

Emerald Coast Technical College



School Improvement Plan for 2020-2021

"We prepare and empower today's students to meet the demands of an evolving and competitive global market."

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Emerald Coast Technical College	District Name: Walton County School District
Principal: Wyndy Crozier	Superintendent: A. Russell Hughes
School Improvement Chair: Leslie Harrison	Anticipated Date of School Board Approval: September 15, 2020

Student Achievement Data and Reference Materials:

Data supporting the specific goals of this plan are included in the individual goal descriptions.

The following links provide general state, district and school level information considered during goal selection.

Council on Occupational Education - <http://council.org/membership/>

School Grades Trend Data – schoolgrades.fldoe.org

Florida PK-20 Education Information Portal- <https://edstats.fldoe.org/SASPortal/main.do>

Florida Standards Assessment Trend Data – fldoe.org/accountability/assessments

High School Feedback Report – data.fldoe.org/readiness

School Public Accountability Reports (SPAR)- <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>

K-12 Comprehensive Research Based Reading Plan – <http://www.fldoe.org/academics/standards/just-read-fl/>

School Attestations

By checking the following boxes, the school affirms that each statement accurately reflects current status.

- All school administrators hold current and sufficient state certification for their job description and regularly attend training sessions to become more highly qualified.
- Instructional coaches assigned to the school are properly certified for their duties and regularly attend training sessions to remain current in the latest best practices.
- The school maintains a process to recruit and retain effective and highly effective teachers. Any personnel teaching out of field or deemed less than effective are placed in an individualized program.
- The school has an active mentoring program to support new or struggling teachers that pairs them with more seasoned, effective instructors to carry out activities individualized to the needs of the mentee.

Multi-Tiered System of Supports (MTSS)

The MTSS process is the organizational foundation for all school improvement initiatives and intervention services. Identifying the need for Tier I, Tier II and Tier III interventions and developing strategies to accomplish them is central to our instructional planning. As such, the school has organized its MTSS program in the following way.

School-Based MTSS Team
ECTC’s leadership team consists of: The Principal/Director, Student services dean, Career education programs facilitator and a representative from Student Services.
The team will meet monthly.
The team will analyze completion, placement and licensure/certification data for each program offered at ECTC and review the data with instructors as needed.
MTSS Implementation
Secondary students must qualify for technical dual enrollment in order to be admitted into programs offered at Emerald Coast Technical College. Tech dual applicants must take a test of adult basic education. These tests assess applicants’ basic skills (reading, language and mathematics). The Basic Skills Level, developed by the Florida Department of Education, is outlined on the curriculum framework of each program offered by ECTC. ECTC uses the Basic Skills Levels as the minimum required scores for students to qualify for admission into technical dual enrollment programs. Therefore, there are no struggling readers in ECTC’s tech dual programs.

School Advisory Council (SAC)

The majority of the SAC members are not employed by the school district. The SAC is composed of an administrator, an education support employee, a teacher, dual enrollment (secondary) and postsecondary students, parents of dual enrollment (secondary) students, and other business and community members who are representative of the ethnic, racial, and economic community served by the school within the District. The SAC meets quarterly to coordinate and oversee the school improvement planning process throughout the school. The SAC has final approval over the content of school improvement plans before they are submitted to the School Board and monitors the use of school improvement funds.

School Advisory Council	
School Advisory Council Members:	
Principal – Wyndy Crozier	Community Member – Melissa Rust
Teacher – Lisa Jones	Community Member – Al Ward
Community Member – Ruth Edwards	Support Staff Member – Carol Rothgeb
Community Member – Shane Abbott	Student – Chance Wilder
Community Member – Bill Imfeld	Student – Cameron Le
Community Member – Kate Price-Howard	
Meeting Frequency: ECTC’s School Advisory Council will meet a minimum of once per quarter.	
The School Advisory Council’s major initiatives for 2020-2021 include: <ul style="list-style-type: none">• Monitor the success of the Fast Track programs• Provide input on new health and safety initiatives• Help improve business and industry involvement• Support ECTC’s professional learning community• Recruit students and improve retention rates• Review and approve ECTC’s plans, including the ECTC Strategic Plan and the ECTC School Improvement Plan	

Note: ECTC is a post secondary institution. Therefore, there are no parents on the SAC.

Literacy Leadership Team (LLT)

At the center of efforts to improve student performance levels is the need to maximize their degree of literacy (in all of its forms). To plan for and monitor literacy, the school maintains a Literacy Leadership Team that is organized in the following way.

School-Based Literacy Leadership Team
The team consists of: The Principal/Director, Student Services Dean, Career Education Programs Facilitator, Testing Administrator and a representative from Student Services.
The team will meet monthly to discuss student performance.
Secondary students must qualify for technical dual enrollment in order to be admitted into programs offered at Emerald Coast Technical College. Tech dual applicants must take a basic skills test. This test assesses each student's college readiness. The Basic Skills Level, developed by the Florida Department of Education, is outlined on the curriculum framework of each program offered by ECTC. ECTC uses the Basic Skills Levels as the minimum required scores for students to qualify for admission into technical dual enrollment programs.

