Withlacoochee Technical College

2022-23 Schoolwide Improvement Plan

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Withlacoochee Technical College

1201 W MAIN ST, Inverness, FL 34450

https://wtcollege.org/

Demographics

Principal: David Roland

Start Date for this Principal: 6/27/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 11-Adult
Primary Service Type (per MSID File)	Career and Technical Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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 was approved by the Citrus County School Board on 10/11/2022.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 11-Adult	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Career and Technical Education	No	0%

School Grades History

Year

Grade

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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 provide the highest quality academic and technical education for current and emerging careers in a competitive workforce.

Provide the school's vision statement.

To be a nationally recognized technical college of choice providing innovative high-tech education to advance the future of our community.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bishop, Gloria	Principal	Manage and administer the overall activities of assessing, developing and implementing the instructional programs at Withlacoochee Technical College. Manage and supervise the function of personnel services for the school, including interviewing and selecting qualified personnel to be recommended for employment, reappointment and performance appraisal.
Davis, Karen	Assistant Principal	Assist the Director of WTC with preparing budgets; securing appropriate equipment, supplies and facilities; developing and maintaining community relations; maintaining professional relations; collecting documentation and submitting necessary reports.
Paprzycki, Lisa	Assistant Principal	Assist the Director of WTC with preparing budgets; securing appropriate equipment, supplies and facilities; developing and maintaining community relations; maintaining professional relations; collecting documentation and submitting necessary reports.

Demographic Information

Principal start date
Monday 6/27/2022, David Roland

Number of teachers with a 2022 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 2022 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

19

Total number of students enrolled at the school

361

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Part III: Planning for Improvement

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?

Completion, placement and licensure data is consistently higher than the benchmarks established by our accrediting agency. We continue to meet or exceed the state established benchmarks for Perkins performance indicators 1P1 Post-Program Placement and 2P1 Earned Recognized Postsecondary Credential . However, we do not meet the state established benchmark for Perkins performance indicator 3P1 Non-Traditional Program Concentration.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

3P1 Non-Traditional Program Concentration is the data component that demonstrates the greatest need for improvement.

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 that impacts non-traditional enrollment is that we have a rural county with a culture that is traditional as far as career goals. Another contributing factor is that most of our programs have male as the non-traditional gender and male students make up about 65% of our population. With the traditional culture of our community concerning employment, these two contributing factors have a large impact on keeping our non-traditional enrollment percentage low. We plan to continue to have a non-traditional focus in our advertising and when we visit with local high school students. We plan to organize non-traditional events on campus to showcase programs and previously successful non-traditional students who are working in their field.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was Perkins Performance Indicator 1P1 Post-Program Placement.

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

Contributing factors to this improvement as well as new actions taken by our school, are greater focus on monitoring the data and improved documentation of placement.

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

N/A

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.

N/A

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

Continued improvement in data monitoring processes will be implemented to ensure sustainability of improvement.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Performance Indicators

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	As a postsecondary institution, we need to meet three performance indicators to meet our Perkins Grant requirements. We do not meet the benchmark for Perkins indicator 3P1 Non-Traditional Program Concentration.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For the 2022-23 school year, our negotiated target with the FLDOE for indicator 3P1 is 13.25%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	After each session begins, program non-traditional enrollment data will be calculated to ensure that we are on target to meet the performance indicator benchmark.
Person responsible for monitoring outcome:	Karen Davis (davisk@citrusschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Our evidence-based strategy is to increase enrollment of non-traditional students to greater than 13.25%.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for selecting this strategy is that it is a measurable strategy that focuses us to meet the Perkins performance indicator 3P1. The WTC staff and the School Improvement Plan committee selected this strategy as a focus for WTC.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schedule visits to secondary schools using, as guest speakers, prior non-traditional students who are now employed as well as current non-traditional students.

Person Responsible	Lisa Paprzycki (paprzyckil@citrusschools.org)

Advertise with non-traditional focus

Person Responsible	Gloria Bishop (bishopg@citrusschools.org)

Create videos and short video clips for promotional purposes that focus on non-traditional student success stories

Person Responsible	Lisa Paprzycki (paprzyckil@citrusschools.org)

Plan non-traditional Career Expos

Person Responsible	Lisa Paprzycki (paprzyckil@citrusschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Positive school culture and environment is consistently reinforced through the interactions of our staff and students on a daily basis. Students have many opportunities available to assist them with the financial stress of postsecondary education through grants, scholarships and outside agencies. Students also have the opportunity to showcase their skills in SkillsUSA competition events. Academics are recognized through National Technical Honor Society events as well as recognition for excellent attendance. We have gatherings through our Trailblazer organization related to our non-traditional students and the Veterans Administration for our veteran students.

Within the classroom, our instructors continually build a positive classroom environment by providing instruction that is relevant to our students' needs and goals. Instruction is a combination of academic work and performance tasks which is interlaced with building employability skills through teamwork, problem solving and real world experiences. Instructors also provide opportunities for work-based learning through internship, externship, customer work, clinical/practicum work and simulation. All of these opportunities provide our students with confidence in their ability to be successful in their future endeavors.

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

Through our Program Advisory Committees, business and industry leaders have the opportunity to provide input into our program delivery, invite students and staff to business training events, provide work-based learning opportunities and become an integral part of our programs. In addition, our instructors conduct liaison visits in the community to keep abreast of industry changes and how that affects instruction so our students are prepared to enter the workforce. Guest speaker opportunities allow current students to interact with former students who are employed in the industry so they are fully aware of the impact on their current training on future employment.