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School Improvement Plan SY 2024-25

PTC-Clearwater

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2024 - 2025

| | |
|-----------------------|--------------|
| Administrator: | Jakub Prokop |
|-----------------------|--------------|

| | |
|----------------------|---|
| School Vision | To be our communities' first choice for technical education |
|----------------------|---|

| | |
|-----------------------|---|
| School Mission | To provide students the opportunity to develop national workplace competencies to fill the needs of business and industry |
|-----------------------|---|

School Data

| Total School Enrollment | Ethnic Breakdown: | | | | | |
|-------------------------|-------------------|-----------|-----------|----------------|-----------|--------|
| | Asian | Black | Hispanic | Multi-Cultural | White | Other |
| 1283 | 49 (4%) | 210 (16%) | 316 (25%) | 41 (3%) | 661 (52%) | 6 (1%) |

| Total School Enrollment | Age Breakdown: | | | | |
|-------------------------|----------------|-----------|-----------|-----------|---------|
| | 16-18 | 19-24 | 25-34 | 35-50 | 51+ |
| 1283 | 50 (4%) | 578 (45%) | 343 (27%) | 224 (17%) | 88 (7%) |

| Adult Ed State Targets Met | 2022 | 2021 | 2020 | | |
|----------------------------|---|---|---|-------------------------------------|-------------------------------------|
| | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | | | |

| Proficiency Rates | Graduates with Industry Certification | | LCP (ABE & ESOL) | | OCP | | Completers | |
|-------------------|---------------------------------------|--------|------------------|-----------|--------|--------|------------|--------|
| | 2023 % | 2024 % | 2023 % | 2024 % | 2023 % | 2024 % | 2023 % | 2024 % |
| All Students | 63 | 81 | 46 | 329 (MSG) | 69 | 67 | 89 | 89 |

| School Leadership | | | |
|-----------------------------------|---------------|---------------|-------------------------|
| Position/Role | First Name | Last Name | Years at Current School |
| Administrator | Jakub | Prokop | 4-10 years |
| Administrator | Wendy | Chaves | 4- 10 years |
| Administrator | Carson | Bowman | 1-3 year |
| Administrator | Kimberly | Barker | 4-10 years |
| Department Head | | | |
| Department Head | Angie | Wright-Nash | 4 – 10 years |
| Department Head | Yata | Fields | 4-10 years |
| Department Head | Shawn | Galyen | 11 - 20 years |
| Department Head | Brenda | Frazier | 11 - 20 years |
| Department Head | Maggie | Greenwood | 1 – 3 years |
| Department Head | | | |
| Total Instructional Staff: | FT: 53 | PT: 34 | |
| Total Support Staff: | FT: 31 | PT: 3 | |



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem-solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Conditions for learning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning, then the percent of all students completing programs of their choosing will increase from 90 % to 92%

2. Priority 2: Placement

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Industry Certifications, then the percent of all students placed in careers of their choosing will increase from 85% to 88%

3. Priority 3: Student Professionalism

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Student Professionalism, we can increase our students’ participation in the National Technical Honors Society, Student Council, and SkillsUSA to a goal of 150 students participating.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|----|--|---|--|---|---|--|--|--|
| | <i>The teams responsible for implementation and monitoring</i> | <i>Identify the priorities above for which each team is responsible</i> | <i>The problem you are trying to solve</i> | <i>Major actions taken to execute the improvement with fidelity</i> | <i>List the title of who is leading the work of each team</i> | <i>List the titles of those who participate on each team for implementation and monitoring</i> | <i>State how often you are monitoring</i> | <i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i> |
| 1. | Leadership Team | All Priorities | Increase overall college performance as indicated by completion, placement, and licensure measures | <ul style="list-style-type: none"> • 6 once a month trainings • Teacher recognition program • Ongoing data monitoring and distribution to stakeholders • Classroom calibration visits • Focused feedback within the realm of rigor | Director | Assistant Directors, Department Heads, Faculty | Bi-Weekly administrative meetings, monthly faculty meetings, monthly school leadership meetings, and ongoing COE planning meetings, and classroom visits | <ul style="list-style-type: none"> • Increase on student attainment of industry certifications • Increase student persistence and completion rates • Increase student placement rates |