Focus Upon Reading

The following plan describes how the school ensures that every teacher contributes to the reading improvement of every student.

Reading is critical in all aspects of each program offered by ECTC. Each ECTC instructor contributes to the reading improvement of every student. Programs offered at ECTC are aligned with industry certification/licensure. Instructors and program advisory committees, consisting of professionals in the field, verify the textbooks, certification prep software and other materials used to help prepare students for industry certification/licensure are aligned with industry standards. Each program electronically maintains agendas and minutes of advisory committee meeting. One of the annual objectives of each advisory committee is to verify materials, study aids, textbooks and equipment used in the classroom meet/exceed industry expectations and exam objectives.

High Schools Only: Applied and Integrated Courses

The following plan describes how the school incorporates applied and integrated courses to help students see the relationships between the subjects they take and their relevance to their future.

All programs and courses offered at Emerald Coast Technical College are aligned curriculum frameworks developed by the Florida Department of Education. All curriculum frameworks are integrated with core academic areas including reading, mathematics and language. Instructors use the frameworks to develop lesson plans and projects that provide students with real-world relevancy between the academic arena and the program of study selected by the student.

High Schools Only: Academic and Career Planning

The following plan describes how the school incorporates students' academic and career planning, as well as promotes student course selection, so that a students' course of study is personally meaningful.

ECTC has developed a program of study for each program it offers. The program of study documents can be found in the institution's catalog. The catalog is updated annually. The catalog is made publicly available at www.ectc.edu.

ECTC has a student services dean on staff. The student services dean is available to assist students with career planning. The career education programs facilitator is also available to meet with students and assist with the programs of study offered at ECTC. All programs offered at ECTC are aligned to industry certification. ECTC publishes CPL (completion, placement, licensure) rates for each program on an annual basis.

High Schools Only: Postsecondary Transition

The following plan describes school strategies for improving student readiness for the public postsecondary level based on an annual analysis of the **High School Feedback Report** (data.fl DOE.org/readiness)

The Association for Career and Technical Education (ACTE), <https://www.acteonline.org>, states "More than 70 percent of secondary CTE concentrators pursued postsecondary education shortly after high school." Emerald Cost Technical College assists high school graduates with completing their programs of study at the postsecondary level.

High Schools Only: Dropout Prevention Program

The following plan describes school programs designed to decrease the number of students leaving school without finishing and to increase the number of students who complete graduation requirements.

Teenage Parent Program: The teen parent program is available to pregnant or parenting teens. Participants must be enrolled in the approved curriculum which is provided and facilitated by the school nurse. Child care may be provided by Okaloosa-Walton Child Care Services.

Performance-Based Exit Option Model: Student curriculum may be adjusted to allow them to earn a State of Florida High School Performance-Based Diploma.

PAEC Utilization

The school participates in services and activities provided by the Panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan that allow us to maximize resources, enhance support services and expand communication with other schools.

District Strategies in Support of School Goals

- District staff, school staff and educational consultants will be utilized to determine effective strategies for improving performance within the African-American, Hispanic and Students with Disabilities subgroups.
- The District will continue to employ outside consultants to assist in curriculum alignment strategies (as funding allows).
- The District will recruit and retain employees who are highly qualified.
- The District will assist schools in determining appropriate and effective interventions to assist students in meeting academic and behavioral goals, including professional learning and the implementation of the MTSS Model.
- The District will use its resources and personnel to develop a continuum of learning which enables all students to make annual learning gains.
- The District will continue to develop more uniform and timely data collection strategies to assist schools in making data-based instructional decisions.
- The District will continue to offer and expand quality professional learning to provide appropriate strategies and activities to support common curricular initiatives.
- The District will continue to assist schools in the establishment of effective credit recovery systems.
- The District will utilize a curriculum review team to monitor fidelity of instruction to focus upon rigor and relevance.
- The District will support school efforts to identify and meet parent and community expectations and work to develop a unified district approach.
- The District will develop an accountability procedure to ensure fidelity to the Student Progression Plan.
- The District will work to expand the teacher orientation and mentoring programs.

PART II: EXPECTED IMPROVEMENTS

Selecting appropriate goals, objectives and strategies for interventions is a complex process requiring a school to examine performance data from all demographic populations on many different assessments in a variety of areas. Walton County schools are required to verify that, as a part of school goal identification, they have examined data from a variety of sources before they select the topics most in need of instructional and organizational focus. Schools are required to create improvement goals targeting academic areas. Other goals are to be added as required to align school actions with the District Strategic Plan and to meet other needs identified by the school. ECTC, a postsecondary institution, has developed several goals that will help its students be successful in their career and technical endeavors.

Assessment and Data Sources to be Considered

By checking the following boxes, the school affirms that, at a minimum, the following assessments, achievement levels and other data sources were used to identify areas in need of intervention.

