



School Name:

WITHLACOOCHEE TECHNICAL INSTITUTE

Principal: DENISE R. WILLIS

SAC Chair: KEVEN TINSLEY

District Name: CITRUS

Superintendent: SANDRA HIMMEL

Date of School Board Approval: NOVEMBER 13,
2012

School Information

2012 - 2013

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Denise Willis	BS Family and Consumer Science MS Educational Leadership	3	8	NA
Assistant Principal	Judy Johnson	BS Elementary Education MS Reading Education MS Educational Leadership	3	9	NA
Assistant Principal	Richard Van Gulik	BS Industrial Education MS Industrial Education PhD Educational Administration	5	35	NA

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
29	3% (1)	35% (10)	20% (6)	42% (12)	31% (9)		3% (1)	N/A	3% (1)

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Director, Assistant Director for Career and Technical, Assistant Director for Adult Education, Lead Counselor, ESE Specialist, Transition Academy Instructor, ABE Instructor, Pre-Applied Academics Instructor, Career Transitions Facilitator

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Students are screened at intake for academic deficiencies and assigned to appropriate classes for academic intervention. Students are progress monitored electronically and referred for counseling regarding additional interventions for attendance and academics as needed. Team meetings are convened as needed to confer on individual student needs. Weekly meetings are held with Student Services staff to assess progress and needs.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The leadership team reviews all student data to identify areas for the development of interventions. Strategies and goals are developed accordingly. Quarterly meetings are held with staff to assess progress and determine additional needs and interventions throughout the school year.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data reports generated by the following systems are used to summarize student progress: OCP (Occupational Completion Points) Tracker, Adult Education Tracker, Skyward, and WDIS Survey Reports

Describe the plan to train staff on MTSS.

Training during pre-planning and at monthly meetings throughout the year in both large and small groups

Describe plan to support MTSS.

Staff has been assigned to monitor these systems to identify deficiencies and report findings

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes

No

If No, describe the measures being taken to comply with SAC requirements.

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Describe the activities of the SAC for the upcoming school year.

Five meetings are held throughout the year to review the following: Program needs, employment needs, student achievement and attendance data, COE required procedural plans, continuous improvement plan, strategic plan for Career and Technical Centers, progress toward implementation of strategies and outcome attainment, targeted occupation lists and programmatic needs of the community, budget, grants, facility needs and upgrades, new business training requests, community business closures and layoffs, and new technology. Two of these meetings are held in conjunction with Program Advisory Committees as required by the Council on Occupational Education.

Describe the projected use of SAC funds.	Amount
To pay for industry certification exams for high school students	100% of \$276.96

OPTIONAL IMPROVEMENT GOAL AREAS

FCAT 2.0 Reading	Scoring Level 3
FCAT 2.0 Reading	Scoring Levels 4 & 5
FCAT 2.0 Reading	Percent Making Learning Gains
FCAT 2.0 Reading	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Reading	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Reading	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Reading	Percent Making Learning Gains
Florida Alternative Assessment Reading	Percent of Lowest 25% Making Learning Gains
Reading	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Math, Algebra I, Geometry	Scoring Level 3
FCAT 2.0 Math, Algebra I, Geometry	Scoring Levels 4 & 5
FCAT 2.0 Math, Algebra I, Geometry	Percent Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Math	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Math	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Math	Percent Making Learning Gains
Florida Alternative Assessment Math	Percent of Lowest 25% Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Science	Scoring Level 3
FCAT 2.0 Science	Scoring Levels 4 & 5
Florida Alternative Assessment Science	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Science	Scoring Levels 7, 8 & 9
Biology End-of-Course	Scoring Level 3
Biology End-of-Course	Scoring Levels 4 & 5
FCAT Writing	Scoring Level 3 or Higher
FCAT Writing	Scoring Level 4 or Higher
Florida Alternative Assessment Writing	Scoring Levels 4 or Higher
Civics End-of-Course	Scoring Level 3
Civics End-of-Course	Scoring Levels 4 & 5
History End-of-Course	Scoring Level 3
History End-of-Course	Scoring Levels 4 & 5
Attendance	
Suspension	
Dropout Preventions	
Parent Involvement	
Science, Technology, Engineering, & Math (STEM)	
Career & Technical Education	

Please check "yes" on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?
Data Analysis	Yes <input checked="" type="checkbox"/>
Lesson Study	Yes <input checked="" type="checkbox"/>
Multi-Tiered System of Support (MTSS)/Response to Intervention (Rtl)	Yes <input checked="" type="checkbox"/>
Increasing Student Achievement	Yes <input checked="" type="checkbox"/>
Florida Alternate Assessment (FAA)	Yes
Comprehensive English Learning Assessment (CELLA)	Yes
Annual Measurable Objectives (In six years school will reduce their achievement gap by 50% in reading and mathematics)	Yes
End-of -Course Subject Areas	Yes
Postsecondary Readiness	Yes
Dropout Prevention	Yes
Academic Intervention	Yes
Professional Development	Yes <input checked="" type="checkbox"/>

Improvement Area: Completion, Placement and Licensure Rates

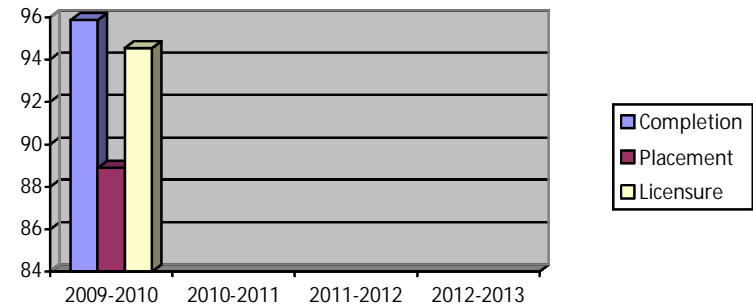
Goal 1: Attain or exceed Completion, Placement and Licensure rates for students established by the Council on Occupational Education, our accrediting agency.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1:

