

The School District of Lee County

# Cape Coral Technical College



2015-16 School Improvement Plan

## Cape Coral Technical College

360 SANTA BARBARA BLVDN, Cape Coral, FL 33993

capecoraltech.edu

### School Demographics

**School Type**

**2014-15 Title I School**

**2015-16 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 2)

High

No

0%

**Alternative/ESE Center**

**Charter School**

**2015-16 Minority Rate**  
(Reported as Non-white on Survey 2)

No

No

0%

### School Grades History

**Year**

**Grade**

### School Board Approval

This plan is pending approval by the Lee County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of the school is to prepare students for employment by providing quality, technology-oriented education delivered by a professional, caring staff in a positive learning environment. Accountability, Integrity, Commitment, Leadership, Respect.

##### **Provide the school's vision statement**

All students enrolled would successfully complete the technical program of their choice and be employed to help meet the needs of business and industry within the community.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Cape Coral Technical College Student Government organizes can drives, student appreciation luncheons, blood drives and various other student/teacher activities in an effort to build rapport, cultural appreciation and respect between teachers and students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Cape Coral Technical College Security Specialist and his team work to ensure a safe and respectful learning environment by monitoring the campus through video surveillance and perimeter security checks. All visitors to campus are required to check-in and obtain a visitor's pass from the main office. Cape Coral Technical College also enforces additional security measures such as locked classroom doors, lock-down and emergency drills, student identification badges and campus parking permits. Each student receives a security pamphlet and attends a student orientation in which the Security Specialist reviews campus security protocol and answers any questions the students may have.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Students are expected to follow the Lee County School District's Code of Conduct. In addition, each technical program instructor distributes and reviews classroom expectations for students. The majority of programs require uniforms which eliminate any possible distraction associated with clothing. Instructors meet with their Professional Learning Communities, as well as at school-wide faculty meetings, on at least a monthly basis to discuss and review teaching strategies, concerns and other school-related issues. Disciplinary procedures are out-lined in Cape Coral Technical College Staff/Faculty Handbook and enforced by administration and/or security personnel. Instructors are provided yearly in-service training to review state career education guidelines and to ensure equitable grading practices.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



Cape Coral Technical College has a school counselor on staff who is available to provide counseling, mentoring, career guidance and various other student services as needed to all students.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Cape Coral Technical College is a post-secondary career/technical school and is therefore, not subject to the guidelines of an Early Warning System.

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Cape Coral Technical College is a post-secondary career/technical school and is therefore, not subject to the guidelines of an Early Warning System.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### Will the school use its PIP to satisfy this question?

No

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### Description

Cape Coral Technical College is a post-secondary career/technical school. Students attend Cape Coral Technical College as adults or as dual-enrolled high school students. Less than 4% of our students are under the age of 18. When applicable, career/tech instructors advise parents of their student's progress through email, by telephone or during scheduled conferences.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

In addition to the School Advisory Committee, each one of Cape Coral Technical College career/tech programs maintain an Occupational Advisory Committee made up of potential employers and business contacts related to the field of study from the local business community. Occupational Advisory Committees meet a minimum of twice per year to review the corresponding program's curriculum, equipment, as well as completion, placement and licensure rates.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Mangan, Brian	Principal
Brooks, Kimberly	Assistant Principal
Gent, Bob	Teacher, Career/Technical

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Brian Mangan, the Director, and Kim Brooks, the Assistant Director, meet with department chairs and faculty on at least on a monthly basis to discuss and review any concerns. Both administrators offer instructional guidance and mentoring as needed. The Director & Assistant Director conducts classroom walk-through evaluations and meets with instructors to discuss the results.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Brian Mangan	Principal
Robert Gent Jr.	Teacher
Terri Reisinger	Teacher
Jaquelisa DeJesus	Education Support Employee
Maria Rivero	Education Support Employee
Albert Gooch	Student
Michael Miller	Student
Timothy Goodman	Business/Community
Lester Clark	Business/Community
Kimberly Trapanese	Business/Community
Lecsy Gonzalez-Rivera	Student
Kenneth Boyd	Business/Community

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Evaluation of last year's school improvement plan

The 2015-16 School Improvement plan will be reviewed at the SAC meeting in Nov. 2015 Cape Coral Technical College SAC meet to review, edit and approve (by vote) last year's school improvement plan.

Development of the 2015-16 school improvement goals

*Development of this school improvement plan*

Based on Cape Coral Technical College's school mission and vision, the SAC team's involvement is critical in the development of objectives and goals.

Goals were reviewed and voted on by the SAC.