- STAR Reading and Math: Students scoring at Achievement Level 3 or above
- STAR Reading and Math: Students scoring at or above Achievement Level 4
- STAR Reading and Math: Percent of students making learning gains
- STAR Reading and Math: Percent of students in lowest 25% making learning gains
- FSA Reading and Math: Students scoring at Achievement Level 3 or above
- FSA Reading and Math: Students scoring at or above Achievement Level 4
- FSA Reading and Math: Percent of students making learning gains
- FSA Reading and Math: Percent of students in lowest 25% making learning gains
- Florida Standards Alternative Assessment Reading and Math: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Reading and Math: Students scoring at or above Level 7
- Florida Standards Alternative Assessment Reading and Math: Percent of students making learning gains
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in listening/speaking
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in reading
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in writing
- Algebra 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Algebra 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- Geometry End of Course Assessment: Students scoring at Achievement Level 3 or above
- Geometry End of Course Assessment: Students scoring at or above Achievement Level 4
- NGSSS Science Assessment: Students scoring at Achievement Level 3 or above (elementary and middle schools)
- NGSSS Science Assessment: Students scoring at or above Achievement Level 4 (elementary and middle schools)
- Florida Standards Alternative Assessment Science: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Science: Students scoring at or above Level 7
- Biology 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Biology 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- FSA Writing: Percent of students meeting writing performance targets
- Florida Standards Alternative Assessment Writing: Percent of students scoring at or above Level 4
- Civics End of Course Assessment: Students scoring at Achievement Level 3 or above (middle schools)
- Civics End of Course Assessment: Students scoring at or above Achievement Level 4 (middle schools)

- U.S. History End of Course Assessment: Students scoring at Achievement Level 3 or above
- U.S. History End of Course Assessment: Students scoring at or above Achievement Level 4
- PSAT
- SAT and/or ACT
- AP/Dual Enrollment Performance and Course Selection
- Career and Technical Education (CTE) Performance and Course Selection
- Attendance: Overall school attendance rate
- Attendance: Students with excessive absences
- Attendance: Students with excessive tardies
- Suspension: School in-school suspension rate
- Suspension: School out-of-school suspension rate
- Graduation and/or dropout rate
- Parent involvement statistics
- PARCC or other progress monitoring formative and summative assessment results
- Climate survey results from parent, teacher and student respondents
- School Professional Learning Needs Surveys
- Teacher Professional Learning Plan (Deliberate Practice) areas of need identified by the principal
- Teacher certification and endorsement needs
- School safety reviews
- Other federal, state or district level requirements, including Council on Occupational Education, the Annual Report and WDIS

Review of Possible Areas Needing Intervention

By checking the following boxes, the school affirms that, at a minimum, data related to student or school performance in the following areas was examined for possible inclusion as a school improvement goal.

- Reading
- Writing
- Mathematics
- Science
- Civics (middle school only)
- U.S, History (high school only)

- Attendance
- Suspensions
- Dropout Prevention
- Community/Parent Involvement
- Science, Technology, Engineering and Math (STEM)
- Career and Technical Education (CTE)
- Advanced Placement and Dual Enrollment

Review of Subgroup Performance

By checking the following boxes, the school affirms that data related to student or school performance within each of the following subgroups was examined to determine if they fell short of performance objectives and needed to be included in a school improvement goal, specifically in the areas of reading/ELA and mathematics.

- White
- Black
- Hispanic
- Asian
- American Indian
- English Language Learners
- Students With Disabilities
- Economically Disadvantaged

Summary of Areas Selected for Goal Development

Comprehensive data analysis resulted in the designation of the following areas as school improvement goals:

1. Fast Track Industry Certifications
2. Improve Safety and Well-Being at ECTC
3. Business and Industry Involvement
4. Develop a Professional Learning Community
5. Student Recruitment and Retention

ECTC GOAL

Goal #1 of 5			
Goal Topic: Fast Track Industry Certifications			
Needs Assessment for Goal #1: <i>According to Triumph Gulf Coast, Inc., there is a need for skilled workers in the local labor market.</i>			
Data Sources: Triumph Gulf Cost, Inc. grant submission letter			
Needs Assessment for Objective #1: <i>In light of the damage caused to our region by Hurricane Michael (2018) and the regular reports of the limited number of construction tradespeople available to rebuild the region, on December 18, 2019, the Triumph Gulf Coast, Inc., board voted to create a Skilled Labor Recovery Fund. A specialized “Fast Track” training program was developed to deliver up to 220 new CAPE Certified skilled workers to the labor market in local area each year for up to three years.</i>			
Objective #1: By December 16, 2020 Fast Track students in the Electricity and Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1 programs will earn 40 industry certifications.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Create dual enrollment electricity Fast Track program at ECTC.	Principal Wyndy Crozier	July 6, 2020	Fast Track Grant
Create dual enrollment and post secondary HVAC/R 1 Fast Track program at ECTC.	Principal Wyndy Crozier	July 6, 2020	Fast Track Grant
Implement dual enrollment Fast Track program in Electricity.	Electricity instructor	August 10, 2020	Enrollment roster
Implement dual enrollment and post secondary Fast Track program in Heating,	HVAC/R 1 Instructor	August 10, 2020	Enrollment roster

Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1.			
Electricity and HVAC/R 1 instructors will assist students in earning industry certifications and submit industry certifications earned to Data Control Specialist.	Electricity and HVAC/R Instructors	December 16, 2020	Certification submission spreadsheet
Industry certifications entered into the Focus student management system.	Data Control Specialist	December 17, 2020	Industry certification report
Review industry certification report.	ECTC Principal	December 18, 2020	Industry certification report

