Maynard A Traviss Technical College

2019-20 Schoolwide Improvement Plan

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Maynard A Traviss Technical College

3225 WINTER LAKE RD, Lakeland, FL 33803

http://www.traviss.edu/

Demographics

Principal: David Wiggs
Start Date for this Principal: 2/28/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School Unassigned
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: I (%) 2016-17: I (%) 2015-16: I (%) 2014-15: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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 Polk 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 Unassigned	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	2017-18	2016-17	2015-16	2014-15
Grade	I	I	I	I*

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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

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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 Academy 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	Job Duties and Responsibilities
Collins, Patricia	Assistant Principal	
Perpilus, Angela	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	3	4	28	50	88	173
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	1	1	8	8	21
One or more suspensions	0	0	0	0	0	0	0	0	1	1	1	6	13	22
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	6	7	3	19
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	2	4	14	30	52

The number of students with two or more early warning indicators:

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

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	1	2	4	1	8
Students retained two or more times	0	0	0	0	0	0	0	0	1	2	2	8	6	19

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	4	7	2	14

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	4	7	2	14

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	0%	0%	0%	0%	0%
ELA Learning Gains	0%	0%	0%	0%	0%	0%
ELA Lowest 25th Percentile	0%	0%	0%	0%	0%	0%
Math Achievement	0%	0%	0%	0%	0%	0%
Math Learning Gains	0%	0%	0%	0%	0%	0%
Math Lowest 25th Percentile	0%	0%	0%	0%	0%	0%
Science Achievement	0%	0%	0%	0%	0%	0%
Social Studies Achievement	0%	0%	0%	0%	0%	0%

EWS Indicators as Input Earlier in the Survey		
Indicator	Grade Level (prior year reported)	Total
Number of students enrolled	0 (0)	
Attendance below 90 percent	0 (0)	
One or more suspensions	0 (0)	
Course failure in ELA or Math	0 (0)	
Level 1 on statewide assessment	0 (0)	

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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
2019					
2018	44%	59%	-15%	65%	-21%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	35%	57%	-22%	68%	-33%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	60%	-60%	62%	-62%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	27%	41%	-14%	56%	-29%

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP											
WHT											
FRL											
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Geometry performance remains low.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

It was identified last school year that professional development was needed to increase teacher understanding and awareness of progress monitoring tools that increase student achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In 2018, History performed 33% below the state average and demonstrated the largest gap when compared to the school.

Which data component showed the most improvement? What new actions did your school take in this area?

In 2018, 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.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is a major concern at Traviss.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. High School Attendance
2. High School Acceleration Points/Industry Certifications & Dual Enrollment
3. Use of Progress Monitoring
4. Adult Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Acceleration Points - Industry Certification and Dual Enrollment
Rationale	Students who earn industry certifications and enroll in dual enrollment courses toward a vocational career certificate have many advantages after high school. In addition, this goal will support the district strategic plan objective 1.E.

State the measurable outcome the school plans to achieve	The 16/17 cohort of 75 students, 11% earned an acceleration point. The goal is to increase the number of students from 11% to 29% that have an acceleration point.
Person responsible for monitoring outcome	Patricia Collins (patricia.collins@polk-fl.net)
Evidence-based Strategy	Provide instructional supports and progress monitoring for dual enrolled students to increase passing industry certifications and earning occupational completion points.
Rationale for Evidence-based Strategy	Progress monitoring (formative and summative assessments) increases student achievement as interventions are applied early in the students learning.

Action Step	
Description	1. Increase enrollment opportunities and track student progress toward occupational completion points. 2. Increase the number of programs that offer industry certifications. 3. Educate stakeholders and staff of guidelines so that accurate information is given to parents and students. 4. Provide professional development to increase teacher awareness of progress monitoring tools. 5. Host data chats with students about industry certifications and occupational completion points.
Person Responsible	Angela Perpilus (angela.perpilus@polk-fl.net)

#2	
Title	Adult attendance
Rationale	Adult students that exceed 60 hours of absences are withdrawn from the program and negatively affect student performance.
State the measurable outcome the school plans to achieve	Decrease the number of adult students that are withdrawn due to absenteeism.
Person responsible for monitoring outcome	Angela Perpilus (angela.perpilus@polk-fl.net)
Evidence-based Strategy	Progress monitor adult students on a weekly basis and communicate with instructors for missing attendance or students with consecutive absences.
Rationale for Evidence-based Strategy	Having a trained person monitoring attendance will increase awareness of deficits.
Action Step	
Description	1. Progress monitor adult student attendance weekly. Contact teacher if issues are present (missing attendance or consecutive absences). 2. Monthly attendance check will verify total absences and consecutive days absent. Contact teacher and administration. 3. Teacher utilizes tracking form to conference with student at intervals with dean, financial aid, adn assistant directors. 4. 5.
Person Responsible	Angela Perpilus (angela.perpilus@polk-fl.net)

#3	
Title	High School Attendance
Rationale	Poor academic performance is associated with nonattendance. Using the 'strive for less than 5' model Traviss will implement constant contact with the student/parent.

State the measurable outcome the school plans to achieve	Traviss will implement a child study team that will address students that present with 10 unexcused absences within a 90 day period.
Person responsible for monitoring outcome	Patricia Collins (patricia.collins@polk-fl.net)
Evidence-based Strategy	Upon each unexcused absence of students with a history of truancy, a phone call will be made to parents. Attendance letters will be sent home every 3-weeks reporting student absences. Child student team will meet with parent-student to discuss barriers present that are keeping the student from attending school.
Rationale for Evidence-based Strategy	Daily monitoring of accurate teacher attendance. Weekly reports will be run and monitored for warning signs. Monthly meetings will address those student approaching the threshold. Child study team and subsequent parent-student conferences will be had to address barriers preventing regular school attendance.

Action Step	
Description	1. Daily attendance reporting 2. Daily attendance monitoring 3. Absentee letters sent home 4. Child Study Team 5. Parent-Student Conferences
Person Responsible	Patricia Collins (patricia.collins@polk-fl.net)

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).

Leadership will target specific teachers who need support with progress monitoring and provide opportunities for teacher to participate in district trainings.