passage of coursework

Strategy: Extended School Day

Minutes added to school year: 4,800

Retired certified teaches will be hired to serve as coaches for identified and targeted students who have failed one or more of the required FSA assessment requirements. The district is utilizing Title II and VI funds to cover the expense. The coaches will meet with the students to help them prepare for their retakes.

Strategy Rationale

Small group, intensive, individualized instruction will be provided in math and reading to assist identified students to prepare them to take and pass their FSA assessments which will allow them to graduate with their cohorts on time.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Harvey, Ed, ed.harvey@taylor.k12.fl.us

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

Successful passage of applicable FSA assessments, graduation rates, dropout rates and student learning gains as measured by applicable pre and post test.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school has a good rapport with the feeder schools that most of the students attend prior to coming to TCCA. After the students that will be attending from the middle school are identified, TCCA hosts a parent/student information night to answer any transition questions that might arise and to discuss how the school operates on the postsecondary campus.

In the spring of each year TTI hosts a career fair which enables all of the districts eighth and eleventh graders to tour the campus, visit each of the postsecondary CTE programs and to learn about dual enrollment requirements and opportunities available.

Outgoing cohorts are counseled about postsecondary opportunities as well. Several of them enroll in TTI as postsecondary students to continue the CTE programs they started while still in high school. However, we realize that there is a disconnect in what our students are doing and what was reported in the 5Essential survey as we received weak marks for Expectations for Postsecondary Educations. While 80% agreed or strongly agreed that teachers make sure that all students are planning for life after graduation, 77% strongly disagreed or disagreed that most of the students in the school are planning to go to college - a correlation the administration attributes to a misunderstanding of the word college verses using the word postsecondary education.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

TCCA is located on the campus of Taylor Technical Institute and as such a large majority of the TCCA students dual enroll in CTE postsecondary programs. Dual enrollment is used as a means to get students to meet their academic and behavioral goals. Students want to dual enroll and to take the CTE programs that are offered at TTI and know that they will not be able to take those classes unless they earn and maintain a 2.0 grade point average, have good attendance and limited behavioral issues. We are very proud of the fact that we have had students who graduate from high school and receive their CTE certificates of completion on the same evening!

Additionally, the school has a relationship with North Florida Community College (who awards three scholarships each year to TCCA students). Information about other college and universities are maintained in the Student Services Office.

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

The following CTE programs are available to TCCA students:

Secondary CTE programs - Administrative Office Specialist (MOS Bundle), Drafting (AutoCAD), Building Trades and Construction Design Technology (NCCER Construction Technology) and Nursing Assistant (CNA)

Postsecondary - Administrative Office Specialist (MOS Bundle, Microsoft Expert), Applied Welding (AWS) Electronic Technology (MSSC), Millwright (NCCER Millwright 1-5), Patient Care Technician (CNA, PCT, Electrocardiograph, Phlebotomy), Nursing Assistant (CNA), Technology Support Services, Practical Nursing (LPN), Cosmetology (Cosmetologist)

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

TCCA and TTI realize that today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. TCCA is truly a CTE "minded" school. The academic and CTE teachers work closely to integrate lessons when possible and the create relevant application with the academic, technical, and

employability skills and knowledge to pursue postsecondary training or higher education. CTE lab activities such as welding, carpentry and drafting and hand-on activities like the planning, implementation and harvesting of the TCCA garden allow the students to see the correlation between their academics and the real world application in their CTE courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Because the school is so small, a lot of the indicators are not reported. However, because a large majority of the students are her because they are behind their cohorts and/or in need of credit recovery what numbers that are indicated are not surprising. TCCA faculty are working diligently to improve test scores and to better prepare students to be able to choose where they would like to go after graduation.

