

Polk County Public Schools

# Maynard A Traviss Technical College



2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>7</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Maynard A Traviss Technical College

3225 WINTER LAKE RD, Lakeland, FL 33803

<http://www.traviss.edu/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Other School Unassigned	No	70%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Career and Technical Education	No	43%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade				*

## School Board Approval

This plan is pending approval by the Polk 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.

To educate and prepare students for success in a changing workplace.

#### Provide the school's vision statement.

Traviss Technical College leads and challenges students by: 1) providing accredited, affordable, career education; 2) evaluating and revising curriculum to reflect the changing needs of business; 3) offering training and job placement for Polk County's workforce; 4) promoting articulation and dual enrollment in select programs among high schools, career centers and colleges; 5) fostering continuing education for the faculty and staff.

### School Leadership Team

#### Membership

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

Name	Title
Wiggs, David	Principal
Collins, Patricia	Assistant Principal
Perpilus, Angela	Assistant Principal

#### Duties

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

Our first purpose is to motivate, educate, and empower our students on a daily basis. We also build and maintain collegial relationships with our staff and support instructional improvement. Our main priorities as school leaders are student achievement and the continued improvement of instruction. Meeting with our leadership team on a weekly basis allows us to collaborate and share best practices to ensure that all teachers are accountable for ensuring that all students strive to achieve academic excellence, including meeting district, state and federal benchmarks.

### 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	1	0	1	13	21	53	79	168
One or more suspensions	0	0	0	0	0	0	1	0	0	7	6	17	17	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	11	14	20	56
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	0	4	5	22	28	60

**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	1	4	7	2	14

**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	1	7	11	19
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	0	0	7	9	10	29	56

**Date this data was collected**

Wednesday 7/25/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**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 II: Needs Assessment/Analysis

**Assessment & Analysis**  
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

History performance dropped from 42% in 2017 to 35% in 2018. This is not a school trend. It is likely that the lack of a full time instructor in the classroom played a role in student performance.

**Which data component showed the greatest decline from prior year?**

Improvements have been made in every academic category for which we have data, except History.

**Which data component had the biggest gap when compared to the state average?**

History performed 33% below the state average and demonstrated the largest gap when compared to the school.

**Which data component showed the most improvement? Is this a trend?**

Biology demonstrated the greatest improvement from the prior year moving from 18% passing to 44% passing. The number of students tested each year make it difficult to identify a trend with this data.

**Describe the actions or changes that led to the improvement in this area.**

The new instructor provided hands-on lab activities and cultivated a classroom of conversation. Students were provided discovery activities through collaboration to increase engagement and retention of new knowledge.

**Grade Level Data**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	44%	59%	-15%	65%	-21%
2017	18%	51%	-33%	63%	-45%
Compare		26%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	35%	57%	-22%	68%	-33%
2017	42%	56%	-14%	67%	-25%
Compare		-7%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	62%	-62%
2017	0%	43%	-43%	60%	-60%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	27%	41%	-14%	56%	-29%
2017	13%	34%	-21%	53%	-40%
Compare		14%			

### 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>	Attendance
<b>Rationale</b>	The overall enrollment of programs has decreased in recent years by 5.5%. School data shows 168 out of 215 high school students with attendance below 90%.
<b>Intended Outcome</b>	Increase enrollment by 20% and reduce the percent of students below 90% attendance by 10%.
<b>Point Person</b>	Patricia Collins (patricia.collins@polk-fl.net)

**Action Step**

<b>Description</b>	-Create system to monitor student enrollment -Open/Expand new programs and flexible schedules -Adhere to attendance monitoring with increased fidelity and strengthen attendance policy
<b>Person Responsible</b>	Patricia Collins (patricia.collins@polk-fl.net)

**Plan to Monitor Effectiveness**

<b>Description</b>	-Spreadsheet with student counts by program and follow-up information filling programs within 10% of capacity -Add program offerings to the master schedule for 5 programs -Meet monthly to examine students with poor attendance and intervene with student and parent conferences, home visits, etc. -Add robust language to attendance policy
<b>Person Responsible</b>	Patricia Collins (patricia.collins@polk-fl.net)



**Activity #2**

**Title** English Language Arts

**Rationale** Trend data indicates that passing rates of the FSA ELA has been below the district and state average. Last year, 26% of students passed the test.

