

Polk County Public Schools

Maynard A Traviss Technical Academy



2021-22 Schoolwide Improvement Plan

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Maynard A Traviss Technical Academy

3225 WINTER LAKE RD, Lakeland, FL 33803

<http://www.polkedpathways.com/traviss-technical-college/>

Demographics

Principal: Tammy Epperson

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 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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<http://www.polkedpathways.com/traviss-technical-college/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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<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 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Wiggs, David	Principal	Director of School
Perpilus, Angela	Assistant Principal	
Epperson, Tammy	Assistant Principal	
Hendrix, Jason	Assistant Principal	

Demographic Information

Principal start date

Friday 7/1/2011, Tammy Epperson

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.*

0

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.*

1

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

145

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	2	8	26	36	72
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	1	5	14	11	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	3	10	4	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	3	5	7	15
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	1	4	6	0	11

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	0	2	6	16	14	38

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	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	2	2	5

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	5	11	24	65	105
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	4	4	9	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	3	1	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	6	5	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1	1	7	3	12
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	2	4	3	2	11

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	2	6	5	3	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	4	2	7	14

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	5	11	24	65	105
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	4	4	9	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	3	1	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	6	5	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1	1	7	3	12
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	4	3	2	11

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	2	6	5	3	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	4	2	7	14

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					61%	61%		54%	60%
ELA Learning Gains					58%	59%		52%	57%
ELA Lowest 25th Percentile					49%	54%		46%	52%
Math Achievement					61%	62%		55%	61%
Math Learning Gains					56%	59%		54%	58%
Math Lowest 25th Percentile					52%	52%		51%	52%
Science Achievement					52%	56%		48%	57%
Social Studies Achievement					79%	78%		85%	77%

Grade Level Data Review - State Assessments

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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	42%	-42%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2021					
	2019	20%	42%	-22%	53%	-33%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	39%	-39%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	35%	-35%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	9%	54%	-45%	67%	-58%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	57%	-27%	70%	-40%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	11%	53%	-42%	57%	-46%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Reading was used to progress monitor Reading, STAR math was used to progress monitor Math, and district assessments were used to monitor Algebra 1, Geometry, Biology, and US History.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1	1	1
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	1	0
	Economically Disadvantaged	0	1	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	5	3
	Economically Disadvantaged	4	2	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	1	0
	Economically Disadvantaged	2	1	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
FRL								40			
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

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	40
Total Components for the Federal Index	2
Percent Tested	96%

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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Progress monitoring data trends across grade levels indicate an inconsistency in administering the progress monitoring assessments to students in a timely manner resulting in lack of data to establish trends in performance through progress monitoring. State assessment data is currently not available for 2020-21 school year; however, SY 2018-19 data indicates student performance across all tested

content areas lower than district and state. An additional trend across grade levels in review SY2020-21 data includes low student attendance.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on limited progress monitoring data, proficiency in math is lower than percentages of proficiency in reading with both lower than 41% in all subgroups except reading at 43% for Hispanics in both winter and spring monitoring windows and 43% in winter and 59% in spring monitoring windows for white students.

Based on attendance data, 29% of students attended school less than 90% during SY 2020-21.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One contributing factor to low proficiency levels in both Reading and Math include inconsistent progress monitoring students on academic performance throughout school year. Attendance contributing factors includes the lack of consistency in reporting, monitoring, and addressing student attendance at early stages of absences. Another contributing factor includes a portion of our population of students being teen parents who, by trend, experience more challenges in school attendance.

New actions to address improvements in progress monitoring include training of teachers and leadership on progress monitoring tools and analysis of data. In addition, the development of a school-wide implementation plan of student progress monitoring across content areas. New actions to improve attendance includes adjusting the school wide attendance plan with teachers to include monitoring and accountability as well as training. Additional adjustments include a consistent monitoring plan by leadership to address attendance issues using various resources with all parties.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on student progress monitoring data, students improved in reading. Review of state assessment data upon release in summer 2021 will be reviewed to verify alignment of improvement in this area.

What were the contributing factors to this improvement? What new actions did your school take in this area?

One contributing factor to this improvement includes the progress monitoring of students below proficiency in reading according to state assessment enrolled in intensive reading. All students with state assessment reading levels 1 and 2 were scheduled into intensive reading and teacher used county adopted curriculum and monitored students. In addition, teacher and leadership pursued access to county curriculum for all reading students at start of school year.