Continuous Improvement

| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|----|-------------------|--------------------|--|---|----------------------------------|--|---|--|
| | | | | <p>in the classroom</p> <ul style="list-style-type: none"> • Monthly department head meetings with a focused agenda. | | | | |
| 2. | Leadership Team | Priority 1 | To align daily student activities with program standards | <ul style="list-style-type: none"> • Monthly leadership meetings • Continued teacher support for development of tracking systems • Monthly department meetings • Develop and implement the ChatGPT (AI) rubric creation system. | Director and Assistant Directors | Department Heads and Instructional Faculty | Monthly leadership meetings with the director and monthly program meetings with the assistant directors | <ul style="list-style-type: none"> • Teachers develop tracking systems • Teacher develop and use a syllabus for every course • 75% of all programs have an AI generated "outline" for performance standards in a least one OCP. |



Continuous Improvement

| | | | | | | | | |
|----|-----------------|------------|---|---|---|---------------------------|---|--|
| 3. | Leadership Team | Priority 2 | To increase the percentage of graduates that complete programs with at least one industry certification | <ul style="list-style-type: none">• Utilize the industry certification monitoring system at each monthly program meeting• Complete an analysis of standards that correlate with industry certifications• Restructure FOCUS gradebooks to align with desired | Director, Assistant Directors, and Department Heads | All instructional faculty | Monthly leadership meetings with the director and monthly program meetings with the assistant directors | <ul style="list-style-type: none">• An Industry Certification and monitoring system is in place and being used by all team members• Program standards will be identified that are correlated to industry certification exams• Readiness tests will be completed for each industry certification• Scope and sequence (tracking) documents have been created and implemented for each |
|----|-----------------|------------|---|---|---|---------------------------|---|--|



| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|----|-------------------|--------------------|---|---|--|-------------------|--|--|
| | | | | student competencies. <ul style="list-style-type: none"> • Develop readiness exams/processes for all programs for industry certification exams • Meet monthly with each program to review industry certification progress at the individual student level | | | | course which align with the FOCUS gradebook |
| 4. | Leadership Team | Priority 2 | To increase student retention and graduation rate | <ul style="list-style-type: none"> • Ongoing review of COE and IPEDS data by program • Ensure all teachers use the SAS system • Ensure all teachers follow the program scope and sequence | Director, Assistant Directors, Curriculum Specialist, Department Heads | All faculty | Monthly leadership meetings and program meetings | <ul style="list-style-type: none"> • Graduation rate increases at the program level • IPEDS data continues to rise from program completers • COE data for completion is above 70% for all programs • All teachers will input at least one grade into the |



| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|----|-------------------|--------------------|---|--|----------------------------------|-----------------------|--|---|
| | | | | <ul style="list-style-type: none"> Ensure all teachers record grades into the FOCUS gradebook with fidelity. | | | | FOCUS gradebook once a week. |
| 5. | Leadership Team | All Priorities | To increase student placement in all programs | <ul style="list-style-type: none"> Continue the implementation of the Career Rocket program Implement an interview day for each program Implement two Career Fairs per year Advertise new jobs on the student information displays Complete the development of the "seminar series" to include (a) resume writing, (b) mock interviews, (c) note taking | Director and Assistant Directors | Teachers and students | Career rocket is ongoing, interview days will be set up depending on advisory committee availability, career fairs will be in fall and spring, information displays will be ongoing <ul style="list-style-type: none"> Seminar series will occur throughout the year. | <ul style="list-style-type: none"> Students and teachers log into Career Rocket on a regular basis Interview days occur as allowed Career Fairs occur in fall and spring Annual placement rate by program is at 84% minimum Jobs are advertised on the information displays We will conduct at least one cycle of the seminar series. |