Professional Learning for Goal #1

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA						

BUDGET FOR GOAL # 1

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Amount
Objective 1	Materials needed for Electricity and HVAC/R 1 programs.	Fast Track Grant	\$20,000.00
			Total:\$20,000.00

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DISTRICT ALIGNMENT GOAL

Goal #2 of 5			
Goal Topic: Improve Safety and Well-Being at ECTC			
Needs Assessment for Goal #2: <i>Emerald Coast Technical College (ECTC) needs to implement safety precautions to minimize the spread of COVID-19 in order to help students and staff overcome the fear of returning to face-to-face instruction.</i>			
Data Sources: Centers for Disease Control and Prevention (CDC) https://www.cdc.gov/covid-data-tracker/#cases			
Needs Assessment for Objective #1: <i>On July 27, 2020, the Centers for Disease Control and Prevention (CDC) reported over 400,000 cases of COVID-19 in Florida.</i>			
Objective #1: ECTC has limited safety procedures in place to prevent the spread of airborne viruses. In order to ensure the safe return of students and staff, ECTC will implement school-wide safety measures in 100% of all buildings, classrooms and offices on campus prior to August 10, 2020.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Develop a Continuity of Operations Plan outlining ECTC’s updated health and safety procedures.	Principal Wyndy Crozier	July 31, 2020	Continuity of Operations Plan for COVID-19
Touchless temperature stations will be mounted on the walls for staff and students to take and record their temperatures prior to entry.	Staff and students	Daily	Daily screening reports
Touchless hand sanitizing stations will be mounted on the walls at all building entrances.	Staff and students	Daily	Custodial supply reports

Distribute face masks to all students and staff for use when social distancing is not possible.	Principal and Safety Team	Daily	Safety Team Meeting Minutes
ECTC has staggered lunch schedules and has increased the number of outdoor eating spaces to promote social distancing.	Principal	August 10, 2020	Lunch schedule
ECTC has requisitioned chairs to replace all fabric chairs throughout campus.	Principal	August 10, 2020	Purchase orders
ECTC has adjusted the cleaning schedule to sanitize surfaces throughout the school day.	Principal and Plant Manager	August 10, 2020	Cleaning schedule
The side gate on building 100 will remain closed and locked at all times to prevent unscreened entry.	Principal and Plant Manager	Daily	Daily screening reports
Barriers will be installed in classrooms and offices to protect students and staff.	Principal and staff	August 10, 2020	Purchase orders
Install UPS devices in the testing center to allow for social distancing while testing	Test Administrator	August 10, 2020	Visual inspection after installs
Purchase miscellaneous equipment/supplies to prevent the wide-spread of air-borne viruses.	Plant Manager	August 10, 2020	Visual Inspections
Place social distancing signs throughout campus	Plant Manager	August 10, 2020	Visual inspections

ECTC will follow CDC guidelines for social distancing.	Principal and staff	Daily	Visual inspections
Install outdoor tables throughout campus for students to eat while remaining socially distanced.	Plant Manager	August 10, 2010	Visual inspections
Load student handbook/catalog and other important documents on student flash drives to reduce the amount of paper that changes hands.	Tech Contact	August 10, 2020	Flash drive contents
Install ScanSnap scanners in all programs to allow teachers to scan and convert documents to web-friendly formats.	Tech Contact	September 15, 2020	ECTC work orders
Implement the use of DocuSign, allowing students and staff to digitally sign documents.	Principal Wyndy Crozier	August 31, 2020	Digital signatures on documents

Professional Learning for Goal #2

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review the COVID-19 Continuity of Operations Plan	School-wide	Principal	All faculty and staff	August 2020	Review daily screening reports, safety team minutes, cleaning routines and perform visual inspections.	Principal Wyndy Crozier
ScanSnap Training	School-wide	Tech Contact	All faculty and staff	August 2020	Use of ScanSnap scanners	Tech Contact
DocuSign Training	Support Staff	Financial Aid Officer	Office staff, financial aid and student services	August 2020	Use of DocuSign	Financial Aid Officer

BUDGET FOR GOAL # 2

Licensure/Certification Exam Voucher Fees			
Objective	Description of Resources	Funding Source	Amount
Objective #1	Purchase temperature stations, touchless hand sanitizing stations, materials for barriers, face masks, chairs and sanitizing supplies.	CARES Act 2	\$80,000.00
Objective #1	Purchase outdoor tables/seating for student to social distance while taking breaks and eating outdoors.	CARES Act 2	\$20,000.00
Objective #1	UPS devices	CARES Act 2	\$1,200.00
Objective #1	Purchase miscellaneous equipment/supplies to prevent the wide-spread of air-borne viruses.	CARES Act 2/3	\$30,000.00
Objective #1	DocuSign	CARES Act 2/3	\$8,000.00
Objective #1	ScanSnap Scanners	CARES Act 2/3	\$6,000.00
Objective #1	Student Flash Drives	CARES Act 2	\$5,000.00
			Total: \$150,200.00

