

# FLORIDA DEPARTMENT OF EDUCATION



Immokalee Technical College  
School Improvement Plan (SIP)  
and  
Institutional 3 Year Strategic Plan

2017-2018

**2017-2018 School Improvement Plan (SIP)-Institutional 3 Year Strategic Plan**

**PART I: SCHOOL INFORMATION**

School Name: <b>Immokalee Technical College</b>	District Name: <b>Collier</b>
Director: <b>Dorin Oxender</b>	Superintendent: <b>Dr. Kamela Patton</b>
SAC Chair: <b>Nancy Dones</b>	Date of School Board Approval: Pending

**Student Achievement Data:**

**Instructional Hours Reported**

<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Goal: 2017-2018</b>
390,752	396,884	451,407	455,921

**Percentage of Eligible PSAV Students Who Earned Career Certificates**

<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Goal: 2017-2018</b>
87%	88%	89%	90%

**Literacy Completion Points (LCPs)**

<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Goal: 2017-2018</b>
219 LCP's	230 LCP's	381 LCP's	389 LCP's

**Industry Certifications Earned**

<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Goal: 2017-2018</b>
87	116	156	171

**Community Support**

<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Goal: 2017-2018</b>
176	182	233	235

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### Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Director	Dorin Oxender	B.S. Business Administration M.Ed. Ed. Leadership	12	16	N/A
Assistant Director	Aaron Paquette	B.S. Elementary Education M.Ed. Curriculum and Instruction Ed.S. Ed. Leadership and Policy	4	4	N/A
WKE Coordinator	Gerald Williams	B.A. Psychology National Board Certified Teacher	10	8	N/A
Health Science Coordinator	Cynthia Hantzis	B.S. Nursing Science M.S. Nursing Science	2	2	N/A

### Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
1. Partner new teachers with experienced, high quality instructors.	Director	Ongoing	
2. Meet regularly with new instructional staff.	Administrative Staff, Mentor Teachers, Department Chairs	Monthly throughout school year	
3. Utilize non-traditional methods for recruiting high quality instructional staff with industry experience - rather than relying strictly on school district vacancy listings.	Director	Ongoing	
4. De-emphasize TI scores for candidates who have industry experience in lieu of educational training	Director	Ongoing	

### *Non-Highly Qualified Instructors*

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A – No out-of-field teachers, all HQT			

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### *Staff Demographics*

\*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	% of PSAV Faculty with State Approved Industry Credentials	% ESOL Endorsed Teachers
22	23% (2)	45% (11)	23% (5)	9% (4)	27% (6)	100% (22)	9% (2)	78% (10 of 14)	23% (5)

### *Teacher Mentoring Program*

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michele Antonia	Laura Myers	Certified Peer Mentor	District Mentoring Activities Calendar
Barbra Jacobson	Omar Rodriguez	Certified Peer Mentor	District Mentoring Activities Calendar

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**Additional Goals**

<b>ADDITIONAL GOALS – WORKFORCE READINESS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Retention of existing students and enrollment of new students – defined by state-reported instructional hours.</b>  By the end of the 2017-2018 academic year, the impact of iTECH on the workforce readiness of students will improve due to retention of existing students and enrollment of new students, as evidenced by a 1% increase in <b>state reported instructional hours.</b>			1.1 Unfounded negative image of Career Education and Career Ed Facilities in Immokalee; Lack of awareness of iTECH	Marketing through website, Facebook, twitter, radio, television, and print ads.	Director	Increase in enrollment as a percentage of targeted capacity.  Student Surveys: Add questions targeting customer service attitude of iTECH faculty and staff  Questionnaire added to application – ask how applicants heard about iTECH	Instructional hours as a percentage of targeted capacity.  Student Surveys: Monitor mean score of survey questions that pertain to customer service – check for correlation with increases in percentage of enrollment capacity.  Track data on a spreadsheet/ through FOCUS student information system and analysis of applicant questionnaire results
				Free Application Week	Administrative Team		
				Career Fairs	Department Chairs		
				Tours	Academic Advisors		
				Advisor Presentations at High School	All staff		
				Superior customer service attitude in the Student Services Office and throughout the organization.			
			1.2 Attendance at iTECH is not compulsory, and it requires a significant investment of money as well as time	Increased emphasis on dynamic instruction.	Administrative Team	The Marzano-CTEM process will provide the framework for improving the quality of instruction	Check for correlation of I-Observe data with instructional hours reported.  Check for correlation of mean student survey scores to instructional hours reported.