Continuous Improvement

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|----|-----|----------------|---|--|---|------------------------------------|---|--|
| | | | | and (d) oral and written communication | | | | |
| 6. | 504 | All Priorities | To assist students in persistence through their programs when academic assistance is needed and appropriate | <ul style="list-style-type: none">• Providing students with information about available assistance as described by state statutes• Providing teaching | School counselors and Assistant directors | Student services staff and faculty | Once each quarter for training and implementation updates | <ul style="list-style-type: none">• Increase in students that self-disclose that need 504 assistance |



Continuous Improvement

| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|----|-------------------|--------------------|---|--|---|--|---------------------|--|
| | | | | strategies to teachers when dealing with common learning disabilities | | | | |
| 7. | Leadership Team | All Priorities | To increase student enrollment to capacity and offer new or additional programs to best serve the community | <ul style="list-style-type: none"> • Create outreach materials and disseminate to the community, specifically increase outreach to minority community groups. • Increase PTC presence in local high school CTE classrooms • Serve on local chamber of commerce boards • Share success stories with the community • Increase overall student | Office of Workforce Innovation, Director, Assistant Directors | Community organizations and high school students | Ongoing | <ul style="list-style-type: none"> • Enrollment of students aged 16 – 24 increases (including dual enrollment) • Overall enrollment increases • Attain membership on high school advisory committees for each PTC program • Director attends local chamber meetings and events • OWI staff recruit in high school classrooms • OWI staff attend local community event promoting PTC • All programs increase their under-represented populations |



Continuous Improvement

| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|--|-------------------|--------------------|-----------------------|--|------------------|-------------------|---------------------|---|
| | | | | <p>enrollment by working with OWI to target under - represented and non-traditional groups as defined by less than 20% of the demographic</p> <ul style="list-style-type: none"> • Increase dual enrollment population • Expand capacity for high demand programs • Develop a monitoring system for students who begin the registration process but do not enroll • Explore potential to offer new courses at the ISC and establish an ISC at Oldsmar. | | | | <ul style="list-style-type: none"> • Increase dual enrollment population by offering new programs and exploring new schedules • Capacity is expanded as evident by increase in programs enrollment • We have a database of prospective students who began the registration process but did not enroll. • ISC has 2 programs and at least one program at Oldsmar ISC. • Element 451 is used to register students. |



Continuous Improvement

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|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|



| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|----|------------------------------------|--------------------|---|--|---|-------------------------------|--|--|
| 8. | SAC/IAC Development | All Priorities | Relations with the community are imperative to the successful operation of the school. | <ul style="list-style-type: none"> Strengthening of the program advisory committees Review the advisory committee template Continue the implementation of the WeHirePTC program. | Director, Assistant Directors, OWI, program advisory committee chairpersons | Community members and faculty | Biannually and ongoing with special workgroups | <ul style="list-style-type: none"> Biannual SAC/IAC meetings are held SAC/IAC membership maintains or grows Program advisory committees exceed COE requirements Information from the SAC/IAC gets sent down to the program advisory committees and information travels back up to SAC/IAC Continue to grown the WeHirePTC program. |
| 9. | Distance/Online Program Components | All Priorities | Provide options for student engagement to (a) better use of resources, (b) continue the development and use of the Florida Ready to Work program. | <ul style="list-style-type: none"> Offer training on BlackBoard for all teachers. Continue the use of Florida Ready to Work in each program. Focus on OCP A standards for the development | Assistant Directors, LMS Administrator , Curriculum Coordinator | Instructors | Ongoing throughout the year. | <ul style="list-style-type: none"> Teachers take the Bb training. Florida Ready to Work is used by most instructors. 85% of all programs have an online presence. |



Continuous Improvement

| | School-based Team | Priority Alignment | Why are you doing it? | How are you executing? | Who facilitates? | Who participates? | When does it occur? | Evidence that it is occurring |
|-----|---------------------------------|--------------------|--|---|---|---|---|--|
| | | | | of online units of instruction. | | | | |
| 10. | Equity Resources and Evaluation | All Priorities | To provide a resource for our faculty on equity concepts and to review data for possible equity gaps in order to address them. | <ul style="list-style-type: none"> • Create an equity resource database. • Review data on student demographic correlation to industry certification attainment • Review student demographic correlation to student K12 discipline and success at PTC | <ul style="list-style-type: none"> • Angie Wright – Nash • Assistant Directors and Director | <ul style="list-style-type: none"> • Faculty | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Database is created • Data is reviewed and improvement targets are established. |



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current, 2023 level of student participation in NTHS, SkillsUSA, and Student Council is approximately 90 students.
2. The problem/gap in student participation is that our students are stretched with their life schedules and/or do not realize the importance of engaging in student leadership programs.
3. If better communication/efforts around student leadership were in place, we could increase the number of students participating by 60 students.
4. We will analyze and review our data for effective implementation of our strategies by reviewing the number of student participants in student leadership programs.

