Cape Coral Technical College

2016-17 Schoolwide Improvement Plan

Cape Coral Technical College

360 SANTA BARBARA BLVD N, Cape Coral, FL 33993

capecoraltech.edu

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-Adult	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Career and Technical Education	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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cape Coral Technical College

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Johnson, Judy	Principal
Brooks, Kimberly	Assistant Principal
Hawk, Kevin	Teacher, Career/Technical

b. Duties

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

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

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Judy Johnson	Principal
Terri Reisinger	Teacher
Maria Rivero	Education Support Employee
Timothy Goodman	Business/Community
Lester Clark	Business/Community
Kimberly Trapanese	Business/Community
Kevin Hawk	Teacher
Melody Allen	Teacher
Minerva Betancourt	Education Support Employee
Dorothy Browning	Business/Community
Joe Paterno	Business/Community
Michelle Zech	Business/Community
Lindsay Tezniarz	Business/Community
Adam Hood	Business/Community
Dr. Cossentino Angela	Business/Community
Amanda Denney	Student
Thomas Gosna	Student
Amber Moore	Student
Jillian Pineiro	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Cape Coral Technical College SAC met to review, edit and approve (by vote) last year's school improvement plan.

The 2015-16 School Improvement plan was reviewed at the SAC meeting in April, 2016

b. 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.

A preliminary draft was approved by the SAC team in September, 2016 and the final will be presented for approval on October 27, 2016.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. 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).

1. 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.

2. 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 guidlines are followed.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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
Johnson, Judy, judylj@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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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.

2. 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 and Web Development and Web Applications - Adobe Certification
All programs - Microsoft Office Suite Certifications

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Improve completion, placement, licensure/certification (CPL) rates. All programs must meet minimum standards as set by our accrediting agency, the Council on Occupational Education. (Completion 60%, Placement 70%, Licensure/Industry Certification 70%) Programs already in compliance will improve these rates by 5%, or if above 90% will achieve halfway to 100%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 1. Improve completion, placement, licensure/certification (CPL) rates. All programs must meet minimum standards as set by our accrediting agency, the Council on Occupational Education. (Completion 60%, Placement 70%, Licensure/Industry Certification 70%) Programs already in compliance will improve these rates by 5%, or if above 90% will achieve halfway to 100%. 1a

🔍 G082876

Targets Supported 1b

Indicator	Annual Target
CTE Teachers Holding Industry Certifications	100.0

Targeted Barriers to Achieving the Goal 3

- Faculty making the time to analyze and interpret CPL data specific to their programs.

- 100% of instructors are not up-to-date with their industry certifications as required by Florida statute.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructors and staff will track completion, placement, and licensure/industry certification rates during FY16 as documented by monthly course enrollment reports, and Progression and Industry Certification Report.

- Provide instructors designated time periods to work with students in need.

- Admissions Specialist will match students to the appropriate program for their interests and goals.

- Career Specialist will train targeted students in overcoming employment barriers.

- Administration gives priority to facilitating communication of CPL data to staff.

Plan to Monitor Progress Toward G1. 8

A spreadsheet will be compiled quarterly. The final year end report will be an info graphic or chart showing each program's achievements toward the goals.

Person Responsible

Kevin Hawk

Schedule

Quarterly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Quarterly reports. Year end comparison of results to goal.

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

G1. 1. Improve completion, placement, licensure/certification (CPL) rates. All programs must meet minimum standards as set by our accrediting agency, the Council on Occupational Education. (Completion 60%, Placement 70%, Licensure/Industry Certification 70%) Programs already in compliance will improve these rates by 5%, or if above 90% will achieve halfway to 100%. 1

🔑 G082876

G1.B1 Faculty making the time to analyze and interpret CPL data specific to their programs. 2

🔑 B219684

G1.B1.S1 Monthly meeting of Professional Learning Communities for data review and focus on Universal Design for Learning to address the learning needs of students. 4

🔑 S231985

Strategy Rationale

With strong communication and purposefully planned meetings, the staff will be better informed of students' CPL data and program accreditation status.

Action Step 1 5

The planned PLC meetings will put departments together to discuss, learn and strategize how to reach the goals.

Person Responsible

Judy Johnson

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Meeting notes will be required to be posted by all departments on CCTC sharepoint.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrative team will monitor progress and communicate with the staff on status of goals.

Person Responsible

Judy Johnson

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Our data entry clerk will provide updated monthly CPL goal data to our director and assistant director.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Mandatory department PLC meetings and data collection. Instructors will review the updated data presented by the department chairperson. Meetings will be monitored and attended by the Director and Assistant Director.

