

FLORIDA DEPARTMENT OF EDUCATION



Immokalee Technical College
School Improvement Plan (SIP)
and
Institutional 3 Year Strategic Plan
2024-2025

The mission of Immokalee Technical College is to empower students through innovating hands-on training that qualifies and prepares students for achievable employment and future career success in the workforce.

2024-2025 School Improvement Plan (SIP)-Institutional 3 Year Strategic Plan

PART I: SCHOOL INFORMATION

School Name: Immokalee Technical College	District Name: Collier
Director: Aaron Paquette	Superintendent: Dr. Leslie Ricciardelli
SAC Chair: Marisol Fernandez	Date of School Board Approval: Pending

Student Achievement Data:

CTE Enrollment

2021-2022	2022-2023	2023-2024	Goal: 2024-2025	Goal: 2025-2026	Goal: 2026-2027
499	575	637	643	649	655

CTE students who earn a Career Certificate (Completion)

2021-2022	2022-2023	2023-2024	Goal: 2024-2025	Goal: 2025-2026	Goal: 2026-2027
95%	90%	93%	94%	95%	96%

Industry Certifications Earned

2021-2022	2022-2023	2023-2024	Goal: 2024-2025	Goal: 2025-2026	Goal: 2026-2027
123	116	99	109	120	131

Community Partnerships

2021-2022	2022-2023	2023-2024	Goal: 2024-2025	Goal: 2025-2026	Goal: 2026-2027
313	347	369	373	377	381

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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	Aaron Paquette	B.S. Elementary Education M.Ed. Curriculum and Instruction Ed.S. Ed. Leadership and Policy	11	11	N/A
Assistant Director	Eugenia Burton	B.A. Public Relations M.Ed. Educational Leadership	3	24	N/A
WKE Coordinator	Julie Alfaro	B.A. English M.Ed. Secondary English Ed M.S. Information Studies	7	3	N/A
Health Science Coordinator	Cynthia Hantzis	B.S. Nursing Science M.S. Nursing Science	9	9	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, PLC Leads	Monthly throughout school year	
3. Utilize networking and employment sites 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
25	4% (1)	64% (16)	32% (8)	25% (8)	20% (5)	100% (28)	0%	100% (20 out of 20)

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
James Leavor	TBD, Health Sci. Instructor	Certified Peer Mentor & PLC Lead	District Mentoring Activities Calendar
Ross Porter	TBD, HVAC Instructor	Certified Peer Mentor & PLC Lead	District Mentoring Activities Calendar

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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					
<p>1. Retention of existing students and enrollment of new students – defined by total number of students enrolled in CTE programs during the SY and reported through State WDIS.</p> <p>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 state reported students enrolled in CTE programs.</p>	<p><u>2024 Current Level of Performance:</u></p> <p>637 Students Enrolled</p>	<p><u>2025 Expected Level of Performance:</u></p> <p>643 Students Enrolled</p>	<p>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</p>	<p>Marketing through website, Facebook, twitter, radio, television, and print ads.</p> <p>Additional Campuses- Center for Manufacturing Excellence & iTECH Glades</p> <p>Free Application- Windows</p> <p>Career Fairs</p> <p>Tours, including Virtual Tours</p> <p>Advisor Presentations at High School</p> <p>Superior customer service attitude in the Student Services Office and throughout the organization.</p>	<p>Director</p> <p>Administrative Team</p> <p>PLC Leads</p> <p>Academic Advisors</p> <p>All staff</p>	<p>Increase in enrollment as a percentage of targeted capacity.</p> <p>Student Surveys: Add questions targeting customer service attitude of iTECH faculty and staff</p> <p>Questionnaire added to application – ask how applicants heard about iTECH</p>	<p>Instructional hours as a percentage of targeted capacity.</p> <p>Student Surveys: Monitor mean score of survey questions that pertain to customer service – check for correlation with increases in percentage of enrollment capacity.</p> <p>Track data on a spreadsheet/ through FOCUS student information system and analysis of applicant questionnaire results</p> <p>Survey Window submission to WDIS database</p>					
	<p><u>2026</u></p> <p>649 Students Enrolled</p>	<p><u>2027</u></p> <p>655 Students Enrolled</p>						<p>1.2 Attendance at iTECH is not compulsory, and it requires a significant investment of money as well as time</p>	<p>Increased emphasis on dynamic instruction.</p>	<p>Administrative Team</p>	<p>The Marzano-FTEM process will provide the framework for improving the quality of instruction</p>	<p>Check for correlation of I-Observation data with instructional hours reported.</p> <p>Check for correlation of mean student survey scores to instructional hours reported.</p>