5. SMART GOAL:

EXAMPLE: The number of all students that participate in student leadership programs will increase by X from the previous year, as measured by total participants by the end of the school year.

The number of students who participate in student leadership programs will increase by 60 students by the end of the 2024 – 2025 school year.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on academic supports to meet the needs of all students.

- Engage all staff in increasing customer service.
- Strengthen staff demonstration for caring for students.

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

| Action Steps to implement these strategies | WHO is leading each strategy? | WHEN is it occurring? |
|---|--|--|
| Continue to support programs/teachers in the development and implementation of a student success recognition plan. | Teachers and Assistant Directors | As dictated by the recognition program |
| Create a systematic approach to distributing information on student leadership opportunities. | Director, Assistant Directors, Sponsors of Leadership Programs | As available |
| Continue to support the student council and its development. | Director, Student Council | Monthly |
| Continue the Professional, Teacher, Community (PTC) award program. | Director and Assistant Directors | Throughout the year |
| Expand opportunities for student volunteerism (e.g. student council and food pantry). | Director and Assistant Directors | Throughout the year |
| Continue with monthly department head meetings to empower the leadership team with appropriate tools and decision making. | Director | Monthly |
| Use the development of the student center project to drive success and involvement of the Student Council. | Director, Assistant Directors, and Student Council Leadership | Monthly |

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement



Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|---|--|
| Continue to encourage student services staff to engage in customer services opportunities. | Student services department. | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Develop capacity for innovation generation around student leadership engagement. | Director and Assistant Directors | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| | | |



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 89% college wide annually. We expect our performance level to be 91% by end of the school year. The problem/gap in attendance is occurring because adult students have multiple issues such as family emergencies, homelessness, transportation, financial, job related, and other obligations/emergencies, many of which are beyond their control causing them to miss school.
2. If students follow teacher recommendations on attendance and the college implements support systems to help with student issues the problem may be reduced by 5% overall annual student attendance.
3. We will analyze and review our data for effective implementation of our strategies by reviewing program level attendance rates.

4. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students attending class will increase from 89% to 91%, as measured by the annual FOCUS attendance report.

5. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the implementation of interventions to address and support the needs of students who miss more than 5 days.
- Strengthen the attendance problem-solving process to address and support the needs of students across all students on an ongoing basis.

6. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|---|--|--|
| Create a method for teachers to share their best practices on tardiness and attendance. Focus on two areas for sharing: (a) classroom activities and (b) grading strategies to help students understand the importance of attendance. | Assistant Directors | Ongoing |
| Continue the use of the Student Academic Support and Counseling (SASC) system to ensure students know they are being supported through the resolution of their attendance problems. | Director, Assistant Directors | Staff meetings and Monthly leadership meetings |
| Implement the "Success Starts Now" theme for this year. | Director | Staff meetings |
| Continue to use the "Quickshot" report to monitor student progression to complete their programs as close to the 100% timeframe as possible. Add program level metrics to the monthly program meetings. | Assistant Directors and Director. | Staff and monthly program meetings. |
| Review yearly attendance at the program level to measure attendance and identify programs of excellence in this area. | Director and Attendance Improvement Team | Ongoing |

7. MONITORING:



These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|---|--|
| Review attendance data and program performance data at the individual student level. Use the Quickshot report at monthly meetings. Add program metrics to the report to gauge the impact of attendance on overall student performance. | All instructional staff, Directors | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Continue to provide information on attendance statistics at each faculty meeting using the “scorecard” process. Add program level metrics at each faculty meeting. | All instructional staff | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Provide examples of business expectations to the entire staff using the “Success Starts Now” theme/program. | All instructional staff | <input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

GOALS: Write your goals as goals to be Specific, Measurable, Actionable, Realistic, and Timely.

