



*School Improvement Plan*  
**WITHLACOOCHEE TECHNICAL INSTITUTE**

---

SCHOOL NAME

**DENISE R. WILLIS**

---

DIRECTOR

**KEVEN TINSLEY**

---

SAEC CHAIRPERSON

**2011-2012**

## 2011-2012 ADVISORY COUNCIL MEMBERSHIP RECOGNITION

This plan is a testimonial that reflects a team effort between students, staff, parents and the community. The School Improvement Plan is designed to meet the needs of the business community as well as to celebrate the successes of our school and our students. The members of the committee continue to work together to establish a firm foundation for learning and an appreciation of established traditions while continually focusing on the future.

We wish to thank all the members of our school and community who have assisted in developing and continuing our plan and, especially, the members of our School Advisory Enhancement Council:

### *Community Representatives*

<u>PROGRAM</u>	<u>COMMUNITY MEMBERS</u>	<u>BUSINESS/COMPANY ASSOCIATED WITH</u>
Health Occupations	Isabelle Carlisle, RN	
Carpentry	Greg Conard	Gold Crest Homes
Welding	Jeff Finnell	Progress Energy
Industrial Machinery Maintenance & Repair	Kevin Gay	Progress Energy
Medical Administrative Specialist	Lee Glotzback	Citrus Memorial Health Systems
Carpentry	Mike Miller	Retired - WTI Administrator
Health Occupations	Glennell Munne	Retired - Nurse
Law Enforcement	Phil Royal	Public Safety Training Center
Electrical	Keven Tinsley	Tinsley Electric

### *Staff Representatives*

Emily Casey  
 Jean DeFelice  
 Elizabeth LaChance  
 Cindy Tobin

### *School Board Representatives*

Linda Powers

### *Student Representatives*

Renell McMichael

### *Ad Hoc Members*

Denise Willis  
 Richard Van Gulik  
 Judy Johnson  
 Scott Meseroll  
 Amanda Crawford  
 Regina Allegretta

# SCHOOL ADVISORY COUNCIL ANNUAL REPORT / BUDGET REPORT

## Accomplishments from 2010-2011

### 1. SAEC involvement in the development of the plan and significant contributions of the SAEC.

The Withlacoochee School Advisory Council met quarterly during 2010-2011 school year. The council chairperson provided leadership needed to formulate goals and to assess progress toward those goals. The Advisory Council reviewed data from a variety of sources including: WIDIS, FCAT, OCP, Industry Certifications and FETPIP. As a result of the review of the data WTI's Council decided to continue the focus on the area of program performance and incorporate the federal and state Career Pathways initiative. The group reviewed Florida State and Citrus School District goals and compared them with last year's School Improvement Plan Goals and decided the approach centered around industry certification would not only enhance the image of WTI, it would attract more students and employers to WTI. Industry certifications were completed in Commercial Foods and Culinary Arts; Computer Systems Technology; Air Conditioning, Refrigeration and Heat; Applied Welding; Massage Therapy; Nursing Assistant; Patient Care Assistant; Electricity; Automotive Service Technology, Automotive Collision Repair and Refinishing; Carpentry; Cosmetology; Early Childhood Education; Industrial Machinery Maintenance; and Law Enforcement Officer.

Funds from the School Improvement Budget were spent on a Teamwork Toward Tomorrow plaque. The plaque will annually recognize WTI's outstanding business partners. Additional funds were spent on staff and student recognition items and the creation of the school's website.

### 2. Resource Allocation

The allocation for the 2010-2011 was -0-.

2010-2011 Allocation	-0-
Roll-Over from 2009-2010	190.03
Sub-Total	190.03
Expenditures	117.00
Remaining Balance	73.03

### 3. Adequate Progress/Strategy Effectiveness

Overall, progress on completing the goals in our 2008-2009 plan has been progressing well with some goals and objectives completed. The goals and objectives relating to industry certification were met satisfactorily. While we achieved significant gains, we did not reach our proficiency target for Adult Education and will continue to focus on completions and transitions to postsecondary training and employment. Professional development will focus on contextual teaching and learning to further blend academics with career and technical education to enhance literacy and program completion.

## **MISSION STATEMENT**

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

## **VISION STATEMENT**

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

## **CORE BELIEFS**

- \* All Students can learn.
- \* Students learn best in a safe environment.
- \* Teaching and learning must be relevant.
- \* Positive role modeling is essential for building character.
- \* We learn from each other.
- \* State of the art equipment and diversified instruction are necessary for effective learning.
- \* Planning for the future is constant

## *Improvement Goals*

**Goal 1:** Establish policies, practices and procedures in programs that are rigorous, relevant and responsive to all stakeholders.