An analysis of the High School Feedback Report indicates that overall 50.3 % of Taylor County graduates enrolled in a Florida public postsecondary institution in Fall (state 51.04%) and only 17.2% of the TCCA graduates However TCCA's technical center attendance percentage of 6.8% far surpasses that state average of 1.03%. That number can most probably be attributed to the number of TCCA graduates who enroll in TTI (several of which who do so to finish the CTE program they started by dual enrolling).

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers at TCCA will be highly qualified and all CTE teachers will hold applicable industry certifications/Licensures
- G2.** Increase the number of students earning industry certifications and/or licensures and attaining applicable Occupational Completion Points (OCPs).
- G3.** Decrease the proportion of the cohort of the TTI-TCCA Program students 9th -10th grade scoring non-proficient on FCAT reading -writing /ELA FSA , Algebra 1 and Geometry EOCs, US History EOC other State Standardized Assessments.
- G4.** Identify and monitor students who are at-risk of dropping-out via early warning instruments
- G5.** Attain or exceed Completion, Placement and Licensure rates for students established by the Council on Occupational Education, TTI accreditation agency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers at TCCA will be highly qualified and all CTE teachers will hold applicable industry certifications/Licensures **1a**

G073553

Targets Supported **1b**

Indicator	Annual Target
CTE Teachers Holding Industry Certifications	100.0
Highly Qualified Teachers	100.0

Resources Available to Support the Goal **2**

- FLDOE Professional Development Institute
- Florida Association of Career and Technical Educations
- CareerSource North Florida

Targeted Barriers to Achieving the Goal **3**

- Time and resources to earn certifications

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

All CTE Instructors have earned applicable industry certifications.

Person Responsible

Jodi Tillman

Schedule

Annually, from 10/1/2015 to 5/24/2016

Evidence of Completion

Copies of the earned industry certifications/licensures

G2. Increase the number of students earning industry certifications and/or licensures and attaining applicable Occupational Completion Points (OCPs). 1a

G073554

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	75.0
CTE Program Concentrator Rate	50.0
CTE Teachers Holding Industry Certifications	100.0

Resources Available to Support the Goal 2

- Guidance Director, Perkins Professional Development Institute, PACs

Targeted Barriers to Achieving the Goal 3

- Secondary students only participate in CTE course one or two periods a day and often don't have room in their schedule to take enough CTE courses to concentrate in a specific program.

Plan to Monitor Progress Toward G2. 8

Industry certification, licensure and OCP/LCP attempts

Person Responsible

Jodi Tillman

Schedule

Annually, from 8/10/2015 to 5/24/2016

Evidence of Completion

Industry certification, licensure and OCP/LCP attainment/passage rates

G3. Decrease the proportion of the cohort of the TTI-TCCA Program students 9th -10th grade scoring non-proficient on FCAT reading -writing /ELA FSA , Algebra 1 and Geometry EOCs, US History EOC other State Standardized Assessments. 1a

G073555

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Algebra I FSA EOC Pass Rate	60.0
Geometry EOC Pass Rate	60.0
FAA Writing Proficiency	70.0
Bio I EOC Pass	60.0
Science Achievement District Assessment	60.0
U.S. History EOC Pass	60.0
FAA Writing Proficiency	60.0
FCAT 2.0 Writing Proficiency	60.0
FSA English Language Arts - Achievement	60.0
Attendance Below 90%	

Resources Available to Support the Goal 2

- Instructional staff, coaches and others assisting with the curriculum

Targeted Barriers to Achieving the Goal 3

- Attendance, behavior, and academic performance levels of students placed in the TCCA program. Lack of parental support.