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



A. Industry Certification Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is that 81% of all PTC completes achieve an industry certification as evidenced in various Industry Certification documentation.
2. We expect our performance level to be 90% of all graduates earning a certification by the end of the 24-25 school year.
3. If continued monitoring of industry certification attainment would occur, the problem would be reduced by 9% and student learning gains would increase by students reaching the eventual 100% goal.

4. SMART GOALS:

EXAMPLE: The percent of all student’s industry certification will increase from 77% to 89%, as measured by score reports.

The percent of all students achieving industry certification will increase from 81% to 90%, as measured by the end of the school year as reported in FOCUS Industry Certification.

5. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Intensify supports for students in obtaining industry certification.

6. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|--|---|--------------------------|
| Continue to review industry certification attainment at the program level to set program goals. Use the monthly “Quickshot” report to review if a student should have attempted an industry certification. | Director and Assistant Directors | Ongoing |
| Continue to monitor each student during the year to determine if an attempt was made to obtain an industry certification. If not, why? Identify roadblocks to student industry certification success. | Director, Records Office, and Assistant Directors | Ongoing |
| Continue to meet with programs monthly to support industry certification attainment at the individual student level. | Assistant Directors | Ongoing |
| Continue to share with the faculty industry certification attainment data, including individual student performance (i.e. one cert per student attainment) at each faculty meeting. | Director, Assistant Director | Ongoing |
| Review the curriculum frameworks to determine the most appropriate time for a student to sit for the industry certification. | Assistant Directors, Faculty, Department Heads | Ongoing |
| Implement the Florida Ready to Work (FRTW) program for 90% of all programs. | Assistant Directors | Ongoing |

7. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3



8. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|---|---|
| Provide training on quality performance assessment creation and implementation. | Director | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Review industry certification attainment data monthly with each program using the “Quickshot” report. | Assistant directors. | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Continue to provide syllabus and curriculum development training for all instructors to ensure all programs have quality syllabi with industry certification expectations clearly defined and timed. | Assistant directors. | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



B. OCP Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67% of student attainment of an OCP, as evidenced in the FOCUS report.
2. We expect our performance level to be 80% by end of next school year.
3. The problem/gap is occurring because students withdraw early due to various reasons, such as, unclear expectations for them while enrolled at PTC, changes in student career goals, or other family matters as evidenced by an analysis of the FOCUS report withdraw codes.
4. If student clarity of our students, college wide and program wide, would occur, the problem would be reduced by 13% and student learning gains would increase by a 13% increase in student OCP attainment.

5. SMART GOALS:

EXAMPLE: The percent of all students earning an OCP will increase from 67% to 80%, as measured by completion report.

The percent of all students attaining an OCP prior to withdraw will increase from 67% to 80%, as measured by the FOCUS report.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Strengthen staff ability to engage students in complex tasks.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|--|--|-------------------------------|
| Continue the "First Step" OCP attainment student recognition program. | Director, Curriculum Specialist, Records Office, Assistant Directors | Monthly recognition meetings. |
| Continue to review withdraw codes with faculty to ensure proper code selection when students leave. | Director, Curriculum Specialist, Assistant Directors | Monthly |
| Continue to use the Persistence Report to monitor how many and at which point students are early exiting programs. | Director, Assistant Directors | Monthly |
| Review program syllabi to ensure expectations are clearly defined and aligned to standards and industry certifications | Assistant Directors | Launch in August, ongoing |
| Review the career development and program selection process with student services and implement the Element 451 program. | Director, Assistant Directors | By October 2024 |
| Reinforce the student onboarding process for all programs. | Assistant Directors and Faculty | Ongoing |
| Review the ONET profiler program to determine if implementation would effectively support the SIP and school mission. | Director and Department Heads | Department head meetings. |