2009-13 Data:

2009-2010 Current Level of Performance: Completion	2010 - 2011	2011 - 2012	2012 - 2013
Actual (%)	Actual (%)	Actual (%)	Expected (%)
95.86			97
2009-2010 Current Level of Performance: Placement	2010 - 2011	2011 - 2012	2012 - 2013
Actual (%)	Actual (%)	Actual (%)	Expected (%)
88.89			90
2009-2010 Current Level of Performance: Licensure	2010 - 2011	2011 - 2012	2012 - 2013
Actual (%)	Actual (%)	Actual (%)	Expected (%)
94.55			96



Data Analysis:

Completion, Placement, Licensure data is calculated and reported in December on data generated 2 years prior. This data is reported via the Florida Education Training and Placement Information Program (FETPIP), internal data systems, and Skyward

Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Refine the process used to gather CPL data: create data elements within the OCP Tracker to monitor student CPL rates
Anticipated Barrier	Lag in receipt of state data; unemployment rate- local job market
Resources (Human, Material)	Time for staff to develop data elements Time for staff to communicate with students and enter data Copies of all CTE Course materials for Adult Education Classrooms
Funds Needed/Allocated	\$1000 from AGE Grant for CTE Course materials and realia
Team/Person Responsible for Progress Monitoring	Student Services Instructional Staff Administrative Team
Action Step Progress Monitoring	
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	COE Annual Report of CPL

Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Refine the process used to gather CPL data: create electronic Employment Verification Forms linked to the OCP data elements within the OCP Tracker
Anticipated Barrier	Lack of student follow through, high mobility rate
Resources (Human, Material)	Time for staff to develop data elements and tools Time for staff to communicate with students and enter data
Funds Needed/Allocated	Website enhancements
Team/Person Responsible for Progress Monitoring	Student Services Instructional Staff Administrative Team
Action Step Progress Monitoring	
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	COE Annual Report of CPL

Improvement Area: Adult Education Transitions to Post-Secondary Education and Employment

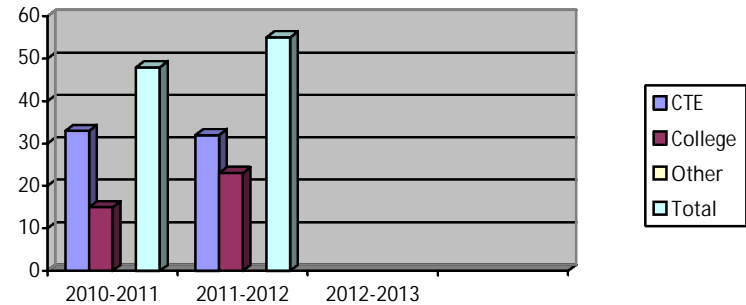
Goal 2:
 Improve the percentage of students completing Adult Education programs who transition to post-secondary education

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2:

2011-12 Data:

2010 - 2011 Level of Performance	2011 - 2012 Current Level of Performance	2012 - 2013	
Actual (%)	Actual (%)	Expected (%)	Actual (%)
49%	55%	60%	



Data Analysis:

In 2010-2011, there were a total of 39 students who completed their GED program. 19 of those students transitioned on to a post-secondary program; 13 enrolled in CTE programs and 6 into college programs.

In 2011-2012, there were a total of 66 students who completed their Adult Education program which included GED, AAE and ESOL. of those students transitioned to a post-secondary program; 21 enrolled in CTE programs and 15 into college programs.

CTE: Career and Technical Centers including WTI
 College: Includes Community College, State College and University
 Other: Includes Apprenticeship Programs and Employer Training Programs

Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Refine the process used to gather Post-Secondary Placement data: analyze current data within the Adult Education Tracker system to identify gaps and develop interventions
Anticipated Barrier	Student Mobility Rate, Constant changes in student contact information
Resources (Human, Material)	Time for staff to communicate with students and enter data
Funds Needed/Allocated	NA
Team/Person Responsible for Progress Monitoring	Student Services Instructional Staff Administrative Team
Action Step Progress Monitoring	
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	WIA Data Reports from Workforce, WDIS Reports, AE Tracker Reports on Transitions

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Increase opportunities for students to receive financial aid for Post-secondary education
Anticipated Barrier	Difficulty in verification of residency, difficulty in passing PERT College Entrance Exams
Resources (Human, Material)	Time for staff to develop alternative sources for financial aid
Funds Needed/Allocated	NA
Team/Person Responsible for Progress Monitoring	Administrative Team Career Transitions Facilitator
Action Step Progress Monitoring	
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	AE Tracker Reports on Transition Financial Aid Rates

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Contextual Teaching and Learning	9-12, 30, 31	Blake Johnson	All Staff	Monthly PD Meetings Monthly PLC Meetings	Classroom Walk-Throughs MTSS Meetings Weekly Administrative Team Meetings	Administrative Team Career Transitions Facilitator
Data Analysis and Reporting	9-12, 30, 31	Willis Van Gulik Johnson Blake Pineau Delgado D. Moore Stokes	All Staff	Monthly PD Meetings Monthly PLC Meetings	Classroom Walk-Throughs MTSS Meetings Weekly Administrative Team Meetings WDIS Survey Data Reviews	Administrative Team Career Transitions Facilitator Student Services Team Adult Education Staff
Learning Focused Strategies	9-12, 30, 31	Willis Van Gulik Johnson	All Staff	Monthly PD Meetings Monthly PLC Meetings	Classroom Walk-Throughs WDIS Survey Data Reviews	Administrative Team