Plan to Monitor Progress Toward G3. 8

FCAT,FSA,EOC and other required standardized test attempts

Person Responsible

Sandy Hendry

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Students scoring on or above level and/or receiving passing scores on FCAT,FSA,EOC and other required standardized test attempts

G4. Identify and monitor students who are at-risk of dropping-out via early warning instruments 1a

G073556

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	50.0
4-Year Grad Rate (At-Risk)	50.0
Dropout Rate	15.0
Attendance Below 90%	70.0
5Es Score: Involved Families	

Resources Available to Support the Goal 2

- Attendance Review Committee
- Early Warning System monitoring
- ESE instructor and District Staff
- Positive Behavior "Caught you doing something good" reward system

Targeted Barriers to Achieving the Goal 3

- Behavioral issues/Chronic discipline referrals

Plan to Monitor Progress Toward G4. 8

Attendance rates, credit attempts, number of referrals, in/out of school suspensions/expulsions

Person Responsible

Ed Harvey

Schedule

Annually, from 8/10/2015 to 5/24/2016

Evidence of Completion

Increased attendance rates, credits awarded, reduced number of referrals, reduced number of in/out of school suspensions/expulsions

G5. Attain or exceed Completion, Placement and Licensure rates for students established by the Council on Occupational Education, TTI accreditation agency. 1a

G073557

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	80.0

Resources Available to Support the Goal 2

- Student handbook, school website and mandatory postsecondary student orientation - all used to outline and discuss consequences of violating the attendance policy and failure to maintain SAP.
- Working with Program Advisory Councils (PACs) to learn about industry demands so that completers are appropriately prepared for employment. PACs also assist with internship opportunities and job placements.
- Instructors placement and employment records of their students.
- Guidance Director and Student Services Office conduct exit interviews of all students who are withdrawn or those that withdraw.
- Work closely with CareerSource North Florida to share job postings, host career fairs and assist students with job placement.
-

Targeted Barriers to Achieving the Goal 3

- Students signing up and taking licensure exams after course completion

Plan to Monitor Progress Toward G5. 8

Completion, Placement and Licensure rates for students

Person Responsible

Jodi Tillman

Schedule

Annually, from 8/10/2015 to 5/24/2016

Evidence of Completion

Completion, Placement and Licensure rates for students

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers at TCCA will be highly qualified and all CTE teachers will hold applicable industry certifications/Licensures **1**

 G073553

G1.B2 Time and resources to earn certifications **2**

 B192098

G1.B2.S1 CTE teachers needing to earn applicable industry certifications will attend FDOE Professional Development Institute to earn applicable industry certifications **4**

 S203544

Strategy Rationale

FDOE utilizes state Perkins funding to pay for the coursework and testing fees for CTE teachers to earn their industry certifications.

Action Step 1 **5**

All CTE teachers will hold the applicable industry certifications and/or licensure

Person Responsible

Schedule

On 2/12/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

All CTE teachers will hold the applicable industry certification/licensure

Person Responsible

Schedule

Evidence of Completion

Each year CTE instructors will turn in copies of their earned industry certifications/
Licensures

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

All CTE instructors will hold the applicable industry certification/licensure for their respective CTE program

Person Responsible

Schedule

On 2/10/2016

Evidence of Completion

CTE teachers will turn in a copy of their industry certification and/or licensure

G2. Increase the number of students earning industry certifications and/or licensures and attaining applicable Occupational Completion Points (OCPs). 1

G073554

G2.B1 Secondary students only participate in CTE course one or two periods a day and often don't have room in their schedule to take enough CTE courses to concentrate in a specific program. 2

B192099

G2.B1.S1 Utilize the passage of industry certification exams to enable students to earn up to two math and/or 1 science credit. 4

S203545

Strategy Rationale

The earning of the certifications and the awarding of the academic credit enables students to have more room in their schedules to be able to concentrate in their CTE program of choice. Students who are successful in their programs and maintain an overall GPA of 3.0 will then be eligible for the Florida Gold Seal scholarship.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

More students will earn applicable industry certifications/licensures and/or relevant OCPs

Person Responsible

Schedule

On 5/24/2016

Evidence of Completion

Numerator: The number of CTE students who (1) earned an industry certificate through a third party assessment (eg. Microsoft) or (2) successfully passed a state-approved end of course or end of program assessment as demonstrated by an Occupational Completion Point (OCP). Denominator: Number of CTE students who left secondary education in the reporting year.

