Hillsborough County Public Schools

Erwin Technical College

2020-21 Schoolwide Improvement Plan

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Erwin Technical College

2010 E HILLSBOROUGH AVE, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Sharon Tumicki

Start Date for this Principal: 1/7/2019

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 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
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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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Erwin Technical College

2010 E HILLSBOROUGH AVE, Tampa, FL 33610

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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

School Board Approval

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Erwin Technical College will produce quality, produce team members for the workforce and for the community.

Provide the school's vision statement.

Erwin Technical College will:

Empower students to take ownership of their education
Educate students to be highly-trained, productive members of society
Provide an environment for the achievement of higher education, focusing on technology, job preparation and personal growth.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Goode, James	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school sites. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards. SPECIFIC DUTIES & RESPONSIBILITIES: ? Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. ? Administers and develops educational programs for students with mental or physical disabilities. ? Confers with teachers, students, and parents concerning educational and behavioral problems in school. ? Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. ? Requisitions and allocates supplies, equipment, and instructional material as needed. ? Directs preparation of class schedules, cumulative records, and attendance reports. ? Walks about school building and property to monitor safety and security. Title: Title: Principal Job Codes: 10182, 10180, 12077 2 ? Plans and monitors school budget. ? Plans for and directs building maintenance. ? Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.
Ippolito, Lizanne	Assistant Principal	The Assistant Principal, Adult Technical, will assist with the provision of instructional, administrative, and operational leadership of an Adult Technical school. SPECIFIC DUTIES & RESPONSIBILITIES: ? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting

Name	Title	Job Duties and Responsibilities
		examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Title: Assistant Principal, Adult Technical Job Code: 10143 2 ? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. ? Establishes systematic processes to receive and provide feedback about the progress of work being done. ? Leads by example, setting goals that encourage self and others to reach higher standards. ? Holds high and positive expectations for the growth and development of all stakeholders, including self. ? Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. ? Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. ? Assists with oversight of and responsibility for the school's instructional program and its results. ? Assists with oversight of and responsibility for the safety and discipline of school's students. ? Assists with oversight of and responsibility for the school's human resources selections, management, and development. ? Assists with oversight of and responsibility for the school's business and research efforts. ? Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.

Name	Title	Job Duties and Responsibilities
		? Assists with oversight of and responsibility for the school's administration and operation. ? Assists with oversight of and responsibility for the school's property and physical plant. ? Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. ? Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.
Bakshi, Shefali	Assistant Principal	The Assistant Principal, Adult Technical, will assist with the provision of instructional, administrative, and operational leadership of an Adult Technical school. SPECIFIC DUTIES & RESPONSIBILITIES: ? Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. ? Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. ? Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. ? Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. ? Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. ? Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. ? Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Title: Assistant Principal, Adult Technical Job Code: 10143 2 ? Discovers, understands, verbalizes accurately, and responds empathetically to perspectives,

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Demographic Information

Principal start date
Monday 1/7/2019, Sharon Tumicki

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

44

Demographic Data

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Year	
Support Tier	
ESSA Status	
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Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	To exceed and fulfill all accrediting standards- student program completion (60%), job placement(70%), and licensure (70%) Our students come to Technical College to prepare for employment in their field of study. Everything we do is centered on preparing/ helping them gain employment and be successful in their field.
Measurable Outcome:	To exceed and fulfill all accrediting standards- student program completion (60%), job placement(70%), and licensure (70%)
Person responsible for monitoring outcome:	James Goode (james.goode@hcps.net)
Evidence-based Strategy:	Enrollment, withdrawal and graduation rates will be monitored throughout each cohort's enrollment and training period
Rationale for Evidence-based Strategy:	Statistics will be gathered on completion (withdrawals), licensure pass, and job placement on a on-going basis and through the COE Annual Report. These rates must be continually monitored so that intervention can take place, if necessary

Action Steps to Implement

• Students with academic or attendance issues will be counseled.

• Students who self-identify as needing accommodations will meet with school staff to develop appropriate plan.

• Information and materials to assist students in preparing for industry certification exams will be included throughout the program.

• Provide remediation classes when needed to ensure student success.

• Students will be provided with information about job seeking skills and will be given employment leads as they become available.

Person Responsible	James Goode (james.goode@hcps.net)

No description entered

Person Responsible	James Goode (james.goode@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Erwin Technical College is a post-secondary institution, educating students age 18 and older. Erwin is a school site of Hillsborough County Public Schools which correlates to a direct connection to K-12 students in the district. Marketing materials are provided to K-12 school sites to inform families about the educational opportunities that are available at the Technical College. Institutional and Program Advisory meetings, Chamber of Commerce meetings and Great American Teach -In events are also methods to support a positive school culture and involve community stakeholders

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.