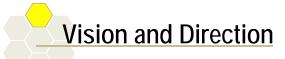# School Improvement Plan
2017-18

Pinellas Technical College – St. Petersburg

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Sylester (Boe) Norwood	SAC Chair: Joseph Roseto

School Vision	Our community's first choice for workforce training.

School Mission	Provide students the opportunity to develop national workplace competencies to fill the needs of business and industry.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1926	2%	44%	11%	1%	51%	2%

School Grade	2017: No Grade	2016: No Grade	2015: No Grade	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Learning Gains All	N/A	N/A	N/A	N/A								
Learning Gains L25%	N/A	N/A	N/A	N/A								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Director	Sylester (Boe)	Norwood	FT	4-10 years
Asst. Director	Marcelline	Clarke	FT	4-10 years
Asst. Director	Charles	Drake	FT	1-3 years
Asst. Director	Antelia	Campbell	FT	Less than 1 year
Teacher Leader	Victoria	Cribb	FT	11-20 years
Teacher Leader	Latrese	Taylor	FT	11-20 years
Teacher Leader	Laura	Kingsland	FT	11-20 years
Teacher Leader	Dolores	Stabile	FT	4-10 years
Teacher Leader	John	Lambert	FT	11-20 years
Guidance	Arilee	Still	FT	4-10 years
Managing Officer	Carl	Lavender	FT	Less than 1 year
Total Instructional Staff:	FT – 58 / PT - 99		Total Support Staff:	FT – 33 / PT 3

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> The students, faculty, and staff will work together to provide a safe learning environment as evidenced by various school-sponsored surveys and reports.
>
> - Crisis Management Plan
> - School Safety Reports
> - Chemical Inventory Reports
> - Surveys: Completer Survey, Climate survey, Student satisfaction survey
> - Bullying Report

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

> - The Code of Student Conduct for Post-Secondary Career, Technical and Adult Education is shared with all students, faculty and staff.
> - The school employs a progressive discipline process based on the Code of Student Conduct.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> To meet the social/emotional and academic needs of our students, PTC will ensure that all students have access to the following resources based on their needs. Faculty and/or guidance staff will meet with each student during the course of the year to determine individual student needs.
>
> Ongoing academic and social support systems:
>
> 1. **SkillsUSA:** This Career and Technical Student Organization (CTSO) supports students through extra curriculum activities and competitions held in the spring.
> 2. **National Technical Honor Society**: Ongoing throughout the year. This organization promotes student academic success at all levels of PTC.
> 3. **Phi Beta Lamba**: This organization promotes student academic success and social/emotional needs in the business education department.
> 4. **Media Center**: The media center supports student academic and social needs by providing computer access after regular hours as well as a gathering place for students.
> 5. **Guidance Department**: The guidance department is open at all times. Counseling professionals reach out to all students to discuss their academic and personal needs in a safe and caring environment.

6. **Youth Connect**: The Youth Connect program provides a financial means for certain population students to enroll in school and acquire needed materials for class.
7. **Placement Coordinator**: The placement coordinator assists students with finding jobs and administers financial assistance from the Perkins grant.
8. **Student Council**: Student Council allows students to interact at a leadership level. The council recommends changes to the administrative staff of PTC to create a positive environment on campus.

School and community events that promote academic and social success:

1. **New student orientation**: At the beginning of every term.
   Introduces students to the various policies, procedures, and resources.
2. **SkillsUSA Picnic**: Held in the fall. This event promotes student participation in the CTSO and provides a means for students to interact with staff and their fellow students.
3. **Open House**: Held in October. The open house event promotes student involvement in showcasing the technical programs. Also promotes staff and current student interaction with prospective students.
4. **Career Fairs**: Fall and Spring - Career fairs allow students to interact with potential employers. They support students' success by showing the students they can strive for, increasing intrinsic motivation.
   Meet and Greets: Held in the Fall and Spring. The meet and greets allow students to interact with each other and staff, helping to build a positive school culture.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Pinellas Technical College is dedicated to meeting the diverse needs, (physical, social, and emotional) of all students. The faculty and staff has been directed to refer students to the guidance department for assistance and counseling. The counselors refer the students to a variety of support organizations for assistance. In order to provide the highest level of service we team with community organizations, such as:

1. **CareerSource Pinellas**: Provides tuition assistance, certification vouchers, as well as career services and job placement.
2. **Youth Connect**: Provides young students with tuition assistance as well as money for tools, books, and equipment while enrolled at PTC.
3. **Pinellas County Sheriff's Office**: PTC Clearwater, our sister campus, has an agreement to run a cafeteria for the Sherriff's office. This provides students with real-world experience as well as a service to workers at the Sherriff's headquarters.
4. **Light House for the Blind**: Provides assistance for vision impaired students and guidance for the college as related to providing accommodations for learning.
5. **Pinellas Public Library System**: Provides space for PTC literature and information about the college.
6. **Suncoast Hospice**: Provides social service resources and grief counseling.
7. **National Alliance on Mental Illness:** Provides social services and counseling.
8. **Directions for Living**: Provide alcohol and drug abuse counseling services.
9. **Vocational Rehabilitation**: Provide tuition and job coaching to assist students with special needs to transition into the workforce.
10. **Urban League** – Provides funding and support for people with financial needs.