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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
2. Percentage of eligible students who earn Career Certificates			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 Basic Skill software through multiple settings (i.e.) classroom, open lab, home... Increased monitoring of students with 504 plans	Administrative Team, GED Instructor Advisor: Specialized Student Services PLC Leads	Analyze students’ test data. Analyze cost effectiveness of the model and programs used to provide additional academic support to students Student Questionnaires Staff Debriefing	Earned Career Certificates Earned Industry Credentials/ Certs Impact on earned FTE. Impact on performance funding.
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 meet DOE Basic Skills requirements and/or Industry certifications for waiver.	<u>2024 Current Level of Performance:</u>	<u>2025 Expected Level of Performance:</u>					
	93%	94%					
	<u>2026</u>	<u>2027</u>	2.2 Balancing academic and hands-on learning can be difficult for industry-trained instructors whose classrooms are also student-run businesses.	Secure additional support/personnel for oversubscribed programs Use of Canvas/ LMS as a platform for content organization, instructional delivery, and for communication	Director, Assistant Director, Workforce Ed Coordinator, PLC Leads	Ongoing monitoring by Administrative Team and PLC Leads Meetings with instructors in programs with student-run businesses Student and Staff surveys	Increases in certificates earned Student and staff survey results
	95%	96%					

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ADDITIONAL GOAL – 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						
3. Number of state-approved industry certificates earned	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 CTE students will improve as evidenced by a 10% increase in the number of state approved industry certificates earned	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>2024 Current Level of Performance:</u></td> <td style="text-align: center;"><u>2025 Expected Level of Performance:</u></td> </tr> <tr> <td style="text-align: center;">99</td> <td style="text-align: center;">109</td> </tr> <tr> <td style="text-align: center;"><u>2026</u></td> <td style="text-align: center;"><u>2027</u></td> </tr> </table>						<u>2024 Current Level of Performance:</u>	<u>2025 Expected Level of Performance:</u>	99	109	<u>2026</u>	<u>2027</u>
	<u>2024 Current Level of Performance:</u>	<u>2025 Expected Level of Performance:</u>											
99	109												
<u>2026</u>	<u>2027</u>												
120	131												
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							

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ADDITIONAL GOAL – COMMUNITY PARTNERSHIPS			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
4. Community support of initiatives to meet school needs, goals, and priorities			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>2024 Current Level of Performance:</u>	<u>2025 Expected Level of Performance:</u>					
	369	373					
	<u>2026</u> 377	<u>2027</u> 381					

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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 Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	All Postsecondary Programs: Literacy and Career Certificate	Director, Assistant Director, PLC Leads	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	Administration & iTech Canvas POC Amy McMullin	All instructors – organized by PLCs	Schedules: Target Dates: October - 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, interventions, and mastery of Occupation Competencies needed for completion.	All Postsecondary: Literacy and Career Certificate	District WDIS support, In-House Aaron Paquette and Julie Alfaro	All instructors	Targeted Dates: On-Going - 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	PLC Leader Admin Team	Career Education Instructors	Target Dates: On-Going - 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; 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	Target Dates: On-Going- 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; PLC Leads
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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.

Support for semi-annual business advisory board luncheons

Amount

\$822.56

	Name	Signature	Date
Director	Aaron Paquette		
SAC Chair	Marisol Fernandez		