Pinellas Technical College St. Petersburg

2024-25

School Improvement Plan (SIP)

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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.

Administrator:	Sylester (Boe) Norwood

School Vision	To be our communities' first choice for technical training.

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-Racial**	**White**	**Other**
1538	**3%**	**40%**	**14%**	**3%**	**39%**	**1%**

	Age Breakdown:				
Total School Enrollment	**16-18**	**19-24**	**25-34**	**35-50**	**51+**
1538	**3%**	**43%**	**29%**	**19%**	**6%**

Adult Ed State Targets Met	**2023** ☒ Yes ☐ No	**2022** ☒ Yes ☐ No	**2021** ☒ Yes ☐ No	☐	☐

Proficiency Rates	Graduates with Industry Certification		LCP (ABE & ESOL Only)		OCP		Completers	
	2023%	**2022%**	**2023 % (ABE & ESOL)**	**2022 % (ABE & ESOL ONLY)**	**2023%**	**2022%**	**2023%**	**2022%**
All Students	47%	44%	34%	35%	67%	83%	61%	84%

School Leadership			
Position/Role	**First Name**	**Last Name**	**Years at Current School**
Director	Sylester (Boe)	Norwood	11-20 years
Assistant Director	Dawn	Bingham	4-10 years
Assistant Director	Jodi	Kirk	1-3 years
Assistant Director	Edward (StePhan)	Lane	1-3 years
Managing Officer	Kyesha	Robinson	4-10 years
Teacher Leader	Victoria	Cribb	11-20 years
Teacher Leader	Dawn	Garcia	11-20 years

Teacher Leader	Dallas	Jackson	4-10 years
Curriculum Specialist			Less than 1 year
Teacher Leader	Jeromy	Johnson	1-3 years
Teacher Leader	Steve	Zachem	1-3 years
Teacher Leader	Mark	Haverfield	4-10 years

Total Instructional Staff:	**FT: 55**	**PT: 65**
Total Support Staff:	**FT: 19**	**PT: 2**

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.

1. Priority 1: Industry Certifications

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Industry Certifications, then the percent of all students who earn industry certifications will increase from 47% to 55%

2. Priority 2: Completer

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support completers, then the percent of all students who complete their program of study within the expected time frame will increase from 61% to 70%.

3. Priority 3: OCP

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support OCP, then the percent of all students who obtain an OCP will increase from 67% to 75%.

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	Leadership Team	All Priorities	Increase overall college performance as indicated by completion, placement, and licensure measures	• Monthly trainings and data conferences with Assistant Directors • Teacher recognition program • Student recognition program-Wall of Fame • Classroom walkthroughs that include focused feedback • Monthly Leadership Meetings • Implement online registration website	Director, Assistant Directors	Assistant Directors, Curriculum Specialist, & Instructors	Monthly Leadership Meetings, classroom visits, Instructor data chats	• Increase student attainment of industry certifications • Increased student program completion rates • Increased student placement rates • Online registration occurs during Fall term
2.	Leadership Team	All Priorities	Strengthen community partnerships to enhance	• Disseminate materials to the community and PCS	Director, Assistant Directors, & Managing	Community agencies, OWI staff, Guidance	Ongoing	• Attendance at community events promoting PTC

	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
			programs and employment opportunities	• Strengthen participation in advisory committees and SAC	Officer for Workforce Innovation (OWI), Placement Coordinator	Counselors, & Instructors		• SAC attendance grows in number of community members attend • Advisory committee members numbers grow
3.	Leadership Team	Priority 1	To increase the percentage of graduates that complete programs with at least one industry certification	• Review industry certification data by program • Continue to implement tracking tools and student conferences to monitor individual student progress and readiness towards passing specific industry certifications • Continue to implement standards-based curriculum guides, FOCUS gradebooks, and instructional practices	Director, Assistant Directors	Instructors	Monthly Staff Mtgs, Leadership Mtgs., Data Chats/PLC Mtgs., Department Mtgs., & Mentor Mtgs.	• Increase in the number of students obtaining an industry certification by program • Curriculum guides and gradebooks are completed and implemented • Monitoring tool is being implemented and used during monthly PLC's
4.	Leadership Team	Priority 2	To increase the number of students who complete their program within the expected timeframe	• Review program completion FOCUS data with instructors during PLC's and data chats • Ensure all teachers conference with	Director, Assistant Directors	Instructors	Monthly Leadership Mtgs, Data Chats/PLC Mtgs., Student Services,	• Increase in the number of students who complete their program of study within the expected timeframe