G3. Decrease the proportion of the cohort of the TTI-TCCA Program students 9th -10th grade scoring non-proficient on FCAT reading -writing /ELA FSA , Algebra 1 and Geometry EOCs, US History EOC other State Standardized Assessments. 1

G073555

G3.B1 Attendance, behavior, and academic performance levels of students placed in the TCCA program. Lack of parental support. 2

B192102

G3.B1.S1 Monitor student progress through the use of Discovery Education Assessment, Benchmark Assessments, FAIR, Performance Matters data analysis, previous years' FCAT/FSA scores, and data chats. 4

S203546

Strategy Rationale

Using the data to identify weaknesses will enable instructors to deliver individualized instruction as needed by the students. Discussing the data with students will enable them to identify their strengths and weakness to better prepare them for the coursework and future assessments.

Action Step 1 5

Monitor data and use the data to make instructional decisions

Person Responsible

Schedule

Evidence of Completion

An increase in achievement levels with an overall increase of students scoring proficient or higher on all state EOC and FCAT/FSA assessments.

G4. Identify and monitor students who are at-risk of dropping-out via early warning instruments 1

G073556

G4.B3 Behavioral issues/Chronic discipline referrals 2

B192105

G4.B3.S1 Reduce the number of behavioral issues, referrals and in-school and out-of school suspensions 4

S203547

Strategy Rationale

Students need to be in school and appropriately behaved to learn

Action Step 1 5

"Caught you doing something good" positive behavioral reward system.

Person Responsible

Schedule

On 5/24/2016

Evidence of Completion

Jodi Tillman

Action Step 2 5

Attend Capturing Kids Hearts Program

Person Responsible

Schedule

On 11/12/2015

Evidence of Completion

Ed Harvey - to attend conference and receive training. He will then facilitate PD to the TCCA instructional staff

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Students will be recognized and rewarded for perfect attendance, good behavior, good grades and completion of assigned tasks.

Person Responsible

Schedule

On 5/24/2016

Evidence of Completion

The program will be monitored by the collection of attendance data, number of and severity of referrals and the number of students rewarded/recognized.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G5. Attain or exceed Completion, Placement and Licensure rates for students established by the Council on Occupational Education, TTI accreditation agency. 1

G073557

G5.B2 Students signing up and taking licensure exams after course completion 2

B192108

G5.B2.S1 Encourage Health Science students to take licensure exams prior to completing the program.

4

S203548

Strategy Rationale

Students will be more likely to follow through on the procedures for enrolling for the exam and will more likely be better prepared to take the exam.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Licensure rates will be monitored monthly to record those students who have successfully passed the CNA exam.