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ECTC GOAL

Goal #3 of 5			
Goal Topic: Connect Students with Local Industry Professionals			
Needs Assessment for Goal #3: <i>Emerald Coast Technical College instructors need to develop new methods to network with local business and industry professionals.</i>			
Data Source: 2019 Annual Report Placement Rates.			
Needs Assessment for Objective #1: <i>ECTC had an overall placement rate of 92% on the 2019 Annual Report. Current social distancing recommendations make it more difficult for instructors to connect students with local business and industry professionals, which can have a negative effect on program placement rates. Therefore, ECTC instructors needs to develop new methods of connecting students with local employers.</i>			
Objective #1: 100% of ECTC instructors will schedule a minimum of four live sessions by May 13, 2021 to provide students with the opportunity to connect with local industry professionals.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Webcam/microphone devices will be provided to all programs for virtual opportunities.	Tech contact	August 10, 2020	Purchase orders
Train instructors on how to install and use the webcam/mic devices on their ClearTouch panels, computers and laptops.	Tech contact	Pre-planning in August 2020	Feedback from teachers.
Develop new methods for students to network with local business/industry professionals.	CTE Instructors	Pre-planning in August 2020	Meeting minutes

Provide additional hands-on instruction to students who request due to Distance learning.	CTE Instructors	July 6, 2020	Attendance Roster
Instructors will schedule four networking sessions between students and business/industry professionals	CTE Instructors	May 13, 2021	Business and industry contact form on the shared drive
CTE instructors will revise program sections in the Work-Based Learning Plan.	CTE Instructors & Principal	October 1, 2020	Work-Based Learning Plan
Discuss the success of live sessions with local industry professionals.	Principal Wyndy Crozier	Monthly	Staff meeting minutes

Professional Learning for Goal #3

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Develop new methods for students to network with local business and industry professionals	All CTE programs	School Improvement Chair	All CTE program instructors	August 2020	Review business/industry contact reports at monthly meetings	Principal Wyndy Crozier
Train teachers on using webcam/microphone devices	All CTE programs	Tech Contact	All CTE program instructors	August 2020	Discuss progress at staff meetings	Tech Contact

BUDGET FOR GOAL # 3

Objective	Description of Resources	Funding Source	Amount
Objective 1	Purchase webcam/microphone devices for all programs and staff members	CARES Act 2 Funds	\$1,200.00

Objective 1	Provide additional hands-on instruction to students who request due to Distance learning.	CARES Act 2 Funds	\$8,000.00
Total: \$9,200.00			

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DISTRICT ALIGNMENT GOAL

Goal # 4 of 5			
Goal Topic: Develop a Professional Learning Community for Continuous Learning			
Needs Assessment for Goal #4: <i>Due to the uncertainty surrounding COVID-19 in the coming school year, Emerald Coast Technical College must be prepared for periodic closures and the possibility of school sites having to isolate for fourteen days should someone in the facility test positive for COVID-19.</i>			
Needs Assessment for Objective #1: <i>In March 2020, ECTC instructors developed Continuous Learning Plans in response to COVID-19. Students completed the 2019-2020 school year from a distance. Faculty and staff need to develop a professional learning community focused on continuous learning in order to adapt to current and future changes in procedures and instructions.</i>			
Objective #1: Each instructor will revise the Continuous Learning Plan for the program(s) taught by the instructor.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Review ECTC's COVID-19 Continuity of Operations Plan with all instructors.	Principal	August 3, 2020	Meeting minutes
Instructors will review and discuss revisions for continuous learning plans developed in March 2020.	School Improvement Chair	August 4, 2020	Meeting minutes
Instructors will revise each program's continuous learning plan and upload the updated plan to the shared drive.	CTE Instructors	August 6, 2020	Revised Continuous Learning Plans
Instructors will review ECTC's COVID-19 Continuity of Operations	CTE Instructors	August 10, 2020	Lesson plans

Plan and programs' continuous learning plans with students.			
Instructors and staff will meet quarterly to discuss feedback from students and staff.	Principal	Quarterly meetings	Meeting minutes
Instructors will revise continuous learning plans as needed throughout the year.	CTE Instructors	Ongoing	Revised Continuous Learning Plans
Instructors will implement procedures for online learning, if needed.	CTE Instructors	As needed	MS Teams Calendar and Clock Hour Forms
Hire new Health/Science Instructor to open a new PN night class in order to mitigate the increased number of applicants due to students desiring training and credentialing in a different job field due to COVID.	Principal	August 10, 2020	Hiring records, student enrollment data.
Needs Assessment for Objective #2: <i>In March 2020, ECTC staff had to work from a distance and ECTC instructors had to teach from a distance. The ECTC staff needs the ability to create web-friendly documents. Instructors also need a common online learning management platform for students.</i>			
Objective #2: ECTC staff needs to be trained on how use new technology to work and teach from a distance.			
Strategies Designed to Meet Objective			
Provide staff with ScanSnap scanner training for creating web-friendly documents.	Tech Contact	August 5, 2020	Web-friendly documents

