

Citrus County Schools

# Withlacoochee Technical College School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>7</b>
<b>III. Planning for Improvement</b>	<b>11</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>0</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Withlacoochee Technical College

1201 W MAIN ST, Inverness, FL 34450

<https://wtcollege.org/>

## School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Roland, David	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.
Boley, Dawna	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	Assisting the Director of WTC with preparing budgets; securing developing and maintaining community relations' maintaining professional relations; documentation and submitting necessary reports;

#### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team, teachers and school staff were invited to a meeting on June 8th to review previous School Improvement Plan and provide input on upcoming goals. The agenda included

reviewing completion, placement and licensure information; non-traditional student data and strategies to increase the participation of non-traditional students were explored.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP data will be monitored, analyzed and shared at Core, staff and SAC meetings throughout the year. As changes may be needed, it will be discussed and voted on, at SAC meetings. The major checkpoints are at the end of each session.

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 11-Adult
<b>Primary Service Type</b> (per MSID File)	Career and Technical Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	0%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	0%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		33	53		41	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		24	55		32	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		38	52		33	54			
Social Studies Achievement*		43	68		46	59			
Middle School Acceleration		50	70		42	51			
Graduation Rate		11	74		49	50			
College and Career Acceleration			53		52	70			
ELP Progress			55		33	70			

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	



2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL				

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

**III. Planning for Improvement**

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.**

Completion, placement and licensure data is consistently higher than the benchmarks established by the Council on Occupational Education, our accrediting agency. WTC meets or exceeds standards for the Perkins grant for 1P1 and 2P1 (program placement and earned postsecondary credential). However, WTC does not meet the state benchmark for 3P1, non-traditional program concentration.

WTC is not evaluated on the same data as traditional K-12 schools, but is held accountable for CTE outcomes. One of these data element is non-traditional enrollment. Non-traditional enrollment is federally defined. We have seen a three percent increase from 2020 to 2021. Research has indicated that this is a statewide issue for technical centers. Societal norms are the contributing factors to low enrollment by non-traditional students.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

3P1 Non-traditional Program Concentration is the data point that continues to be static or non-improving, although it is not declining. One contributing factor that impacts non-traditional 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 genders and male student 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 nontraditional enrollment percentage low. We plan to focus on our advertising show student in non-traditional roles. We will also contribute a portion of school visits to explain the non-traditional opportunities for students.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

NA

**Which data component showed the most improvement? What new actions did your school take in this area?**

Integrated Education and Training (IET) students increased 100%. Increasing outreach and advertising helped increase student numbers. Additionally, grant funding has helped hire staff to increase capacity and success rates.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

NA

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Increase the enrollment and completion rates of non-traditional students by 5%.
2. Increase the number of Adult Education students participating in an Integrated Education and Training Pathway by 50%.
3. Increase the number of high school students (seniors) who return to WTC as post-secondary students.

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

WTC must meet three performance indicators to meet Perkins Grant requirements. Currently WTC meets two out of the three performance indicators. We do not meet 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 23-24 school year WTC target is to increase non-traditional students by 5%.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Student numbers change at the end of each session so after each session the number of non-traditional students will be calculated. Additionally, WTC will monitor the strategies to ensure that all strategies are utilized.

**Person responsible for monitoring outcome:**

Lisa Paprzycki (paprzyckil@citruschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based strategy is to increase non-traditional students by 5%.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Increasing by 5% will put us at/near the state goal of 20%. The WTC staff and SAC members that attended the SIP process meetings selected this strategy.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

For our WTC program brochures WTC we will utilize non-traditional students in our advertising.

**Person Responsible:** Lisa Paprzycki (paprzyckil@citruschools.org)

**By When:** 9/1/23

For all posters on the exterior building WTC will utilize non-traditional students to advertise the program.

**Person Responsible:** David Roland (rolandd@citruschools.org)

**By When:** 9/1/23

Career advisors will visit high schools to recruit students. During these recruiting sessions that will discuss the ability for students to go into non-traditional programs.

**Person Responsible:** Lisa Paprzycki (paprzyckil@citruschools.org)

**By When:** 4/1/24

Create videos for social media that have non-traditional students speaking positively about each program.

**Person Responsible:** Lisa Paprzycki (paprzyckil@citruschools.org)

**By When:** 1/1/24

## #2. Positive Culture and Environment specifically relating to Other

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

### Person responsible for monitoring outcome:

[no one identified]

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### 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.

***No action steps were entered for this area of focus***