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3



9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|--|--|
| Continue to provide training to staff on standards alignment. | All Instructional Staff and Assistant Directors. | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Develop the standards-based outlines for all performance standards using artificial intelligence programs such as ChatGPT. | All staff (instructional and support) | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Continue to provide training on the creation of syllabi for each program at each course level. | Assistant directors | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |

C. Completer Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 91% of all students complete their program, as evidenced in the COE report.
2. We expect our performance level to be 94% by end of the school year.
3. The problem/gap is occurring because students withdraw from programs prior to their completion for various reasons as evidence by an analysis of the FOCUS report withdraw codes.
4. If ongoing student withdraw code analysis would occur, the problem would be reduced by interventions at the program level to determine specific problems contributing to student withdraw prior to completion and student learning gains would increase by a 3% of student program completion rate.

5. SMART GOALS:

EXAMPLE: The percent of all students completing a program will increase from 77% to 89%, as measured by completion code.

The percent of all students completing programs will increase from 91% to 94%, as measured by the FOCUS withdraw report.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|--|---|--------------------------|
| Continue to implement the Student Academic Success and Counseling (SASC) with fidelity across all programs. | Director, Assistant Directors | Monthly |
| Continue to use the student tracking data to ensure each student is on track to complete on time. Intervene with students who are in the "red" or "yellow" of attended vs scheduled hours. | Assistant Directors | Monthly |
| Analyze each withdrawal to determine cause and if assistance could be given to encourage student return and completion. | Director, Assistant Directors, Records, Curriculum Specialist | Monthly |



Academic Goals

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|--|---|--|
| Continue to implement the Rookie Retention Program under Mr. Scales' leadership. | Director, Mr. Bill Scales | August 2023 |
| Create a guide for faculty use on best practices when students are absent for a few days. | Leadership team | September 2023 |
| Expand the resume and mock interview program into the new Seminar Series offering. We will add note taking strategies and oral & written communication seminars. | Assistant Directors | One event in the fall and another in the spring. |
| Add strategies to increase student leadership experiences through career development and student organizations. | Assistant Directors, NTHS, Student Council, SkillsUSA | Ongoing |

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|--|--|
| Monthly program meetings with assistant directors. | All instructional staff | <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Data sharing, longitudinally, during faculty meetings. Add completion data to our "Performance Report" and share at each faculty/staff meeting. | Director and assistant director | <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Ongoing review of every withdrawal code and alignment to FOCUS data. | Assistant Directors, Curriculum Specialist | <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Identify student withdrawal situations that could be prevented within the capacity of the school and community. | Director, Assistant Directors, SBLT | <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Create a meeting schedule for Department Heads and their teams. Incorporate a set agenda to ensure fidelity and SIP alignment to topics at meetings. | Director, Department Heads | <input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



D. Enrollment Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is an enrollment of 1283 certificate students, as evidenced in the FOCUS enrollment report.
2. We expect our performance level to be increased by 15% by the end of the school year.
3. The problem/gap is occurring because many programs are full and the campus is reaching capacity.
4. If programmatic changes, additional section offerings, and innovative scheduling would occur, the problem would be reduced by more student attending PTC Clearwater and student learning gains would increase by an additional 200 students prepared for careers.

5. SMART GOALS:

EXAMPLE: The will increase from number by %, as measured by enrollment counts

The number of all students enrolling will increase from 1283 to 1475 (15%), by offering new scheduling options for evening classes, as measured by the FOCUS enrollment report.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Increase the visibility of PTC in the community in the chambers of commerce and other business entities
- Expand the social media presence of PTC internally and externally to promote success and programs

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|--|-------------------------------|---------------------------|
| Continue the teacher recognition program, PTC Award, to support quality program development. | Director | Ongoing at staff meetings |
| Support the OWI office in their recruitment efforts. | Director | Ongoing |
| Focus on rigor in the classroom through teacher development, calibration walk throughs and focused feedback. | Director, Assistant Directors | Monthly |
| Continue to expand social media presence across varied platforms. | OWI | Ongoing |
| Continue with "National Signing Day". | Director and OWI | February |
| Participate in local business meetings (e.g. chambers of commerce). | Director | Monthly |
| Participate in "Manufacturing Day" | OWI | October |
| Conduct an on campus open house. | OWI | October |
| Continue the development of the Dual Enrollment | Assistant Directors | Ongoing |
| Explore and implement new afternoon programs at both campuses. | Director, Assistant Directors | Ongoing |
| Add a new ISC at the Oldsmar location. | Director | Spring 2025 |
| Complete the ChatGPT project. | Director, Assistant Directors | Ongoing |
| Improve focus on programs which do not have 20 or more students. | Director, Assistant Directors | Ongoing |