Provide instructors with Canvas training. Canvas is an online learning management platform.	Tech Contact	August 5, 2020	Program instruction uploaded to Canvas
Provide staff with additional Microsoft Teams training.	Tech Contact	August 5, 2020	Virtual classes and meetings, as needed.
Needs Assessment for Objective #3: <i>In March 2020, ECTC distributed laptops to staff and students for online learning. Many of the laptops at ECTC are program-specific. Therefore, additional laptops needs to be purchased that have the capability to run Canvas and program-specific software. The laptops also need integrated webcams and audio devices.</i>			
Objective #3: Purchase student laptops for the purpose of continuous learning. The laptops can also be used in the classroom throughout the school year.			
Strategies Designed to Meet Objective			
Purchase laptops for continuous learning.	Principal	August 31, 2020	Purchase order
Install program-specific software on laptops.	Tech Contact	September 14, 2020	Program list
Keep the laptops updated in the event they are needed for online learning.	Tech Contact	Ongoing	Work orders

Professional Learning for Goal #4

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review the ECTC COVID-19 Continuity of Operations Plan	All faculty and staff	Principal	All faculty and staff	August 3, 2020	Minutes from quarterly meetings	Principal Wyndy Crozier
Review and revise continuous learning plans for all programs	All	SI Chair	CTE Instructors	Initially on August 5, 2020 then followed up at quarterly meetings	Revised plans uploaded to shared drive. Ongoing revisions discussed at quarterly meetings.	SI Chair
Provide Canvas training	All	Tech Contact	CTE Instructors	August 5, 2020 and ongoing as needed	Instructors will upload instructions to Canvas throughout the year.	Tech contact

Provide staff with additional MS Teams training	All	Tech Contact	All faculty and staff	August 5, 2020 and ongoing as needed	Minutes from quarterly meetings	Tech contact
Provide all staff with training on how to use the ScanSnaps	All	Tech Contact	All faculty and staff	August 5, 2020 and ongoing as needed	Minutes from quarterly meetings	Tech contact

BUDGET FOR GOAL #4

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Amount
Objective #2	Canvas	CARES Act Funding	\$6,700.00
Objective #2	Hire Health/Science Instructor	CARES Act Funding	\$62,000.00
Objective #3	Laptops	CARES Act Funding	\$78,000.00
			Total: \$146,700.00

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Goal # 5 of 5**Goal Topic: Student Recruitment and Retention**

Needs Assessment for Goal #1: *According to Emerald Coast Technical College enrollment and completion data, there is a need to recruit and retain students.*

Data Sources: Industry certification report, COE Annual Report 2019, Program Enrollment Reports from FOCUS, OCP Reports from FOCUS and the Student Application Spreadsheet.

Needs Assessment for Objective #1: *Student enrollment in the Automotive Service Technology and Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) programs has decreased in each of the past three years.*

Objective #1: Recruit students to increase student enrollment in the automotive and HVAC/R programs by 30% by April 8, 2021.

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Install digital sign on the front lawn, adjacent to 20 th Street.	Principal	August 31, 2020	Digital messages
Instructors will complete digital message request forms to advertise program happenings, industry certifications earned and job placements.	CTE Instructors	Ongoing	Digital message form
Recruit potential students by advertising registration dates and program openings on the digital sign.	CTE Instructors	Ongoing	Digital messages
Instructors will provide Career Source counselors with program overviews and classroom tours for the purpose of recruiting students.	CTE Instructors	October 1, 2020	Feedback from Career Source counselors

CTE instructors will coordinate with ECTC's Student Services Dean to schedule instructor visits two different WCSD high schools during 2020-2021 for the purpose of recruiting students.	CTE Instructors and Student Services Dean	March 2, 2021	ECTC Calendar
CTE instructors will submit program photos and happenings to the Data Control Specialist so they can be posted to Facebook.	CTE Instructors and Data Control Specialist	Quarterly	Facebook Posts
<p>Needs Assessment for Objective #2: According to the 2019 Annual Report, completion rates are below 90% in five programs at Emerald Coast Technical College:</p> <ul style="list-style-type: none"> • Completion rate of 67% in Automotive Service Technology 1 • Completion rate of 83% in Air-Conditioning, Refrigeration and Heating Technology 1 • Completion rate of 72% in Cosmetology • Completion rate of 67% in Patient Care Technician • Completion rate of 89% in Phlebotomy 			
<p>Objective #2: Increase completion rates on the 2020 Annual Report to 90% or higher in 100% of the programs offered at Emerald Coast Technical College by December 1, 2020.</p>			
Strategies Designed to Meet Objective			
Instructors meet with principal to discuss completion rates	Principal	August 31, 2020	Meeting notes
Instructors will meet with students after students return to class from a single absence and document why the student was absent.	CTE Instructors	Ongoing	Meeting notes
Instructors will contact students missing 2	CTE Instructor	Ongoing	Contact notes

consecutive absences to find out why the student is absent. The student will document the contact.			
Instructors will submit Student Academic Progress (SAP) forms to the Student Services Dean after a student misses 2 classes, not necessarily 2 consecutive absences.	CTE Instructors	Ongoing	Student Academic Progress forms
Instructors will continue to submit (SAP) forms to the Student Services Dean for each absence after the initial SAP has been submitted.	CTE Instructors	Ongoing	Meeting notes
Instructors will meet with a student after the student fails an assignment to discuss improvement strategies. The instructor will document the student meeting.	CTE Instructors	Ongoing	Meeting notes
Instructors will submit Student Academic Progress (SAP) forms to the Student Services Dean after a student fails an assignment.	CTE Instructors	Ongoing	Student Academic Progress forms
The Student Services Dean will meet with students that instructors submitted Student Academic Progress	Student Services Dean	Ongoing	Student Academic Progress forms

forms on for the purpose of discussing improvement strategies. The meeting will be documented on the Student Academic Progress form signed by both the student and the dean. The instructor will be provided with a copy of the completed form.			
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Professional Learning for Goal #5

