

# FLORIDA DEPARTMENT OF EDUCATION



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

2020-2021

**The mission of the Immokalee Technical Center is to provide rigorous and relevant real-world educational experiences using both traditional and distance learning models in order to qualify students for employment and career advancement.**

## 2020-2021 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

2017-2018	2018-2019	2019-2020	Goal: 2020-2021	Goal: 2021-2022	Goal: 2022-2023
457,458	413,851	453,144	457,675	462,252	466,875

#### PSAV students who earn a Career Certificate (Completion)

2017-2018	2018-2019	2019-2020	Goal: 2020-2021	Goal: 2021-2022	Goal: 2022-2023
86%	89%	92%	93%	94%	95%

#### Literacy Completion Points

2017-2018	2018-2019	2019-2020	Goal: 2020-2021	Goal: 2021-2022	Goal: 2022-2023
325 LCP's	323 LCP's	354 LCP's	371 LCP's	378 LCP's	386 LCP'S

#### Industry Certifications Earned

2017-2018	2018-2019	2019-2020	Goal: 2020-2021	Goal: 2021-2022	Goal: 2022-2023
57	106	60	66	73	80

#### Community Partnerships

2017-2018	2018-2019	2019-2020	Goal: 2020-2021	Goal: 2021-2022	Goal: 2022-2023
246	248	295	298	301	304

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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	15	19	N/A
Assistant Director	Aaron Paquette	B.S. Elementary Education M.Ed. Curriculum and Instruction Ed.S. Ed. Leadership and Policy	7	7	N/A
WKE Coordinator	Gerald Williams	B.A. Psychology National Board Certified Teacher	13	11	N/A
Health Science Coordinator	Cynthia Hantzis	B.S. Nursing Science M.S. Nursing Science	5	5	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 networking and employment site beyond the District to advertise and recruit instructors with industry knowledge and experience.	Director	Ongoing	
4. Identify needed support through in-house or Workforce based PD for instructors to gain a local teaching certificate.	Director	Ongoing	

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### *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			

### *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
<b>23</b>	<b>0%</b>	<b>48% (11)</b>	<b>30% (7)</b>	<b>22% (5)</b>	<b>26% (6)</b>	<b>100% (23)</b>	<b>0%</b>	<b>100% (14 out of 14)</b>	<b>30% (7)</b>

### *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
N/A	N/A		

# 2020-2021 School Improvement Plan (SIP)-Institutional 3 Year Strategic Plan

## PART II: EXPECTED IMPROVEMENTS

### Additional Goals

ADDITIONAL GOALS – WORKFORCE READINESS			Problem-Solving Process to Increase Student Achievement				
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>			1.1 Unfounded negative image of Career Education and Career Ed Facilities in Immokalee; Lack of awareness of iTECH; Secondary schools pushing Technical College as a viable after graduation plan	Marketing through website, Facebook, twitter, radio, television, and print ads.  Additional Campus-Center for Manufacturing Excellence  Continue to seek Glades campus grant  Free Application- all Fall  Career Fairs  Tours, including Virtual Tours  Advisor Presentations at High School  Superior customer service attitude in the Student Services Office and throughout the organization.	Director  Administrative Team  Department Chairs  Academic Advisors  All staff	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  Survey Window submission to WDIS database
By the end of the 2020-2021 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>	2020 Current Level of Performance:	2021 Expected Level of Performance:					
	<b>453,675 reported hours</b>	<b>457,675 reported hours</b>					
	<u>2022</u>	<u>2023</u>	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-FTEM process will provide the framework for improving the quality of instruction	Check for correlation of I-Observation data with instructional hours reported.  Check for correlation of mean student survey scores to instructional hours reported.
	<b>462,252 reported hours</b>	<b>466,875 reported hours</b>					