**Objective 1:** To increase the number of program concentrators earning an industry credential.

**Explanation:** The Carl D. Perkins Career and Technical Education Act seeks to improve the academic performance of students by providing programs and courses that articulate with post secondary opportunities leading to industry certification.

**Analysis of Causes:** The State and Federal legislation identifies the need to attract, expand and retain targeted high value business and industry in response to Florida's workforce need by providing access to high-wage and high-demand careers.

**Improvement Theory:** The incentive of obtaining industry certification improves the quality of the program.

### Objective Status Profile

Baseline Data	Results 09-10	Results 10-11	Results 11-12
08-09 58%	66%	*	

### KEY ACTIVITIES

- Compare program offerings to the list of FLDOE approved industry certifications to determine appropriate certifications for each program.
- Refine the process for students in need of financial assistance to pay for the approved industry certification exam.

### POST SECONDARY KEY MEASURES

**Numerator:** Number of CTE concentrators who received an industry-recognized credential/certificate during the reporting year.

**Denominator:** Number of CTE concentrators who left during the reporting year.

\* Completion data calculated by the DOE in the Perkins IV Consolidated Annual Report available June 2012

## *Action Plan*

<b>Strategies</b>	<b>Human Resources</b>	<b>Material Resources</b>	<b>Start and End Dates</b>	<b>Team and Team Leader</b>	<b>Measure of Action Step Progress</b> (Key: NS-not started, IP-in progress, CP-Completed)			<b>Measure of Strategy Effectiveness</b>
Refine the plan and process used to gather documentation for credentials earned	Guidance Staff Instructors	FLDOE Specific Certification Agency	Aug. 2011- June 2012	Richard Van Gulik Denise Willis	9/11	12/11	3/12	Orange Tracking Form  Number of students earning one or more OCP's (pending end of term data and district work order)  CrossPoint-generated Industry Certification Report submitted to DOE
					Meeting Notes The Plan			
Monitor participation and communicate with students, teachers and counselors the process for obtaining industry certification scholarships	Instructors Counselors Program Facilitator Administrators	Ready To Work Budget Perkins Funds Progress Energy Grant	Aug. 2011- June 2012	Dave Benthusen Richard Van Gulik Denise Willis	9/11	12/11	3/12	The number of scholarships provided for industry certification exams
					Scholarship Applications			

## *Improvement Goals*

**Goal 2: Provide accountability through increasing levels of performance.**

**Objective 1:** To establish consistent methods for evaluating institutional effectiveness and student performance.

**Objective 2:** Utilize data and evaluation results for continuous student/program improvement.

**Explanation:** The *Carl D. Perkins Career and Technical Education Act* seeks to improve the reporting and attainment of locally agreed upon performance measures.

**Analysis of Causes:** The Carl Perkins Act emphasizes the need to consistently report attainment measures.

**Improvement Theory:** Accurate reporting of industry certifications will help to identify program deficiencies.

### Objective Status Profile

Baseline Data	Results 09-10	Results 10-11	Results 11-12
08-09 77%	82%	*	

### POST SECONDARY KEY MEASURES

**Numerator:** Number of CTE concentrators who 1) achieved at least OCP in a PSAV program or 2) earned an industry certified credential through a third party assessment.

**Denominator:** Number of CTE concentrators during the reporting year.

\* Technical Skill Attainment data calculated by the DOE in the Perkins IV Consolidated Annual Report available June 2012

### KEY ACTIVITIES

- Track the issuance of OCP's and monitor student readiness to take appropriate industry certification exams.

## Action Plan

Strategies	Human Resources	Material Resources	Start and End Dates	Team and Team Leader	Measure of Action Step Progress			Measure of Strategy Effectiveness
					(Key: NS-not started, IP-in progress, CP-Completed)			
Monitor attendance and communicate with students, teachers and counselors on attendance issues	Attendance Coordinator	District Data System	Aug. 2011-June 2012	Sheryl Pineau Scott Meseroll Richard Van Gulik Judy Johnson Denise Willis	9/11	12/11	3/12	Improved Attendance
					Document Progress Meeting Notes			
Devise an electronic reporting mechanism to track OCP's and industry certifications	Student Services Team Richard Van Gulik Assessment Coordinator Instructors	Documentation Electronic Template	Aug. 2011-June 2012	Student Services Team Richard Van Gulik Denise Willis Helena Delgado Instructors	9/11	12/11	3/12	The amount of time for the issuance of Industry Certifications is reduced through the implementation of a local electronic database housed on a shared folder
Monitor industry certification practice exam data to determine student readiness for industry certification exams	Richard Van Gulik Instructors Media Specialist	Industry Certification Practice Test results Specific Certification Agency Reports	Aug. 2011-June 2012	Instructors Administrators	9/11	12/11	3/12	Practice test and industry certification exam outcome data will be shared with administration during mid-year and annual appraisal meetings