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA						

BUDGET FOR GOAL # 5

Objective	Description of Resources	Funding Source	Amount
NA			\$0.00
			Total: \$0.00

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FINAL BUDGET

Please provide the total budget from each goal.			
	Goal 1	\$	20,000.00
	Goal 2	\$	150,200.00
	Goal 3	\$	9,200.00
	Goal 4	\$	146,700.00
	Goal 5	\$	0.00
	Total:	\$	326,100.00

School Improvement Acronym List

A

- AA** – Associate in Arts
- AA** – Alternative Assessment
- AAS** – Associate in Applied Science
- ABE** – Adult Basic Education
- ACCEL** – Academically Challenging Curriculum to Enhance Learning
- ACEE** – Area Centers for Educational Enhancement
- ACT** – American College Testing (Assessment)
- ADA** – Americans with Disabilities Act
- AFDC** – Aid to Families with Dependent Children
- AHS** – Adult High School
- AICE** – Advanced International Certificate of Education
- AMO** – Annual Measurable Objective
- AP** – Advanced Placement
- AS** – Associate in Science
- ASD** – Autism Spectrum Disorder
- ASE** – Automotive Service Excellence
- ASL** – American Sign Language
- ATD** – Applied Technology Diploma
- AVID** – Advancement Via Individual Determination
- AWS** – American Welding Society
- AYP** – Adequate Yearly Progress

B

- BA** – Bachelor of Arts
- BAT** – Benchmarks for Advanced Tiers
- BCBA** – Board Certified Behavior Analyst
- BS** – Bachelor of Science

C

CAC – Child Advocacy Center
CAR-PD – Content Area Reading Professional Development
CBT – Computer-Based Testing
CCD – Course Code Directory
CCRP – Comprehensive Core Reading Program
CCSS – Common Core State Standards
CELLA – Comprehensive English Language Learning Assessment
CEU – Continuing Education Unit
CFO – Chief Financial Officer
CIW – Certified Internet Webmaster
CLAST – College Level Academic Skills Test
CNA – Certified Nursing Assistant
C of C – Code of Conduct
COE – Council on Occupational Education
COPE – Chautauqua Office of Psychological Services
CPL – Completions Placements and Licensure
CPT – College Placement Test
CRP – Comprehensive, research-based, Reading Plan
CSIT – Computer Systems & Information Technology

D

DA – Differentiated Accountability
DAC – District Advisory Council
DAIP – District improvement, Assistance and Intervention Plan
DAR – Diagnostic Assessment of Reading
DART – Disaggregate, Assess, Review and Target
DCF – Department of Children and Family Services
DCT – Diversified Cooperative Training
DE – Dual Enrollment
DEA – Discovery Education Assessments
DIAP – District Improvement, Assistance and Intervention Plan
DIBELS – Dynamic Indicator of Basic Early Literacy Skills

DJJ – Division of Juvenile Justice
DOC – Department of Corrections
DOE – Department of Education
DOP – Dropout Prevention
DSS – Department of Social Services
DSS – Developmental Scale Score

E

EBD - Emotional/Behavioral Disabilities
ECTC – Emerald Coast Technical College
ED – Educationally Disadvantaged
EEO – Equal Employment Opportunity
EHR – Electronic Health Records
ELL – English Language Learners
EOC – End-of-Course Assessment
ePDC – Electronic Professional Development Center
ePEP – Electronic Personal Education Planner
ERDA – Early Reading Diagnostic Assessment
ERIC – Educational Resource Information Center
ERSI – Early Reading Screening Instrument
ESE – Exceptional Student Education
ESEA – Elementary and Secondary Education Act
ESL – English as a Second Language
ESOL – English Speakers of Other Languages
ESSA – Every Student Succeeds Act
ESY – Extended School Year

F

FAA – Florida Alternative Assessment
FACTS – Florida Academic Counseling and Tracking for Students
FAIR – Florida Assessments for Instruction in Reading
FAPE – Free and Appropriate Public Education
FBO – Faith-Based Organization

FCAT – Florida Comprehensive Assessment Test
FCIM – Florida Continuous Improvement Model
FCPT – Florida College Placement Test
FCRR – Florida Center for Reading Research
FDLRS – Florida Diagnostic and Learning Resource System
FDOE – Florida Department of Education
FEFP – Florida Education Finance Program
FELE – Florida Educational Leadership Examination
FERPA – Florida Education Rights and Privacy Act
FIN – Florida Inclusion Network
FLaRE – Florida Literacy And Reading Excellence
FLKRS – FLorida Kindergarten Readiness Screener
FLVS – FLorida Virtual School
FORF – Florida Oral Reading Fluency
FOR-PD – Florida Online Reading Professional Development
FRL – Free and Reduced Lunch
FSA – Florida Standards Assessment
FTE – Full Time Equivalency
FY – Fiscal Year