What strategies will need to be implemented in order to accelerate learning?

One strategy will include the implementation of consistent progress monitoring of all students in all content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities to support teachers and leaders will include training in the implementation, access, and analysis of student progress monitoring data as well as data-driven lesson planning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will include the use of district trainings and support related to improvement needs for both teachers and leaders as well as access to documentation necessary to implement and share strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale: Based on limited progress monitoring and review of available state assessment data, student performance in Reading and writing is low. Progress monitoring of student performance provides data indicators that provides teachers and students specific performance strengths and weakness indicators that can be used to drive and differentiate instruction to improve students learning.

Measurable Outcome: All teachers in ELA will collaborate with the intensive reading teacher to administer progress monitoring assessments to all students grades 9-12 who have not passed the FSA ELA 10th grade reading assessment within district defined assessment windows, review progress monitoring data of their students, and plan instruction aligned to progress monitoring data and content standards. As a result, 42% of students will earn AL 3 or higher on the state reading assessment and all ESSA subgroups will perform at a minimum of 41% overall.

Monitoring: Area of Focus will be monitored by leadership team through use of district data collection platforms, common planning sign in logs, teacher observation, review of gradebooks and teacher lesson planning documents.

Person responsible for monitoring outcome: Tammy Epperson (tammy.epperson@polk-fl.net)

Evidence-based Strategy: Utilize common planning and progress monitoring in core content areas to facilitate:
 a. teacher training on accessing and administering progress monitoring assessments.
 b. analysis of student data and planning for instruction based on student performance to include whole group, small group, individual
 c. align tasks in lesson planning to learning targets and content standards

Rationale for Evidence-based Strategy: Common planning provides the environment for educators to engage productive discussion of instructional standards, strategies for learning, and student learning. Progress monitoring as it provides teachers the objective data they need to make decisions when planning for instructions and interventions and it assists in verifying if the instructional strategies used to teach content are working.

Action Steps to Implement

Teachers and leaders will be trained, as needed, in the administration and use of progress monitoring assessments through the use of district and school-based staff.

Person Responsible Tammy Epperson (tammy.epperson@polk-fl.net)

All ELA teachers will collaborate with the intensive reading teacher to facilitates progress monitoring assessments according to district schedule, analyze the results, and develop instructional plans aligned to course standards and progress monitoring data.

Person Responsible Tammy Epperson (tammy.epperson@polk-fl.net)

#2. Other specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on data indicator of approximately 30% of students attending school less than 90% of the time with indications, in review of data source, that student attendance and teacher recording of accurate attendance needs to be improved.

Measurable Outcome: Students attending school less than 90% of the time will decrease from 29% to 19% for SY 2021-22 based on attendance records reported in electronic teacher gradebooks and electronic student services program.

Monitoring: Attendance manager will review teacher attendance completion each day for class period attendance recording and report discrepancies to administrative lead. School counselors will monitor student attendance and document interventions and report attendance contract needs based on reports and documentation to administrative lead for scheduling and facilitation.

Person responsible for monitoring outcome: Jason Hendrix (jason.hendrix@polk-fl.net)

Evidence-based Strategy: Utilizing the career academy contracts to facilitate:
 1. communications of attendance expectations to all stakeholders
 2, motivation in students to regularly attend school

Rationale for Evidence-based Strategy: Utilize teacher planning to provide professional development in attendance procedures, optional instructional delivery platforms, stakeholder communications and documentation. and brainstorm incentives and solutions for improving student attendance.

Through the use of the career academies, students are motivated to attend school due to their interest in their vocational career course choice. Because attendance is a critical factor in earning the clock hours of the dual enrollment programs of study and Maynard Traviss Technical Academy being a school of choice, proper management of student attendance is critical and, based on district academy policy, student failure to follow attendance policy should include interventions to assist student with attendance and, if unsuccessful, dismissal from academy.
 Teacher planning provides an environment for teachers to collaborate with other educators and share best practices while participating in professional learning.

Action Steps to Implement

Attendance team will develop a school-wide attendance management plan and train all stakeholders on plan to include the implementation of optional instructional delivery and student participation aligned to the needs of the school population.

Person Responsible Jason Hendrix (jason.hendrix@polk-fl.net)

Teachers, school counselors, and attendance managers will implement school wide attendance plan.