Person Responsible

Judy Johnson

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

The data will be collected and compared school wide with the stated CPL goal to analyze results.

G1.B2 100% of instructors are not up-to-date with their industry certifications as required by Florida statute.
2

🔍 B219685

G1.B2.S1 100% of CCTC Instructors will be current with their required industry certifications. 4

🔍 S231986

Strategy Rationale

Students educational experience will be enhanced by instructors already having completed their certifications.

Action Step 1 5

Instructors will be required to communicate progress toward passing industry certification and licensure exams as required by Florida statute.

Person Responsible

Judy Johnson

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

A spreadsheet will be maintained to document certification and licensure status for all instructors and programs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Instructors will report the results of exams to the Director.

Person Responsible

Judy Johnson

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Copies of industry certificates and licenses will be provided to the Director upon completion.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Reminders at monthly faculty meetings and monthly email reminders will be sent.

Person Responsible

Judy Johnson

Schedule

Monthly, from 8/10/2016 to 6/30/2017

Evidence of Completion

Faculty meeting agendas and email reminders.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M300108	A spreadsheet will be compiled quarterly. The final year end report will be an info graphic or...	Hawk, Kevin	8/10/2016	Quarterly reports. Year end comparison of results to goal.	6/30/2017 quarterly
G1.B1.S1.MA1 🔍 M300104	Mandatory department PLC meetings and data collection. Instructors will review the updated data...	Johnson, Judy	8/10/2016	The data will be collected and compared school wide with the stated CPL goal to analyze results.	6/30/2017 monthly
G1.B1.S1.MA1 🔍 M300105	Administrative team will monitor progress and communicate with the staff on status of goals.	Johnson, Judy	8/10/2016	Our data entry clerk will provide updated monthly CPL goal data to our director and assistant director.	6/30/2017 monthly
G1.B1.S1.A1 🔍 A296687	The planned PLC meetings will put departments together to discuss, learn and strategize how to...	Johnson, Judy	8/10/2016	Meeting notes will be required to be posted by all departments on CCTC sharepoint.	6/30/2017 monthly
G1.B2.S1.MA1 🔍 M300106	Reminders at monthly faculty meetings and monthly email reminders will be sent.	Johnson, Judy	8/10/2016	Faculty meeting agendas and email reminders.	6/30/2017 monthly
G1.B2.S1.MA1 🔍 M300107	Instructors will report the results of exams to the Director.	Johnson, Judy	8/10/2016	Copies of industry certificates and licenses will be provided to the Director upon completion.	6/30/2017 monthly
G1.B2.S1.A1 🔍 A296688	Instructors will be required to communicate progress toward passing industry certification and...	Johnson, Judy	8/10/2016	A spreadsheet will be maintained to document certification and licensure status for all instructors and programs.	6/30/2017 monthly

V. Professional Development Opportunities

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

G1. 1. Improve completion, placement, licensure/certification (CPL) rates. All programs must meet minimum standards as set by our accrediting agency, the Council on Occupational Education. (Completion 60%, Placement 70%, Licensure/Industry Certification 70%) Programs already in compliance will improve these rates by 5%, or if above 90% will achieve halfway to 100%.

G1.B1 Faculty making the time to analyze and interpret CPL data specific to their programs.

G1.B1.S1 Monthly meeting of Professional Learning Communities for data review and focus on Universal Design for Learning to address the learning needs of students.

PD Opportunity 1

The planned PLC meetings will put departments together to discuss, learn and strategize how to reach the goals.

Facilitator

Administrative Team; Director; Assistant Director; Admissions Specialist; Career Specialist; Financial Aid Administrator.

Participants

All instructors and administration staff.

Schedule

Monthly, from 8/10/2016 to 6/30/2017

G1.B2 100% of instructors are not up-to-date with their industry certifications as required by Florida statute.

G1.B2.S1 100% of CCTC Instructors will be current with their required industry certifications.

PD Opportunity 1

Instructors will be required to communicate progress toward passing industry certification and licensure exams as required by Florida statute.

Facilitator

Judy Johnson

Participants

All Instructors out of compliance.

Schedule

Monthly, from 8/10/2016 to 6/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The planned PLC meetings will put departments together to discuss, learn and strategize how to reach the goals.	$0.00
2	G1.B2.S1.A1	Instructors will be required to communicate progress toward passing industry certification and licensure exams as required by Florida statute.	$0.00
		Total:	$0.00