11. **PTSA**: The Pinellas Suncoast Transit Authority partners with PTC to provide free bus service for students and school-based volunteers and tutors who show their PTC ID.
12. **Pinellas Refugee Education Program (PREP)**: This program assists persons with refugee status with their assimilation in the American culture. The program provides ESOL classes and assistance with everyday processes.
13. **Lutheran Services**: Provides funding and support for people with financial needs.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Student data is monitored including attendance, withdraw codes, Occupation Completion Points (OCP), Literacy Completion Points (LCP), and Job Placement and College and Career transitions. Additionally, we monitor Pre- and Post-tests, such as Test of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS).

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership expects all staff members to participate in professional development offerings that will positively impact the learning opportunities of their students. School leadership monitors completion, placement, and licensure rates of all programs, as well as industry certifications. School leadership expects all staff members to foster an environment of continuous improvement based on student performance measures. Performance measures are discussed at staff meetings and PLCs. Professional development is designed to meet gaps in performance measures and is aligned to the instructor evaluation system.

🟢 **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: To promote an inclusive environment and create a friendly atmosphere for all of our students as measured by the Student Satisfaction Survey administered bi-annually, with a 10% increase from Fall survey to Spring survey.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Promotion of positive school culture through professional development at staff meetings as well as a main/standing topic at all PLC meetings.	Leadership Team
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce the learning gap between Black and Non-Black students as measured by annual OCP attainment by 7% and annual LCP attainment by 8%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Ensure that instructors are providing differentiated instruction and have a cultural focus to align with the overall school goal for creating an inclusive atmosphere to decrease the 19% OCP and 25% LCP learning gap between Black and Non-Black students.	Leadership Team
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Goal: Increase the annual OCP attainment of Black students to 75% in 2018.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Ensure that instructors are providing differentiated instruction and have a cultural focus to align with the overall school goal for creating an inclusive atmosphere to increase the percentage of Black students attaining an OCP from 63% to 75%.	Leadership Team

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

Pinellas Technical College provides rigorous instruction that aligns with FLDOE state standards via program curriculum frameworks. Each program's curriculum framework consists of one or more occupational completion point (OCP). The school utilizes an electronic grading system that tracks student progression through the OCPs. Success is measured by the percentage of OCP completers as compared across annual date. OCP completion data consistently meets or exceeds the school's accreditation expectations.

Pinellas Technical College offers multiple industry certifications. These certifications are aligned to various state standard curriculum frameworks across entire programs. Success is measure by student attainment of industry certifications/licensures as compared to annual data.

1. Standards based instruction is correlated to industry certification attainment. For the year 2016-17, the St. Petersburg campus achieved 295 CAPE funded certifications. Using the average new enrollment data for the last five (5) years (1086 students), the college has a 27% CAPE certification attainment.

2. The St. Petersburg campus students have attained 336 total certifications for the 16-17 school year. Using the average new enrollment for the last five (5) years (1086 students), the campus has a 31% total certification attainment.

3. To ensure standards based instruction is occurring in the classroom, the district has implemented the Marzano Framework for teaching.   Teachers have been observed and evaluated on their instructional practice implementing the framework. Most teachers received a satisfactory or higher rating in this component on their evaluations.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

- To ensure that all students complete their programs within the state recommended program length in hours.
- By comparing student enrollment hours to state allotted program hours.
- Industry certification attainment by students, CAPE and non-CAPE funded certifications.
- Continue to utilize the Marzano Framework for Teaching.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Students must achieve satisfactory performance scores on individual standards. Student growth is measured using scales and rubrics aligned to their program standards.

Our instructors utilize both formative and summative assessments to track student progress and to develop individual and group instruction.