**Intended Outcome** Increase student achievement by 10% for FSA ELA.

**Point Person** David Wiggs (david.wiggs@polk-fl.net)

**Action Step**

**Description**

- Increase core instruction by designing engaging lessons aligned to the rigor of the standards.
- Provide targeted instruction to the bottom quartile with small group and individualized instruction.
- Teacher will participate in professional development created by the district office and school personnel.

**Person Responsible** David Wiggs (david.wiggs@polk-fl.net)

**Plan to Monitor Effectiveness**

**Description**

- Lesson plans will be submitted on Sharepoint at least one week prior to instructional delivery.
- Student samples of instructional activities will be posted.
- Student learning data will be collected, monitored, and used to design lessons; then, shared with students throughout the course.
- Inservice record will be pulled throughout the year to track teacher professional development.

**Person Responsible** David Wiggs (david.wiggs@polk-fl.net)

### Activity #3

**Title** Geometry

**Rationale** Trend data indicates that passing rates of the Geometry EOY has been below the district and state average. Last year, 27% of students passed the test.

**Intended Outcome** Increase student achievement by 10% for Geometry EOY.

**Point Person** Angela Perpilus (angela.perpilus@polk-fl.net)

### Action Step

**Description**

- Increase core instruction by designing engaging lessons aligned to the rigor of the standards.
- Provide targeted instruction to the bottom quartile with small group and individualized instruction.
- Teacher will participate in professional development created by the district office and school personnel.

**Person Responsible** Angela Perpilus (angela.perpilus@polk-fl.net)

### Plan to Monitor Effectiveness

**Description**

- Lesson plans will be submitted on Sharepoint at least one week prior to instructional delivery.
- Student samples of instructional activities will be posted.
- Student learning data will be collected, monitored, and used to design lessons; then, shared with students throughout the course.
- Inservice record will be pulled throughout the year to track teacher professional development.

**Person Responsible** Angela Perpilus (angela.perpilus@polk-fl.net)

<b>Activity #4</b>	
<b>Title</b>	Industry Certifications
<b>Rationale</b>	Industry certifications are the central component of the implementation of the Florida Career and Professional Act. The purpose of the Act is to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.
<b>Intended Outcome</b>	Provide a mean for students to receive college credit for successfully earning a nationally recognized industry certification* that is aligned with an associate in applied science or associate (AAS) in science (AS) degree. An industry certification is a credential recognized by business and industry at the local, state or national level. Industry certificates measure competency in an occupation, and they validate the knowledge base and skills that show mastery in a particular industry. By offering more industry certification's to our students it will expand their career path and employment choices.
<b>Point Person</b>	Patricia Collins (patricia.collins@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1) Provide each program teacher &amp; student with a list of available industry certification test</li><li>2) Notify all teachers of the expectation for taking industry certification tests</li><li>3) Counselors to receive the completion of Industry Certification tests through paperwork submitted to them from teachers (spreadsheets).</li><li>4) Require teachers to submit quarterly spreadsheets with student names and tests taken as well as official documentation of a passing score for auditing purposes</li></ol>
<b>Person Responsible</b>	Patricia Collins (patricia.collins@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1) Administrative monitoring at the end of each 9-week grading period for industry certifications obtained</li><li>2) Counselor meetings to discuss their student industry certification tests taken, passed, and articulation possibilities</li><li>3) Review individual programs for offering testing to students and tests taken</li><li>4) If a certification is not offered for each program area the instructor will research to find one that is applicable and submit to FLDOE for addition to the CAPE list</li></ol>
<b>Person Responsible</b>	Patricia Collins (patricia.collins@polk-fl.net)