## *Improvement Goals*

**Goal 3: Improve student literacy across the curriculum.**

**Objective 1:** To increase the percent of students earning one or more LCP as measured by TABE and CASAS  
**Objective 2:** Utilize data and evaluation results for continuous student/program improvement.

**Explanation:** All students will make learning gains that lead to success on industry certification, state approved, and college entrance assessments for success in post-secondary and career settings.

**Analysis of Causes:** Many students who enroll at WTI have a history of poor academic and assessment performance and typically have not responded sufficiently to reading interventions during previous school experiences.

**Improvement Theory:** Provide intervention in reading and language for those students who score below minimum standards for acceptance into and completion of postsecondary educational opportunities as measured by TABE and CASAS. Provide reading strategies and technical reading support for all WTI students.

### Objective Status Profile

Baseline Data 07-08	Results 08-09	Results 09-10	Results 10-11	Results 11-12
48%	48%	44%	<b>46%</b>	

### KEY ACTIVITIES

- Administer TABE or CASAS as appropriate for individual student baseline data
- Place students into appropriate academic intervention classes to remediate and accelerate learning
- Assist students in the identification of a Career Pathway to enhance persistence and motivation to complete
- Progress monitor to ensure program and placement effectiveness
- Expand the use of contextual teaching and learning strategies across the curriculum to support mastery and transfer of these skills
- Implement quarterly program evaluations based on Adult Education data
- Expand the use of technology tools across the curriculum to support mastery of skills and student engagement

### KEY MEASURES

Percent of students enrolled in ABE/GED/VPI earning one or more LCP:

Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number of Adult Ed students earning one or more LCP	396	412	415	366	
Number of Adult Ed Students Enrolled	871	859	886	741	
% Adult Ed Students Earning LCP	45	48	47	49	

Percent of ESOL students earning one or more LCP as measured by CASAS:

Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Number of ESOL students earning one or more LCP	53	29	30	20	
Number of ESOL Students Enrolled	67	62	115	95	
% ESOL Students Earning LCP	79	47	26	21	

Total Percent of Adult Education students earning one or more LCP:

Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total Number of Adult Ed students earning one or more LCP	449	441	445	386	
Total Number of Adult Students Enrolled	938	921	1001	836	
% Students Earning LCP	48	48	44	46	

## *Action Plan*

<b>Strategies</b>	<b>Human Resources</b>	<b>Material Resources</b>	<b>Start and End Dates</b>	<b>Team and Team Leader</b>	<b>Measure of Action Step Progress (Key: NS-not started, IP-in progress, CP-Completed)</b>			<b>Measure of Strategy Effectiveness</b>
Place students into appropriate academic intervention classes to remediate and accelerate learning	Student Services Team	ITTS GED, VPI, ESOL Differentiated Instructional Resources	Aug. 2011- June 2012	Student Services Team Administration	9/11	12/11	3/12	Class Rosters Student Schedules TABE and CASAS outcome data
Administer TABE or CASAS (ESOL only) for all incoming students	Student Services Team	Documentation Electronic Database	Aug. 2011- June 2012	Assist. Dir. For Adult Education Assessment Center Manager	9/11	12/11	3/12	TABE and CASAS outcome data EFL & LCP data
Assist students in the identification of a Career Pathway to enhance persistence and motivation to complete	Student Services Team Transitions Facilitator Instructors	Florida CHOICES	Aug. 2011- June 2012	Administrators Transitions Facilitator	9/11	12/11	3/12	Transition Plan Completions  Transitions to Postsecondary education and/or employment
Provide staff development for the integration of Contextual Teaching and Learning Strategies	WTI Faculty Consultant	Technology Tools Guest Speakers Best Practices	Aug. 2011- June 2012	Administrators	9/11	12/11	3/12	Classroom Walkthrough Data ERO Rosters
Utilize classroom walkthroughs to assess the effective use of instructional strategies to improve literacy	Classroom Walkthrough Tool		Aug. 2011- June 2012	Administrators	9/11	12/11	3/12	Classroom Walkthrough Data