Data will be reviewed and shared with teachers individually when developing their Deliberate Practice Plan (DPP). Teachers will self-evaluate and establish goals. Together the teacher and administrator will collaboratively determine the training they believe needed and develop a specific timeline to accomplish this plan.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Pinellas Technical College provides learning experiences for our students that meets the needs of business and industry to enter the workforce. Curriculum is aligned with FLDOE curriculum frameworks and enhanced with input from program advisory members. The following support systems are in place to assist students in their transition to the workforce or further education based on individual needs:

1. **Student Services Department**: This department provides students with a variety of planning and support services that help students make appropriate decisions based on individual needs.
2. **Clinicals**: Specific programs have a clinical requirement that places students in the world of work to assist them in honing their skills as well as career development.
3. **Externship**: Specific programs have an externship requirement that places students in the world of work to assist them in honing their skills as well as career development.
4. **Cooperative Education**: Students have opportunities to receive credit and a wage while working in their career fields.
5. **TRC**: The technical resource center assists students in their academic development to increase their ability to perform at a high level while working.
6. **Career Readiness**: Resume and interview skills workshops are held on a regular basis to help students create resumes that will assist with placement in the workforce.
7. **Industry Visits**: Many students visit industries and businesses to gain a contextual understanding of the work environment prior to completing their technical training.
8. **Job Placement Coordinator**: The placement coordinator assists students with locating and interviewing for jobs.

9. **Advisory Committees**: Each program has a functioning advisory committee that supports the programs and hires students.
10. **Job Board**: There is an online job board that is maintained by the placement coordinator.
11. **Dual Enrollment Program**: The dual enrollment program helps high school students transition to PTC by providing an opportunity for student to take PTC courses prior to graduating high school.
12. **Occupational Specialists**: The occupational specialists visit high schools to promote PTC and assist students in either dual enrolling or entering PTC upon graduation.
13. **Articulation Agreements**: Articulation agreements are designed to promote student transitions to further education. PTC has local and statewide agreements in place.
14. **Career Pathways**: The career pathway program is designed to promote students' mobility (both dually-enrolled high school and adult) through the various components of the educational system on their way to a viable career. Students in the ABE programs are given information on how to move into a PTC program as the next step in their educational attainment.

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Goal: All instructors will continue to use the Marzano Instructional Framework for Teaching throughout all aspects of their program.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
I-observation, formal/informal evaluations, walkthrough data, conversations and student evidence	Administrative Team
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Goal: Focus on industry certification attainment for each student	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Student annual industry certification attainment data as reported by the teachers to the placement coordinator.	Leadership Team
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

Connections: **District Strategic Plan**   ●**Goals 1,2,4,5**
              Marzano Leadership   ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

As a baseline, all staff strongly support the notion that all stakeholders in our school should participate in a collaborative learning community and will increase our positive working relationship by meeting both informally and formally.

1. Provide PTC attire to staff
2. Holiday celebrations
3. Birthday acknowledgements
4. New teacher mentoring program
5. Transition to Teaching (TTT) program for new teachers
6. Wellness program
7. Hospitality program
8. Retirement celebrations
9. Staff Appreciation Week celebrations

Growth Areas

1. Improved communication:

   a. Increase and frequency of PLCs and create standing topics to encourage communication.
   b. Take minutes at staff meeting and post on PTC Connect
   c. Involve all key stakeholders when opening or closing a program
   d. Respond to emails in a timely manner

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Instructors will meet in a PLC to collaborate and share student retention strategies, industry certification goals, resources, completion and placement data. The PLC will be led by the program department chair. PLC meetings will be held monthly with standing agenda items of (a) school culture and (b) Marzano implementation.

⬡ Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

 Pinellas Technical College will continue to utilize the Marzano Instructional Frameworks, accompanied by many professional development opportunities, school and district-based.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Fall and Spring District Training	Fall/Spring	FT Instructors	Highest student achievement. District and FLDOE State updates
Marzano Training for Teachers	Monthly	FT Instructors	Increase understanding of Marzano Instructional Frameworks and Evaluation System
Professional Learning Community meetings	All Year	FT Instructors	Build collaboration within the departments that result in highest student achievement

Family and Community Engagement

Connections: **District Strategic Plan** ●**Goals 1,3,6,7**
Marzano Leadership ●**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Pinellas Technical College's School Advisory Committee (SAC) and program advisory membership consists largely of community partners. The majority of our students are adults and community partnerships increases their opportunity for gainful employment. Building and maintaining positive relationships with community partners, students and their families is a vital link for our success. Pinellas Technical College will continue to build relationships with community partners to increase our students' opportunities to develop leadership skills and employability success.

- Continue to provide Pinellas Technical College presentations for community organizations and tours of our campus to enhance partnerships.

