

Bay District Schools

Tom P. Haney Technical College



2019-20 Schoolwide Improvement Plan

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Tom P. Haney Technical College

3016 HIGHWAY 77, Panama City, FL 32405

[no web address on file]

Demographics

Principal: Angela Re ESE

Start Date for this Principal: 4/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School Adult
Primary Service Type (per MSID File)	Career and Technical Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year
Grade

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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. 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.

Our mission is to provide educational opportunities for all students and the training necessary to meet the needs and standards of today's changing global workplace.

Provide the school's vision statement.

Haney Technical Center is a valuable educational leader in our community that prepares students to meet the diverse needs of our workforce.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Leonard, Ann	Principal	
Reese, Angela	Assistant Principal	
Simmons, Evelyn	Teacher, Career/Technical	
Johnson, William (Eric)	Teacher, Career/Technical	
Hubbard, Carla	Teacher, Adult	
Tutunick, Rick	Assistant Principal	
Becker, Chris	Teacher, Career/Technical	
Bracy, Josey	Other	

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student Completion, Licensure, and Placement
Rationale	Improve student follow-up, tracking, career counseling, and job placement as Haney continues to provide the training required to meet industrial needs in our community.
State the measurable outcome the school plans to achieve	Provide an increase in quality, skilled labor for local industry based on stakeholder surveys, feedback from EDA and industrial partners, and placement data.
Person responsible for monitoring outcome	Ann Leonard (leonaaa@bay.k12.fl.us)
Evidence-based Strategy	Ongoing collaboration with Occupational Advisory committees to improve program instruction as we work to better meet the needs of local industry.
Rationale for Evidence-based Strategy	Adhering to the Mission of Haney Technical Center, it is important to engage in ongoing conversation with local business and industry regarding current and future employee skill needs. Tracking students post program completion provides indicators of successful job placement and tenure. This information is also vital to determine the necessity of program continuation and program addition.
Action Step	
Description	<ol style="list-style-type: none"> 1. Improve student follow-up and tracking/hold staff accountable for tracking. 2. Provide scholarships for students with unmet needs as funds are available. 3. Clearly communicate attendance policy to students in multiple formats. 4. Conduct regular data chats regarding completion, licensure, and placement. 5. Solicit input from local industry regarding program improvements.
Person Responsible	Ann Leonard (leonaaa@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Haney works in conjunction with high schools to provide dual-enrollment CTE opportunities for students. Families are encouraged to tour Haney's facility, speak with faculty and staff, as well as the Student Services department for course offerings. The Haney Technical Center Mission Statement is clearly stated, represents the official philosophy of the institution, and reflects the primary mission of career progression. The mission statement is prominently featured in the following locations and publications:

- Classrooms
- Haney Technical Center Catalog
- Haney Technical Center Student Handbook
- General Information Brochures
- Haney Technical Center Web Site (www.bayschools.com/htc)

They can be viewed in the student handbook, in brochures and flyers, and on the Haney website. Individual program information brochures are available at Haney Technical Center, on the Haney website, displayed at career fairs , and are given to prospective students during site visits.

Licensure programs such as Practical Nursing, Massage Therapy, Aviation, and Cosmetology have additional admission requirements. .

Students who have Veterans Administration benefits can enroll in Haney Technical Center in programs approved by the Veteran's Administration. To enroll in a program at HTC using Veterans Administration (VA) benefits, the students are required to present copies of their Forms DD-214 and Letters/Certificates of Eligibility obtained from the VA. After receipt of required documents, the students may enroll in programs under the VA benefits for which approved. Determination of Chapter, benefits, amount of payments, and payment dates, etc., is determined by the Veteran's Administration. The VA Certifying Official notifies the VA when students can begin receiving benefits. The students must be enrolled at least half time to be eligible for VA benefits.

Haney will use the FOCUS system, local media, Remind app, Bay District Schools app, social media, as well as IRIS alerts to communicate school and student information to families.

