



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Cape Coral Technical College
360 SANTA BARBARA BLVDN
Cape Coral, FL 33993
239-574-4440
capecoraltech.edu

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

No

Charter School

No

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cape Coral Technical College

Principal

Michael Schiffer

School Advisory Council chair

Tim Goodman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
George McDaniel	Assistant Principal
Mary Thompson	Instructional Coach
Walter Surich	Instructional Coach

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Tim Goodman, SAC chairman, Community member
 Michael Schiffer, Principal, SAC member
 Randy Toscano, SAC Community member
 Peter McGuckian, SAC Business member
 Nick Muhlenbruch, SAC Business member
 Mary Thompson, Teacher, SIP Coach, SAC member
 Melody Allen, Teacher, SAC member
 Patricia Rebstock, SAC Business member
 Jessica Mohamed, SAC Community member
 Angelina Washington, SAC Parent member
 Scott Rivet, SAC Parent member
 Raul Arriz, SAC Student member
 Madelin Thoby, SAC Student member
 Anna Marie Trotta, SAC Support Staff member
 Bryan Robinson, SAC Support Staff member

Involvement of the SAC in the development of the SIP

Goals were reviewed and voted on by the SAC.

Activities of the SAC for the upcoming school year

They advise the Principal on matters pertaining to school improvement.

Projected use of school improvement funds, including the amount allocated to each project

N/A, Cape Coral Institute of Technology is a non-graded school and is AYP exempt.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michael Schiffer

Principal

Years as Administrator: 20

Years at Current School: 15

Credentials

Performance Record

George McDaniel

Asst Principal

Years as Administrator: 2

Years at Current School: 0

Credentials

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary Thompson		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
Areas	Reading/Literacy, Mathematics	
Credentials	BA, Mathematics Education, University of South Florida. MS, Educational Leadership, Nova Southeastern University Reading Endorsement	
Performance Record	There are no records for AYP or school grades, Cape Coral Institute of Technology is AYP exempt and a non-graded school.	

Walter Surich		
Full-time / School-based	Years as Coach: 4	Years at Current School: 13
Areas	Other	
Credentials	BS, Special Education, Charleston Southern University. MS, Educational Leadership, Nova Southeastern University	
Performance Record	There are no records for AYP or school grades, Cape Coral Institute of Technology is AYP exempt and a non-graded school.	

Classroom Teachers

# of classroom teachers	23
# receiving effective rating or higher	23, 100%
# Highly Qualified Teachers	100%
# certified in-field	22, 96%
# ESOL endorsed	1, 4%
# reading endorsed	1, 4%
# with advanced degrees	13, 57%
# National Board Certified	1, 4%
# first-year teachers	2, 9%

with 1-5 years of experience

2, 9%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

19, 83%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Goals Summary

- G1.** Students needing to upgrade their basic skills, as measured by the Tests of Adult Basic Education, to coincide with program exit requirements will enroll and attend the Learning Center for remediation.

Goals Detail

G1. Students needing to upgrade their basic skills, as measured by the Tests of Adult Basic Education, to coincide with program exit requirements will enroll and attend the Learning Center for remediation.

Targets Supported

- CTE
- Additional Targets

Resources Available to Support the Goal

- Learning Center personnel
- ITTS
- Learning Center facility
- Administration
- Program Instructors
- Student Services Personnel

Targeted Barriers to Achieving the Goal

- Learning Center enrollment process

Plan to Monitor Progress Toward the Goal

Learning Center enrollment

Person or Persons Responsible

Administration

Target Dates or Schedule:

Continuously

Evidence of Completion:

Learning Center data: attendance, TABE upgrades

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students needing to upgrade their basic skills, as measured by the Tests of Adult Basic Education, to coincide with program exit requirements will enroll and attend the Learning Center for remediation.

G1.B1 Learning Center enrollment process

G1.B1.S2 Update the procedure for enrolling students in the Learning Center

Action Step 1

Learning Center enrollment

Person or Persons Responsible

Learning Center staff

Target Dates or Schedule

Continuously

Evidence of Completion

Learning Center attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Learning Center enrollment

Person or Persons Responsible

Learning Center staff

Target Dates or Schedule

Continuously

Evidence of Completion

Learning Center attendance

Plan to Monitor Effectiveness of G1.B1.S2

Learning Center enrollment

Person or Persons Responsible

Administration

Target Dates or Schedule

Continuously

Evidence of Completion

Learning Center attendance and student feedback