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<b>ADDITIONAL GOALS – WORKFORCE READINESS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Percentage of eligible students who earn Career Certificates</b>			2.1 Applicants are usually motivated to improve their basic skills in order to demonstrate that they can benefit from admission to one of iTECH’s full time career ed programs. After enrollment, however, the motivation to work on basic skills in the evenings and on weekends often diminishes.	<p>Carve 15 clock hours per semester from the PSAV day for dedicated work on basic skills.</p> <p>Employ instructor whose only assignment is to work with AAEE students on basic skills attainment</p> <p>Tie attendance and effort in basic skills class to continued enrollment in PSAV program.</p> <p>Allow students to access AAEE through multiple settings (i.e.) classroom, open lab, home...</p> <p>Increased monitoring of students with 504 plans</p>	Administrative Team, AAEE Instructor Advisor: Specialized Student Services Department Chairs	<p>Analyze students’ TABE test data.</p> <p>Analyze cost effectiveness of the model with attention to WDIS FTE funding weights, human capital costs, and any other factors deemed relevant.</p> <p>Student Questionnaires Staff Debriefing</p>	<p>Career Certificates versus “Certificates of Completion”</p> <p>Impact on earned FTE.</p> <p>Impact on performance funding.</p>
The workforce readiness of iTECH students will improve as evidenced by a 1% increase in career certificates/diplomas earned by eligible students who complete their coursework the required scores on the Test of Adult Basic Education (TABE Test).	<u>2017 Current Level of Performance:</u>	<u>2018 Expected Level of Performance:</u>					
	89%	90%					
	<u>2019</u>	<u>2020</u>					
	91%	92%					
			2.2 Balancing academic and hands-on learning can be difficult for industry-trained instructors whose classrooms are also student-run businesses.	<p>Secure additional support/personnel for oversubscribed programs</p> <p>Use of Angel as a platform for content organization, instructional delivery, and for communication</p>	<p>Director, Assistant Director, Workforce Ed Coordinator, Department Chairs</p>	<p>Ongoing monitoring by Administrative Team and Department Chairs</p> <p>Meetings with instructors in programs with student-run businesses</p> <p>Student and Staff surveys</p>	<p>Increases in certificates earned</p> <p>Student and staff survey results</p>

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<b>ADDITIONAL GOAL – WORKFORCE READINESS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Increase the total amount of LCP's earned and reported to Workforce</b>			4.1 Students' difficulty in maintaining regular attendance while dealing with responsibilities of work, parenting, and other pressing issues.  4.2 FOCUS does not provide an alert when student hit the 60 hour instructional mark for testing.	Provide dynamic instruction  Utilize literacy software most appropriate for each student's situation  Offer access to classes throughout the day and evening  Provide AGE instructors with access to training and workshops on best practices in adult general education  Provide a 1.0 instructor for Migrant Center to support Out-of-School-Youth	Director, Assistant Director, Workforce Ed Coordinator	Ongoing Monitoring	Total amount of LCP's reported to Workforce data base.
The workforce readiness of iTECH Adult General Education students will improve as evidenced by an increase of 2% in the number of Literacy Completion Points earned and reported to the Workforce Data base.	<u>2017 Current Level of Performance:</u> <b>381 LCPs</b>	<u>2018 Expected Level of Performance:</u> <b>389 LCPs</b>					
	<u>2019</u> <b>396 LCPs</b>	<u>2020</u> <b>404 LCPs</b>					

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<b>ADDITIONAL GOAL – WORKFORCE READINESS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>					
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Number of state-approved industry certificates earned</b>			3.1 Little or no independent, research based analysis of industry certification exam prep materials that <i>are</i> available for purchase.		Fund industry certification exams and prep materials for instructors	Director	Ongoing monitoring of student success with use of specific instructional materials	Industry Certification Exam Scores
The workforce readiness of iTECH PSAV students will improve as evidenced by a 10% increase in the number of state approved industry certificates earned	<u>2017 Current Level of Performance:</u>	<u>2018 Expected Level of Performance:</u>						
	<b>156</b>	<b>171</b>						
	<u>2019</u>	<u>2020</u>	3.2 State approved Industry Certification List is a moving target for teachers and students, with up-dates made every year, validating and invalidating approved Certification Exams	Focus on the Post-Secondary CAPE funded list yearly to identify Industry Certification that are available for students within identified iTECH programs.	Administrative Team	Ongoing monitoring of teacher and student success and availability of Industry Certification Exams.	Industry Certification Exam Scores and State Reported Data	
	<b>188</b>	<b>206</b>						