PFEP Link

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

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.

Students attend HTC to improve basic skills, learn a new trade, or for personal knowledge. Recent high school graduates or those who are seeking to earn their diplomas will find options at HTC to further their education and improve their lives. Creating an educational plan will identify the steps students need to take toward their goal. Unless exempt, students begin by taking a placement test – the Test of Adult Basic Education (TABE) for GED track students or Wonderlic for CTE track students– to determine their strengths and weaknesses and any areas that might need some remediation.

The Career Specialist assists with information about the many career options as well as assist students with a self-appraisal to identify their preferences. HTC guidance counselor and career counselor are available to process the enrollment and answer any questions about the many program opportunities at HTC.

Guidance and career counseling staff assist current and prospective students in making careful, realistic career choices and meaningful decisions for training and career development utilizing up-to-date job information. The staff counsels prospective students regarding special requirements and training needed to enter a specific field of employment and provide current information on job opportunities, expected salaries, and projected job openings in the local area. Interest inventories that allow the students self-assessment of their skills, values, and life expectations are also available. These serve as tools for career and job selection and development. Students are advised and assisted in making decisions commensurate with the student's individual values, skills, desires, and expectations.

Counselors are always available for both social-emotional and academic assistance.

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

Haney Technical Center's admissions requirements offer reasonable expectations for successful completion of the occupational programs regardless of the delivery mode. Career advising is available for career exploration prior to enrollment. A Florida Choices Survey is available and can assist students in determining the most appropriate occupational programs. Additional information is listed on the Haney Technical Center website.

Admission into some programs requires high school diplomas, General Educational Development (GED) certificates or their equivalent, helping to ensure basic skills attainment. When admitted into programs, students may receive remediation services and assistance through the Adult Education Program offered by Haney Technical Center.

Although not an admissions requirement, all students are encouraged to take the Wonderlic assessment prior to CTE enrollment for placement purposes. Students enrolled in Adult General Education are required to TABE test within the first 10 hours of coursework. By Florida Statute, all CTE students are required to take the Wonderlic within six weeks of enrollment unless exempt. The Wonderlic assessments have recommended minimum skill levels for each occupational training program, which are set by the Florida Department of Education.

Students who score below the recommended level(s) for their programs are given the opportunity of increasing skill levels by attending remediation classes provided through the Adult Basic Education courses. Retests are available upon request within guidelines set forth by the state. Students may meet with Guidance Counselors to review progress and to recommend course of action. It is recommended by the National Reporting System as published by the Florida Department of Education that students complete a minimum of 60 hours of instruction before retaking the TABE.

Students must meet the minimum basic education requirements established by the Florida Department of Education prior to receipt of the final completion certificate unless they are exempting based on Florida State Law Section 1008.29.

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.

Faculty and staff members are actively involved with the school administration in program planning, budgeting, strategic planning, on-going evaluation and continuous improvement activities. The director oversees all school areas, the assistant director oversees community relations with industry and business, as well as marketing, the assistant principal oversees facilities and discipline, the assistant administrator oversees curriculum and instruction, and the finance officer and assistant finance officer oversee the distribution of Pell funding and state/federal compliance issues. The director and head of aviation oversee compliance and on-going evaluation with the Federal Aviation Administration. The head of nursing oversees compliance and ongoing evaluation with the Florida Department of Health and Florida Board of Nursing. The Cosmetology instructors oversee compliance and ongoing evaluation with the Florida State Board of Cosmetology. The Massage Therapy instructor oversees compliance and ongoing evaluation with the Florida Department of Health Division of Medical Quality Assurance Board of Massage

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

Haney is the only postsecondary school in Bay District devoted to Adult Education and Career and Technical Education (CTE). Ongoing methods for promoting our mission include

- * Community outreach opportunities such as visits to local high schools

- *Presentations to community organizations

- *Annual job fair

- *Advertising on billboards, radio, television, and local magazines