Withlacoochee Technical College (WTC) School Improvement Plan 2020-2021

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

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

Career and Technical Education (CTE):

Goal 2018-19	Goal 2019-20	Goal 2020-21	Action Steps	Evaluation
Attain or exceed Completion, Placement, and Licensure rates for students established by the Council on Occupational Education, our accrediting agency.	Attain or exceed Completion, Placement, and Licensure rates for students established by the Council on Occupational Education, our accrediting agency.	Increase the enrollment and completion rates of non-traditional students	Recruit targeting non-traditional students by: • Scheduling visits to high schools using, as guest speakers, prior non-traditional students who are now employed as well as current non-traditional students. • Advertising through social media with non-traditional focus • Creating videos for promotional purposes that focus on non-traditional students.	**Completion:** 2017-18 91% 2018-19 89% 2019-20 87% **Placement:** 2017-18 94% 2018-19 92% 2019-20 87% **Licensure:** 2017-18 97% 2018-19 97% 2019-20 95%

High School Career and Technical Education (HS CTE):

Goal 2018-19	Goal 2019-20	Goal 2020-21	Action Steps	Evaluation
Increase the number of high school students who return to WTC as post-secondary students.	Increase the number of high school students who return to WTC as post-secondary students.	Increase the number of high school students (seniors) who return to WTC as post-secondary students.	• Change high school admissions process to only request enrollment in one program without indicating alternate choices. • Conduct one-on-one meetings each semester with the counselor and each high school student to discuss attendance, academic progress and encourage continuation of career goals. • Conduct exit survey with dual enrollment seniors to gather information about their after-graduation plans (WTC, military, 2-year or 4-year college, employment, etc.) • Conduct sessions with dual enrollment seniors and their parents concerning Pell and other available resources and services.	**High School to Post-Secondary** **2017-18 to 2018-19** 40 12th grade to 10 post-secondary **2018-19 to 2019-20** 29 12th grade to 7 post-secondary **2019-20 to 2020-21** 20 12th grade to 10 post-secondary *Note: Data for 2018-19 to 2019-20 and 2019-20 to 2020-21 excludes students who completed their program or returned as continuing 12th graders*

Adult Education (AE):

Goal 2018-19	Goal 2019-20	Goal 2020-21	Action Steps	Evaluation
Increase enrollment and retention of Adult Education students.	Increase the enrollment of Adult Education students.	Increase the number of Adult Education students participating in an Integrated Education and Training (IET) Pathway.	• Incorporate occupational resource materials related to our career clusters in the GED® and English for Speakers of Other Languages (ESOL) instructional reading materials. • Provide CTE program shadowing experiences for GED® and ESOL students. • Conduct informational sessions about Pell and other available resources and services. • Enroll GED® and ESOL students in a split day with a CTE program.	**Adult Education Enrollment** 2017-18 184 2018-19 147 2019-20 146

Professional Development

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.

Focus/Essential Question	Area(s) Addressed	Training & Member Responsible	Resources & Follow-Up	Financial	Monitoring Process	Timeline
CTE How will staff members increase the enrollment and completion rates of our non-traditional students?	Recruiting non-traditional students; Attendance; Pace of Progression; Academic Progress; Outside influences (such as financial) that affect enrollment and completion	PD on working with non-traditional students; Administration, Student Services staff, Instructors and Teacher Aides	Internal Focus reports; Pacing Guide	WTC Workforce Fees (revenue); Scholarships; Pell Grant; VA; CareerSource; United Way; Performance Funds	Internal Focus reports generated by instructors	August to May
HS CTE How will instructors increase the number of dual enrollment students continuing their education as adult postsecondary students?	Attendance; Pace of Progression; Academic Progress; Outside influences (such as financial) that affect post-secondary enrollment and completion	PD on differentiation and instructional strategies; Administration and Guidance Counselor	Internal Focus reports	WTC Workforce Fees (revenue); Perkins Secondary; Scholarships; Full-time Equivalent (FTE); Florida Career and Professional Education Act (CAPE) Funds	Internal data reports generated by Guidance Counselor and reviewed annually by Administration and Instructors	August to May
Adult Education How will staff members increase the number of Adult Education students participating in an Integrated Education and Training (IET) Pathway?	Knowledge of CTE programs and job opportunities following program completion; Improve instructional practices; Monitor program data	PD on differentiation and instructional strategies as they relate to the IET Pathway; Administration and Instructors	Internal Focus reports; local businesses and churches	WTC Workforce fees (revenue); United Way; Adult Education Grant; ESOL Grant	Internal data reports generated by Data Secretary and reviewed by Administration, Adult Education staff and CTE instructors	August to May