Person Responsible Jason Hendrix (jason.hendrix@polk-fl.net)

Attendance team will monitor and assess school wide attendance management plan

Person Responsible Jason Hendrix (jason.hendrix@polk-fl.net)

#3. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale: Based on limited progress monitoring and review of available state assessment data, student performance in Math, Biology, and US History is low. Progress monitoring of student performance provides data indicators that provides teachers and students specific performance strengths and weakness indicators that can be used to drive and differentiate instruction to improve students learning.

Measurable Outcome: All teachers in Algebra, Geometry, Biology, and US History will administer progress monitoring assessments to all students within district defined assessment windows, review progress monitoring data of their students, and plan instruction aligned to progress monitoring data and content standards. As a result, 42% of all students will earn AL 3 or higher and all ESSA groups will perform at a minimum of 41% overall.

Monitoring: Area of Focus will be monitored by leadership team through use of district data collection platforms, common planning sign in logs, teacher observation, review of gradebooks and teacher lesson planning documents.

Person responsible for monitoring outcome: Tammy Epperson (tammy.epperson@polk-fl.net)

Evidence-based Strategy: Utilize common planning and progress monitoring in core content areas to facilitate:
 a. teacher training on accessing and administering progress monitoring assessments.
 b. analysis of student data and planning for instruction based on student performance to include whole group, small group, individual
 c. align tasks in lesson planning to learning targets and content standards

Rationale for Evidence-based Strategy: Common planning provides the environment for educators to engage productive discussion of instructional standards, strategies for learning, and student learning. Progress monitoring as it provides teachers the objective data they need to make decisions when planning for instructions and interventions and it assists in verifying if the instructional strategies used to teach content are working.

Action Steps to Implement

Teachers and leaders will be trained, as needed, in the administration and use of progress monitoring assessments through the use of district and school-based staff.

Person Responsible Tammy Epperson (tammy.epperson@polk-fl.net)

All Algebra, Geometry, Biology, and US History teachers will facilitates progress monitoring assessments according to district schedule, analyze the results, and develop instructional plans aligned to course standards and progress monitoring data.

Person Responsible Tammy Epperson (tammy.epperson@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Maynard Traviss Technical Academy was not listed on the SafeSchoolsforAlex.org website. In review of available discipline data from SY2020-21, there were no substantial areas of concern related to behavior and discipline. Traviss Technical will continue to apply current practices in accordance with district policy as it relates to student behavior and discipline.

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.

Every effort is made at Traviss to assist students in reaching an informed decision about entering a career training program best suited to their individual needs and aptitudes. Students are encouraged to choose their programs after exploring their potential choices and discovering their own strengths and weaknesses, aptitudes and interests. High school students are scheduled according to graduation requirements and meet the requirements of electives through their individual vocational program election. Guidance is also available to help students succeed in their chosen program and secure employment when leaving Traviss. It is also our philosophy to accept students at the level of competency they have achieved upon entering the program and provide competencies to give them training for various jobs. At Traviss, we make it possible

for each student to meet both short and long-range employment goals. We can tailor instruction to the wide variety of student needs through our policy of open-entry and open-exit, self-paced, individualized instruction. Students progress through learning experiences at their own rate and focus on attaining the competencies necessary to meet their personal career goals.

Traviss' philosophy, when put into practice, means that each vocational program resembles as closely as possible the job setting for which training is being offered. Equipment, tools, supplies and environment closely match those on the job. Each program is managed by instructors who are not only skilled workers in their trade or business but are well trained in the professional skills of teaching their business or trade to others. Our

instructors exhibit pride in their profession and enthusiasm in teaching it to others.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Traviss, stakeholder involvement is critical to the success of each vocational program and the school and each stakeholder group's contribution improves the culture and environment of the school. Our student stakeholder group promotes the success of their individual programs and develops relationships with their peers and instructors. Students support one another within their program cohorts as well as outside their group assisting each other. The culture within each program is a genuine small community of learners working with one another to succeed. Our teacher and leadership stakeholders support student success as well as program success establishing relationships with students and community partners providing a link between students and future employee. Our community and business partners provide support for our vocational programs with field trips, presentations, externships, employment opportunities, membership on advisory committees, resources, and advisement.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
2	III.A.	Areas of Focus: Other: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
Total:			\$0.00