G

GED – General Education Development test
GLE – Grade Level Expectations
GMRT – Gates-Macginitie Reading Test
GPA – Grade Point Average
GPS – Global Positioning System

H

HH – Hospital Homebound

HIPAA – Health Insurance Portability and Accountability Act

HLS – Home Language Survey

HSCT – High School Competency Test

HQT – Highly Qualified Teacher

HVAC/R - Heating, Ventilation, Air-Conditioning/Refrigeration

I

IAC – Institutional Advisory Committee

IB – International Baccalaureate

ICC – International Coastal Cleanup

IDEA – Individuals with Disabilities Education Act

IEP – Individual Education Plan

ILOD – In Line Of Duty

IMS – Information Management System

IPDP – Individual Professional Development Plan

ISRD – Institute of Small and Rural Districts

IST – Instructional Support Team

IT – Information Technology

L

LEA – Local Education Agency

LEP – Limited English Proficient

LIIS – Local Instructional Information System

LOA – Leave of Absence

M

MAI – Major Area of Interest

MIS – Management Information System

MOU – Memorandum of Understanding

MSID – Master School Identification File

MTSS – Multi-Tiered System of Support

N

NAEP – National Assessment of Education Performance

NATE – North American Technician Excellence

NBCT – National Board Certified Teacher

NCCER – National Center for Construction Education and Research

NCLB – No Child Left Behind

NCLEX – National Council Licensure Examination

NCTM – National Council of the Teachers of Mathematics

NCWE – National Council for Workforce Education

NEFEC – North East Florida Educational Cooperative

NGA – National Governor's Association

NGCARPD – Next Generation Content Area Reading Professional Development

NGSSS – Next Generation Sunshine State Standards

NRT – Norm Referenced Test

NSDC – National Staff Development Council

NWFSC – Northwest Florida State College

O

OCP – Occupational Completion Point

OCR – Office of Civil Rights

OJT – On the Job Training

OPPAGA – Office of Program Policy Analysis and Government Accountability

OPS – Other Personnel Services

OSHA – Occupational Safety and Health Administration

P

PAEC – Panhandle Area Educational Cooperative

PARCC – Partnership for the Assessment of Readiness for College and Careers

PAS – Performance Appraisal System

PBL – Project Based Learning

PBS – Positive Behavioral Support

PCT – Patient Care Technician

PD – Professional Development
PERT – Postsecondary Education Readiness Test
PECO – Public Education Capital Outlay
PIC – Private Industry Council
PLC – Professional Learning Community
PLF – Professional Learning Facilitator
PLP – Professional Learning Plan
PMP – Progress Monitoring Plan
PMRN – Progress Management and Reporting Network
PN – Practical Nursing
PSAT – Preliminary American College Testing (Assessment)
PSAV – Postsecondary Adult Vocational
PY – Program Year

R

READ – Reading Enhancement and Acceleration Development
RLT – Reading Leadership Team
ROI – Return On Investment
RTI – Response to Intervention
RTTT – Race to the Top
RTW – Ready to Work

S

SAC – School Advisory Council
SACS – Southern Association of Colleges and Schools
SAP – Student Academic Progress
SAT – Scholastic Aptitude Test
SBE – State Board of Education
SBIT – School-Based Intervention Team
SBRR – Scientifically-Based Reading Research
SCiii – Science collaboration, Immersion, Inquiry, Innovation
SDMT – Stanford Diagnostic Mathematics Test
SEA – State Education Agency

SEDNET – Students with Emotional Disabilities Network
SES – Supplemental Educational Services
SESIR – School Environment Safety Incident Report
SINI – School In Need of Improvement
SIP – School Improvement Plan
SIT – School Improvement Team
SIRP – Supplemental Intervention Reading Program
SLP – Speech Language Pathologist
SMART – Specific, Measurable, Attainable, Realistic and Time-Bound
SMS – Student Management System
SOAR – Science, Optimizing Academic Returns
SPAR – School Public Accountability Report
SPP – Student Progression Plan
SRD – School Resource Deputy
SREB – Southern Regional Educational Board
SSI – Supplemental Security Income
SSS – Sunshine State Standards
STEM – Science, Technology, Engineering and Mathematics
STW – School To Work
SUS – State University System
SWD – Students With Disabilities
SY – School Year

T

TA – Technical Assistance
TABE – Test of Adult Basic Education
TDE – Temporary Duty Elsewhere
TLC – Teaching and Learning Contacts
TTT – Tuesday Teacher Training

U

UDL – Universal Design for Learning

V

VPK – Voluntary Pre-Kindergarten Program

W

WDB – Workforce Development Board

WIDA – World Class Instructional Design Assessment

WISE – Walton Initiatives for Success in Education

WVS – Walton Virtual School