*Preparation of the school's annual budget and plan*

Cape Coral Technical College Director reviewed the school's annual budget and plan with the SAC and both were voted on and approved.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

N/A, Cape Coral Technical College is a non-graded school and is AYP exempt.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
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### Duties

***Describe how the LLT promotes literacy within the school***

This is not applicable to post-secondary adult vocational environment.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Cape Coral Technical College faculty meet on at least a monthly basis within department and school-wide professional learning communities (PLC) to discuss achievements and best instructional practices.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The Principal is responsible for the recruitment and recommendation of all new teachers to the building. The District's targeted selection process guidelines are followed.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers will be partnered with qualified teaching staff members and/or trained Mentor Teacher. Scheduled meetings with new teachers, Mentor teacher and the Assistant Director are also held in accordance with the District's A.P.P.L.E.S. program. The Assistant Director is responsible for the mentoring of teachers.

### Ambitious Instruction and Learning

#### Instructional Programs and Strategies

##### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All career/tech instructors plan and teach their curriculum as outlined per the Florida Department of Education's Curriculum Frameworks. Lesson plans are reviewed by administration to ensure alignment to the standards. FLDOE curriculum frameworks are updated annually.

##### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Cape Coral Technical College is a post-secondary educational facility. For the career/tech programs which require state licensure and/or offer industry certification, the program's instructor provides lessons, practice tests and various software applications to reinforce the student's knowledge.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 0**

Students that have not demonstrated adult basic education levels for PSAV completion are scheduled in the adult learning lab to remediate scores to state mandated program minimums.

**Strategy Rationale**

Students cannot complete the PSAV program without demonstrating adult basic education levels.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Mangan, Brian, brianmm@leeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

TABE remediation completion rates are monitored by the learning lab instructors and forwarded weekly to Student Services for review.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Cape Coral Technical College is a post-secondary educational facility and does not experience students transiting from one school level to another.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Cape Coral Technical College has program Occupational Advisory Committees which include potential employers and business contacts. Cape Coral Technical College also has business partnerships with area medical facilities and pharmacies who sponsor students during the clinical phase of their career training.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Computer Systems and Information Technology - CompTIA A+, CompTIA Network+  
Networking - Cisco Certified Entry Networking Technician, CompTIA A+, CompTIA Network+  
Digital Design - Adobe Certification  
All programs - Microsoft Office Suite Certifications

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Students earn occupational completion points as they progress through the curriculum framework as established by the FLDOE.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** 1. Teacher engagement will increase at least .2% as measured by the FY16 Gallup Teacher Engagement Survey.
- G2.** 2. 100% of instructors will track completion, placement, and licensure/industry certification rates during FY16 as documented by monthly course enrollment reports, and Progression and Industry Certification Report.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. 1. Teacher engagement will increase at least .2% as measured by the FY16 Gallup Teacher Engagement Survey.** 1a

G074165

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

Effective Teachers (Performance Rating)

**Resources Available to Support the Goal** 2

- Monthly meetings of the Professional Learning Communities

**Targeted Barriers to Achieving the Goal** 3

- Willingness of faculty to participate in the annual survey

**Plan to Monitor Progress Toward G1.** 8

Gallup Teacher Engagement Survey results for Cape Coral Technical College

**Person Responsible**

Brian Mangan

**Schedule**

Annually, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Comparison of results from 2015 to 2016.



**G2. 2.** 100% of instructors will track completion, placement, and licensure/industry certification rates during FY16 as documented by monthly course enrollment reports, and Progression and Industry Certification Report. **1a**

G074166

**Targets Supported** **1b**

Indicator	Annual Target
CTE Industry Certification Exam Participation	

**Resources Available to Support the Goal** **2**

- Cape Coral Technical College will have a full time Career Specialist in place during the FY16.
- Each program has an advisory board made up of industry representatives.

**Targeted Barriers to Achieving the Goal** **3**

- Tracking graduates after completion and graduation

**Plan to Monitor Progress Toward G2.** **8**

Review of Council on Occupational Education & Work Force Development

**Person Responsible**

Brian Mangan

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Spreadsheet

**Action Plan for Improvement**

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

**Problem Solving Key**

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step S123456 = Quick Key

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Gallup Teacher Engagement Survey results for Cape Coral Technical College	Mangan, Brian	8/24/2015	Comparison of results from 2015 to 2016.	6/10/2016 annually
G2.MA1	Review of Council on Occupational Education & Work Force Development	Mangan, Brian	8/24/2015	Spreadsheet	6/10/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**Technical Assistance Items**

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**Budget**

<b>Budget Data</b>	
<b>Total:</b>	<b>\$0.00</b>