Person Responsible

Schedule

On 5/20/2016

Evidence of Completion

CNA examination results

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	All CTE teachers will hold the applicable industry certifications and/or licensure		8/10/2015		2/12/2016 one-time
G2.B1.S1.A1	[no content entered]			one-time	
G3.B1.S1.A1	Monitor data and use the data to make instructional decisions		5/24/2016	An increase in achievement levels with an overall increase of students scoring proficient or higher on all state EOC and FCAT/FSA assessments.	one-time
G4.B3.S1.A1	"Caught you doing something good" positive behavioral reward system.		8/14/2015	Jodi Tillman	5/24/2016 one-time
G5.B2.S1.A1	[no content entered]			one-time	
G4.B3.S1.A2	Attend Capturing Kids Hearts Program		11/10/2015	Ed Harvey - to attend conference and receive training. He will then facilitate PD to the TCCA instructional staff	11/12/2015 one-time
G1.MA1	All CTE Instructors have earned applicable industry certifications.	Tillman, Jodi	10/1/2015	Copies of the earned industry certifications/licensures	5/24/2016 annually
G1.B2.S1.MA1	All CTE instructors will hold the applicable industry certification/licensure for their respective CTE program		8/10/2015	CTE teachers will turn in a copy of their industry certification and/or licensure	2/10/2016 one-time
G1.B2.S1.MA1	All CTE teachers will hold the applicable industry certification/licensure		2/12/2016	Each year CTE instructors will turn in copies of their earned industry certifications/Licensures	one-time
G2.MA1	Industry certification, licensure and OCP/LCP attempts	Tillman, Jodi	8/10/2015	Industry certification, licensure and OCP/LCP attainment/passage rates	5/24/2016 annually
G2.B1.S1.MA1	More students will earn applicable industry certifications/licensures and/or relevant OCPs		8/10/2015	Numerator: The number of CTE students who (1) earned an industry certificate through a third party assessment (eg. Microsoft) or (2) successfully passed a state-approved end of course or end of program assessment as demonstrated by an Occupational Completion Point (OCP). Denominator: Number of CTE students who left secondary education in the reporting year.	5/24/2016 one-time
G3.MA1	FCAT,FSA,EOC and other required standardized test attempts	Hendry, Sandy	8/10/2015	Students scoring on or above level and/or receiving passing scores on FCAT,FSA,EOC and other required standardized test attempts	5/24/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Attendance rates, credit attempts, number of referrals, in/out of school suspensions/expulsions	Harvey, Ed	8/10/2015	Increased attendance rates, credits awarded, reduced number of referrals, reduced number of in/out of school suspensions/expulsions	5/24/2016 annually
G4.B3.S1.MA1	[no content entered]			one-time	
G4.B3.S1.MA1	Students will be recognized and rewarded for perfect attendance, good behavior, good grades and completion of assigned tasks.		8/14/2015	The program will be monitored by the collection of attendance data, number of and severity of referrals and the number of students rewarded/recognized.	5/24/2016 one-time
G5.MA1	Completion, Placement and Licensure rates for students	Tillman, Jodi	8/10/2015	Completion, Placement and Licensure rates for students	5/24/2016 annually
G5.B2.S1.MA1	[no content entered]			one-time	
G5.B2.S1.MA1	Licensure rates will be monitored monthly to record those students who have successfully passed the CNA exam.		11/20/2015	CNA examination results	5/20/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers at TCCA will be highly qualified and all CTE teachers will hold applicable industry certifications/Licensures

G1.B2 Time and resources to earn certifications

G1.B2.S1 CTE teachers needing to earn applicable industry certifications will attend FDOE Professional Development Institute to earn applicable industry certifications

PD Opportunity 1

All CTE teachers will hold the applicable industry certifications and/or licensure

Facilitator

State FDOE - Professional Development Institute

Participants

Scott Vaughn, TBA Business Teacher

Schedule

On 2/12/2016

G4. Identify and monitor students who are at-risk of dropping-out via early warning instruments

G4.B3 Behavioral issues/Chronic discipline referrals

G4.B3.S1 Reduce the number of behavioral issues, referrals and in-school and out-of school suspensions

PD Opportunity 1

Attend Capturing Kids Hearts Program

Facilitator

Ed Harvey

Participants

Sarah Chapman, Jimmy Lundy, Michael Tolar and Leslie Maiullo

Schedule

On 11/12/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	All CTE teachers will hold the applicable industry certifications and/or licensure				\$0.00
2	G2.B1.S1.A1					\$0.00
3	G3.B1.S1.A1	Monitor data and use the data to make instructional decisions				\$0.00
4	G4.B3.S1.A1	"Caught you doing something good" positive behavioral reward system.				\$550.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7300	570-Food	0131 - Taylor Technical Institute	General Fund		\$150.00
			<i>Notes: Notes</i>			
	3354	341039-SUPPLIES - EDUCATIONAL	0131 - Taylor Technical Institute	School Improvement Funds		\$400.00
5	G4.B3.S1.A2	Attend Capturing Kids Hearts Program				\$0.00
6	G5.B2.S1.A1					\$0.00
					Total:	\$550.00