- Administrators are members of the surrounding chambers of commerce, partners with CareerSource and the Pinellas County Economic Development Board.
- Career Technical Student Organizations hold toy and food drives each year and donate to children in the local community.
- The family and community relations liaison who handles campus volunteers.
- Individual program advisory committees provide input to support quality programs and offer employment to program graduates.
- Create PTC Alumni Association to actively recruit prospective and former students, to promote academic scholarship and workplace readiness, to improve student retention through mentorship, and to facilitate social and professional networking that fosters life-long engagement in campus initiatives.
- Working in collaboration with the Office of Workforce Innovation to increase community engagement.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Instructors developed pacing charts and show students how to keep track of their academic performance.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☐	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☐	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☐	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

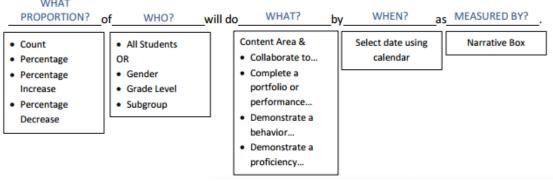| Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Maintain social media outlets to promote family involvement in student success by providing clear information and assistance.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Monitor and maintain all social media outlets	Website updates: Dolores Stabile Social Media updates: Tina Thomas
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Position Pinellas Technical College as a community resource for local organizations, government, and community members by providing rental space, quality fee-based classes, and outreach through our Office of Workforce Innovation.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Identify local organizations that can benefit from having PTC as a partner and develop implementation plans for engagement.	Office of Workforce Innovation
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬢ {Section 2}– Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION?____ of ____ WHO? ____ will do ____ WHAT? ____ by ____ WHEN? ____ as ____ MEASURED BY? ____ .

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Program Counselor
All students will achieve their minimum program literacy goal as determined by the state prior to their completion of the program.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
Students take the initial TABE test within six weeks of their entrance to the program, unless exempt. Student is registered into the appropriate Adult General Education course to achieve their program literacy goal Student ABE progress is monitored by the leadership team throughout the school year	Each student has a valid TABE score, unless exempt. Each student who does not meet the state TABE requirements for their program, is registered for ABE classes All students who do not meet their ABE requirements attend ABE classes regularly.

Mathematics Goal	Goal Manager:
All students will achieve their minimum program literacy goal as determined by the state, prior to completing their program.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Students take the initial TABE test within six weeks of their entrance to the program. Student is registered into the appropriate Adult General Education course to achieve their program literacy goal.	Each student who does not meet the state TABE requirements for their program, is registered for ABE classes.

Student ABE progress is monitored by the leadership team throughout the school year	All students who do not meet their ABE requirements attend ABE classes regularly.

Science Goal	Goal Manager:
N/A	

Actions / Activities in Support of Science Goal	Evidence to Measure Success

⬡ Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Student Enrollment	Goal Manager: Campus Administrators and Occupational Specialists
Increase student enrollment over the next five years by 3% as evidenced by the COE (Council on Occupational Education) Annual Report	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Develop, implement, and review marketing activities quarterly.	COE Annual Report (Student Enrollment Data)
Continue to work with local community to implement new programs based on workforce needs.	Attend community economic development meetings and implement new programs related to needs.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager:
N/A	

Actions / Activities in Support of Black Goal	Evidence to Measure Success

Subgroup Goal (ELL)	Goal Manager:
N/A	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:
N/A	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
N/A	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade Select	Grade Select	Grade Select	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	N/A								
Students with excessive absences / below 90 %	N/A								
Students with excessive behavior / discipline**	N/A								
Students with excessive course failures**	N/A								
Students exhibiting two or more Early Warning indicators	N/A								

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
N/A	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
N/A	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
N/A	

Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

N/A

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
N/A	

Actions / Activities in Support of Goal	Evidence to Measure Success

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	55	% with advanced degrees	30%
% receiving effective rating or higher	100%	% first-year teachers	1%
% highly qualified (HQT)*	N/A	% with 1-5 years of experience	9%
% certified in-field**	100%	% with 6-14 years of experience	55%
% ESOL endorsed	6%	% with 15 or more years of experience	35%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Pinellas Technical College recruits highly qualified instructional staff by researching and getting references for potential candidates. We retain such staff by providing bi-monthly school meetings, and by their participation in bi-annual District-wide trainings and various Adult Education professional development opportunities throughout the school year.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group

Joseph	Roseto	White	Business/Community
Sylester (Boe)	Norwood	Black	Principal
Terry	England	White	Business/Community
Roy	Sweatman	White	Business/Community
Antwaun	Wells	Black	Business/Community
Charlotte	Anderson	Black	Business/Community
Jeannie	Pappas	White	Teacher
Jane	McMillan	White	Student
Simoun	Phim	Asian	Support Employee
		Select	
		Select	
		Select	
		Select	
		Select	
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		Select	
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		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes	☒ No	Committee Approval Date: TBA

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☐ Yes ☒ No	Chairperson:

Please state the days / intervals that your team meets below.
N/A

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

N/A