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)



| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|---|---|
| Increase PTC program information and presence in high school classrooms, lobbies, media center, and guidance departments. | OWI, High School Administrators | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Use the 6 annual training sessions to promote instructional rigor. | Assistant Directors, Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Continue to generate exterior advertising materials (e.g. letters, flyers, website improvements, multimedia) for each program. | Director, Assistant directors, OWI, and Instructional Staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Offer onsite meeting space for our superintendents and HS principals to help with understand of dual enrollment system wide. | Director | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |
| Continue with Dual Enrollment celebrations and info sessions for students and families. | Director, Assistant Directors | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3 |



Academic Goals



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is quantified in five annual wellness events, as evidenced in the wellness report from the wellness coordinator.
2. We expect our performance level to be higher in participants during same number of events by end of next school year.
3. The problem/gap is occurring because the historical culture of PTC does not allow for campus wide participation at events due to the class schedule.
4. If a focus on the promotion of wellness would occur, the problem would be reduced by having more staff, especially instructional staff, participate in wellness events.

5. SMART GOALS:

EXAMPLE: The number of Healthier Generation Assessment modules completed for national recognition will increase from 4 to 6.

The number of wellness events will increase from 4 to 5 total, in addition to the school culture events (4 annually).

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Promote wellness at faculty meetings and via email communication
- Include wellness events for students

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|---|---|--------------------------|
| Survey the staff on what wellness programs they would like to see. | Wellness coordinator | Annually |
| Provide a diverse set of wellness program options based on survey results. | Wellness coordinator | Ongoing |
| Include students in wellness events, such as healthy diet and financial literacy options. | Wellness coordinator, evening assistant director. | Ongoing |

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|---------------------------------------|---|--|
| Work/Life Balance Program | Open to all staff and students. | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Biometric Screenings and Flu Vaccines | Open to all staff and students. | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Financial Planning | Open to all staff and students. | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |



Academic Goals

| | | |
|--|---------------------------------|--|
| Tampa Bay Mobile Mammography Bus | Open to all staff and students. | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Dietary Health Program | Open to all staff and students. | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Community building events (e.g. chill cook off, soup competitions, Salad days, etc.) | Open to all staff | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |
| Campus wide BBQ cookouts | Open to all staff and students | <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |

Subgroups

A. 504 Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is summarized by 28 self-reported 504 students for the school year, as evidenced in student services records.
2. We expect our performance level to be increased by the end of the school year.
3. The problem/gap is occurring because students are not self-reporting even though enrollment has increased.
4. If we could eliminate the perceived stigma associated with self – reporting of a 504 status, more students would take advantage the benefits.

5. SMART GOALS:

EXAMPLE: The percent of 504 students achieving industry certification will increase from 77% to 89%, as measured by industry certification data.

The number of 504 students self-reporting will increase from 28 to an unknown number due to the nature of any self-reporting process, as measured by the student services records.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 504 learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Educate new and current students on the process and benefit of self-reporting their need for a 504 plan
- Write Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

| WHAT are you doing to implement these strategies? | WHO is leading this step? | WHEN is it occurring? |
|---|---|------------------------------------|
| Continue to use created materials to assist students in the decision process of self-disclosure of need for accommodations. | Student services, staff, and directors | Fall of 2024 |
| Include 504 disclosure opportunities in the element 541 registration process. | Director and Element 451 Implementation Team. | During Element 451 implementation. |

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

| Professional Learning Description | Participants (number and job titles) | Priority Alignment |
|--|---|--|
| Review 504 guidelines during faculty and staff meetings. | All staff | <input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3 |