Erwin Technical College

2021-22 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: 8/23/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
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	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

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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)
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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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	Position Title	Job Duties and Responsibilities
Goode, James	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of a middle or a career center public school site. 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.
Bakshi, Shefali	Assistant Principal	The Assistant Principal, Adult Technical College, will assist with the provision of instructional, administrative, and operational leadership of an Adult Technical school.
Ippolito, Lizanne	Assistant Principal	The Assistant Principal, Adult Technical College, will assist with the provision of instructional, administrative, and operational leadership of an Adult Technical school.
Herschell, Iola	Teacher, Career/ Technical	The Postsecondary Career and Technical Education (CTE) Teacher is responsible for the instruction of designated postsecondary CTE content area(s)/course(s).

Demographic Information

Principal start date

Monday 8/23/2021, 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.*

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.*

0

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

523

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	Erwin Technical College is a post-secondary institution with the purpose of preparing a workforce for gainful employment for entry level positions within the community. The Instructional Leadership Team met to draft the SIP Goals and Objectives prior to providing faculty with the draft plan. Faculty voted to approve the plan goal, objective and activities. #1: To exceed and fulfill all accrediting agencies standards – student program completion (60%), job-placement (70%), and licensure (70%) by 2% over previous reporting period.
Measurable Outcome:	To exceed and fulfill all accrediting agencies standards – student program completion (60%), job-placement (70%), and licensure (70%) by 2% over previous reporting period.
Monitoring:	Completion rates are determined following each cohort, monitored by administration and teachers. In additional an annual report is submitted to our accrediting agency COE, for each program. Students complete an exit survey to provide feedback on their educational experience. Placement is monitored monthly and teachers are provided a monthly report for follow-up. Biannual Occupational Advisory Board meetings are held for each program area and an Institutional Advisory Board meets annually each fall to review school data, initiatives and progress.
Person responsible for monitoring outcome:	James Goode (james.goode@hcps.net)
Evidence-based Strategy:	Teachers are provided inservice training related to their program content during Professional Study Day each year and program best practices training throughout the year, particularly during pre-planning related to program effectiveness based on Standard 2 Education Programs per COE.
Rationale for Evidence-based Strategy:	Through teacher content and program development during professional learning activities teacher will enhance their knowledge and skills related to curriculum concepts and competence to increase teacher effectiveness.

Action Steps to Implement

Action Steps related to increased completions:
• Students with academic or attendance issues will be counseled in the following
sequence:
- Informally by instructor.
-Formally with referral for probation and Academic Advisory Committee meeting.
• Adults students with disabilities who self-identify as needing accommodations will meet
with school staff to develop reasonable accommodations.
• Remediation classes will be made available to ensure student success (Adult education
on campus with academic support). Instructors may refer students for remediation and
provide students with program resource material to align program specific with
academic support.

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

In order to increase Placement and employment opportunities for students:
• Students will be provided with information regarding job seeking skills and will be given

employment leads as they become available.
• Employment leads will be posted on ErwinOnline and available to current students and
graduates seeking employment.
• Instructors will follow-up with graduates and gather placement information via phone
calls, email and may also note employment through graduates' social media accounts
that note graduates employment or professional work such as business account with
Facebook, Instagram, Linked In, and SunBiz
• Staff will seek placement information from students and graduates as financial
information is disbursed and diplomas are distributed.
-Administration will provide monthly placement reports to teachers for follow-up.
-Student Services Department Head and Community School Administrator are designated as Placement
Coordinators.

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

Industry Certification/Licensure
• Information and materials to assist students in preparing for industry certification exams
will be included throughout the program.
• Industry certification rates will be monitored by the Leadership Team throughout the
school year and the Principal will work with program instructors to implement strategies
to improve student progress on industry certifications.

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

Completion, Placement and Licensure rates will be reviewed by the Leadership Team
throughout the school year, and administration will work with Department Heads and
program instructors to implement strategies to support students towards all objectives.
• Completion, Placement and Licensure rates will be provided monthly and addressed
during monthly faculty, department head and department meetings.
• Job Placement rates and licensure/industry certification rates will be monitored by
Assistant Principals through Placement Reports distributed at each monthly Department
Head meeting. Assistant Principals will discuss importance of contacting graduates and
give updates at most monthly Faculty meetings.
• COE Annual Report will be completed by the Assistant Principal each year.

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

Additional Schoolwide Improvement Priorities

Using the 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.

School Culture and Environment are monitored through student exit surveys and teacher referrals are utilized for student behavior and discipline within our Student Information Data System.

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.

As a public post-secondary institution, Erwin Technical College provides opportunity for students 18 year or older, with career-ready skills utilizing Career-Readiness Practices from the FLDOE Career Certificate Program Curriculum. Students learn in a professional culture and climate environment designed to prepare students for industry.
Student Services Guidance Counselors are involved in College and Career Nights at local high schools to provide information related to our Career Certification programs and registration process. Tours are also provided to middle school and high school groups interested in our career certification programs.
An annual open house is coordinated with the local community and industry partners.
The principal attends local community and business organizations such are Chamber of Commerce and Rotary Clubs to provide information to local business about our organization and programs.

Teachers are able to recognized high achieving students through nominations to our Technical National Honor Society. Several programs participate in SkillsUSA competitions.

Industry Partners are invited to participate in Great American Teach-in however many industry partners meet regularly with program students. Industry partners also participate in Program Occupational Advisory Boards and the Institutional Advisory Board in order to provide input and support the professional culture of the programs.

Faculty and Staff can nominate colleagues for special awards during each monthly faculty meeting in order to recognize someone who has been helpful, gone above and beyond and provided additional support.

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

All program teachers, staff, administration, student services guidance counselors participate in promoting the culture and climate of the school and classrooms.