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<b>ADDITIONAL GOAL – COMMUNITY PARTNERSHIPS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5. Community support of initiatives to meet school needs, goals, and priorities</b>			5.1 Distance to Immokalee, along with the time of the event, prevents some business partners from driving to iTECH campus	Record and tally all partners working with iTECH – not just those who serve on the advisory committees  Log names with contact information, minutes or a brief description of the event and hours on task.  Maintain a master list of all advisory members in order to consistently keep members abreast to iTECH initiatives.	Director, Administrative Team	Ongoing Monitoring	Number of business/community partners working with iTECH  Financial or in-kind donations to iTECH
The number of community partners working with iTECH in support of the school's needs, goals, and priorities will improve as evidenced by 1% increase in the number of contacts reported.	<u>2017 Current Level of Performance:</u>	<u>2018 Expected Level of Performance:</u>					
	<b>233</b>	<b>235</b>					
	<u>2019</u>	<u>2020</u>					
	<b>237</b>	<b>240</b>					

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### 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
Marzano CTEM  Creating/ fostering opportunities for students to revise knowledge	All Postsecondary Programs: Literacy and Career Certificate	Director, Assistant Director, Department Chairs	All instructors	Monthly meetings supplemented by Early Release Days; Dept. meetings, and PD day in October	I-Observation Database Marzano Instructional Rounds Worksheet and reflection log	Director, Assistant Director, Workforce Education Coordinator;
Use of Angel/ LMS platform technology as a tool for organizing instruction and evaluating the validity and reliability of assessments	All Postsecondary Programs: Literacy and Career Certificate	Amy Hance, In-House experts Amy McMullin	All instructors – organized by Departments = PLCs	<b>Schedules:</b> <b>Target Dates:</b> <b>October</b> - all classes & syllabi in Angel <b>January 20</b> – Repository well developed; assessments accessible through Angel	Administrator monitoring; all staff provide admin access to their Angel courses  Monitoring by PLC/Department through Department Meetings	Director, Assistant Director, Workforce Education Coordinator; Department Chairs (PLC Leaders)
Use Focus to track student progress and mastery of Occupation Competencies needed for completion.	All Postsecondary: Literacy and Career Certificate	District WDIS support, In-House Aaron Paquette and Gerald Williams	All instructors	<b>Targeted Dates:</b> <b>Preservice Week and Early Release days</b> throughout the year	Monitor instructor usage through Focus Gradebook, student Competency obtainment, and curriculum addressed through Units of Study	Director, Assistant Director, Workforce Coordinator, Coordinator, Workforce Budgets & WDIS Surveys
Alignment of curriculum with essential skills required for employment and for industry certification	All Postsecondary: Career Education Instructors	Department Chairs = PLC Leader  Admin Team	Career Education Instructors	<b>Target Dates:</b> <b>Preservice Week= Initial Early Release</b> following Fall and Spring advisory committee meetings continued through Focus Gradebook integration	Instructors report out to faculty/admin and in some cases, to SAC committee.	Director, Assistant Director, Workforce Education Coordinator; Department Chairs (PLC Leaders) Administrative Team
Provide opportunities for Instructors to network through state and national conferences and venues in order to identify quality programs & materials to support industry certifications	Open to all instructional staff - as funding allows	Department Chair in Literacy and Health Science; all others are single-instructor programs	Literacy and Health Science PLCs, School wide for all others	Ongoing	Instructors report out to faculty/admin and in some cases, to SAC committee.	Director, Assistant Director, Workforce Education Coordinator; Department Chairs (PLC Leaders)

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**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the Director and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens 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 measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.
Continue to work on strengthening the community involvement and support for all programming.

Describe projected use of SAC funds.	Amount
Support for semi-annual business advisory board luncheons	\$822.56