**2020-2021 School Improvement Plan (SIP)-Institutional 3 Year Strategic Plan**

<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.	Est. an orientation with GED instructor to cover expectations and accessing remediation programs.  In-class and virtual support for students  Awareness of Basic Skills exemption through Industry Certifications and other concordant scores (ACT, PERT, SAT...)  Tie attendance and effort in basic skills class to continued enrollment in PSAV program.  Allow students to access AAAE through multiple settings (i.e.) classroom, open lab, home...  Increased monitoring of students with 504 plans	Administrative Team, GED Instructor Advisor: Specialized Student Services Department Chairs	Analyze students’ test data.	Earned Career Certificates								
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 and achieving adequate score to me DOE Basic Skills requirements and/or Industry certifications for waiver.	<table border="1"> <tr> <th>2020 Current Level of Performance:</th> <th>2021 Expected Level of Performance:</th> </tr> <tr> <td>92%%</td> <td>93%</td> </tr> </table>	2020 Current Level of Performance:				2021 Expected Level of Performance:	92%%	93%	<table border="1"> <tr> <th>2022</th> <th>2023</th> </tr> <tr> <td>94%</td> <td>95%</td> </tr> </table>	2022	2023	94%	95%	Analyze cost effectiveness of the model and programs used to provide additional academic support to students	Earned Industry Credentials/ Certs  Impact on earned FTE.  Impact on performance funding.
	2020 Current Level of Performance:	2021 Expected Level of Performance:													
92%%	93%														
2022	2023														
94%	95%														
			Secure additional support/personnel for oversubscribed programs  Use of Angel as a platform for content organization, instructional delivery, and for communication	Director, Assistant Director, Workforce Ed Coordinator,  Department Chairs	Ongoing monitoring by Administrative Team and Department Chairs  Meetings with instructors in programs with student-run businesses  Student and Staff surveys	Increases in certificates earned  Student and staff survey results									

**2020-2021 School Improvement Plan (SIP)-Institutional 3 Year Strategic Plan**

<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>			<p>3.1 Students' difficulty in maintaining regular attendance while dealing with responsibilities of work, parenting, and other pressing issues.</p> <p>3.2 State approved assessment for Literacy Completion Points- elimination of the Wonderlic assessment</p>	<p>Provide dynamic instruction</p> <p>Utilize literacy software most appropriate for each student's situation</p> <p>Offer access to classes throughout the day and evening</p> <p>Provide AGE instructors with access to training and workshops on best practices in adult general education</p> <p>Provide students with continued access to teaching and learning through Canvas LMS to access anytime/ anywhere learning.</p>	<p>Director, Assistant Director, Workforce Ed Coordinator</p> <p>Advisor, Literacy</p>	<p>Ongoing Monitoring</p>	<p>Total amount of LCP's reported to Workforce data base.</p> <p>Survey Window submission to WDIS database</p>
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>2020 Current Level of Performance:</u>	<u>2021 Expected Level of Performance:</u>					
	<b>354 LCPs</b>	<b>371 LCPs</b>					
	<u>2022</u>	<u>2023</u>					
	<b>378 LCPs</b>	<b>386 LCPs</b>					

**2020-2021 School Improvement Plan (SIP)-Institutional 3 Year Strategic Plan**

<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>			4.1 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  Provide each teacher with Industry Certs that exempt basic skills.  Encourage teachers to sit for/pass industry certification exams  Continue to submit every certification to FLDOE	Director Assistant Director Instructors	Ongoing monitoring of student success with use of specific instructional materials	Industry Certification Exam passes  Number of Industry Certs reported to FLDOE/ WIDIS
The workforce readiness of iTECH PSAV students will improve as evidenced by a 10% increase in the number of state approved industry certificates earned	2020 Current Level of Performance:	2021 Expected Level of Performance:					
	60	66					
	<u>2022</u>	<u>2023</u>	4.2 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
	73	80					



**2020-2021 School Improvement Plan (SIP)-Institutional 3 Year Strategic Plan**

<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  Host Virtual Meetings with community supporter/ advisors  Partnerships with career development organizations to educate public about our offerings.  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>2020 Current Level of Performance:</u>	<u>2021 Expected Level of Performance:</u>					
	<b>295</b>	<b>298</b>					
	<u>2022</u>	<u>2023</u>					
	<b>301</b>	<b>304</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 FTEM Using Formative Assessment to Track Student Progress	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, Deliberate Practice Goal	Director, Assistant Director, Workforce Education Coordinator;
Use of Canvas LMS 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 expert- Amy McMullin	All instructors – organized by Departments = PLCs	<b>Schedules:</b> <b>Target Dates:</b> <b>October</b> - all students, classes, and syllabi organized in LMS	Administrator monitoring; all staff provide admin access to their Canvas  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>On-going</b> student monitoring and OCP awarding through student course completion	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>On-Going-</b> Fall and Spring advisory committee meetings	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

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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	All instructional	<b>Target Dates: On-Going-</b> continued through Professional Organizations and Workshops	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

	Name	Signature	Date
Director	Dorin Oxender		
SAC Chair	Nancy Dones		