	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
				students regarding academic and attendance concerns. Document using the Conference Form • Ensure all teachers follow the program standards, benchmarks, and curriculum guides • Ensure FOCUS gradebooks align to program requirements and hours • Ensure that students are getting the academic/social emotional support needed for success through Student Services			Mentor Mtgs.	
5.	Leadership Team	Priority 3	Completing OCPs is important for students to gain the knowledge and skills needed for workforce competencies.	• Ensure all programs have sufficient materials to support their curriculum frameworks • Implement standard-based instruction using FLDOE Frameworks and curriculum guides.	Director, Assistant Directors, Advisory Boards, Curriculum Supervisors, District Personnel & Instructors	Instructors & Advisory Board Members	Advisory Board meetings, Monthly Staff Mtgs, Leadership Mtgs., Data Chats/PLC Mtgs., Department Mtgs., &	• Increase number of students earning an OCP • Increase number of program completers • Increase number of job placement

	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
				• Collaborate with Program Advisory Boards to support industry needs			Mentor Mtgs.	
6.	Leadership Team	All Priorities	To assist students (academically/ socially & emotionally) through the successful completion of their programs as needed	• Providing students with information about available resources as described by state statutes • Professional development for instructors on accommodations for various learners	Director, Assistant Directors	Instructors, Guidance Counselors, District Personnel & 504 Liaison	Monthly Staff Mtgs, Leadership Mtgs., Data Chats/PLC Mtgs., Department Mtgs., & Mentor Mtgs.	• Increased number of students that disclose the need for accommodations.
7.	Leadership Team	All Priorities	Provide a variety of learning modalities for students	• Provide professional development for teachers on student engagement strategies • Classroom walkthroughs that include focused feedback	Director, Assistant Director	LMS Instructor, Instructors	Ongoing	• Instructors attend PLC's • Instructors implements strategies in classroom

	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.	Leadership Team	All Priorities	To increase student placement in all programs	• Provide 2 career fairs per year • Provide a resume writing training • Implement Career Rocket • Provide mock interviews • Advertise jobs via email, on school monitors and through Career Rocket	Director and Assistant Director, Placement Coordinator	Instructors and students	Career fair fall and summer, mock interview days fall and summer	• Placement rate increases • Jobs are advertised on campus monitors • Career fairs and mock interviews are scheduled and occur • Career Rocket is accessible to students and instructors

Conditions for Learning

⬡ **Climate and Culture**

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1.   Our current level of participation in the PCS Adult Student Engagement Survey is 18% (281students) based on 2023-2024 survey results. Students answering the survey to likely or highly likely recommend our school was 80%.

2.   We expect our performance level to be 90% of students likely or highly recommend our school by the next administration of the survey at the end of the 2024-2025 school year.

3.   The problem/gap in student satisfaction is occurring because issues with registration, financial aid processes, and student engagement during instruction.

4.   If we implement a user-friendly registration and financial aid process, provide best practices in instruction, and a student recognition program than a rise in satisfaction would occur by 90%, as indicated by student participation in the survey.

5.   We will analyze and review our data for effective implementation of our strategies by reviewing the survey data Spring 2025.

6.   **SMART GOAL:**

The percent of all students who answer the survey to likely or highly likely recommend our school will increase from 80% to 90%, as measured by Student Satisfaction Survey data for the school year.

7.   **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.

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?
Implement an online registration platform to enhance customer service and registration process starting Fall term.	• Director, Assistant Directors, Student Services, Financial Aid	• Ongoing
Continue to support NTHS enrollment by holding meetings and induction ceremony.	• Director, Assistant Directors, & Instructors	• Ongoing
Monthly Leadership Team meeting to discuss school climate, culture, and feedback.	• Director, Assistant Directors, Leadership Team	• Ongoing monthly
Continue to support student recognition in each program.	• Director, Assistant Directors, Leadership Team, & Instructors	• 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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
• Support student services with online platform.	Student Services Department	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
• Meetings with Student Services staff to share feedback and review processes.	Director, Assistant Directors, & Student Services Department	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
• Monitor Leadership Team feedback	Director, Assistant Directors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
• Continue student engagement strategies PD in PLC's	Director, Assistant Directors, Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1.   Our current attendance rate is 85%. We expect our performance level to be 90% by the end of the school year.
2.   The problem/gap in attendance is occurring because students are not consistently showing up to school.
3.   If students follow the instructor recommendations on attendance, the problem would be reduced by 5%.
4.   We will analyze and review our data for effective implementation of our strategies by monitoring attendance data monthly.

5.   SMART GOAL:

The number of all students in attendance will increase from 85% to 90%, as measured by FOCUS attendance data.

6.   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.

7.   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?
Instructors record attendance daily in FOCUS.	Assistant Directors & Instructors	Ongoing
Instructors contact the student when they have missed more than 3 days.	Instructors	Ongoing
Monitor FOCUS attendance and grade reports.	Director & Assistant Directors	Monthly
Review program attendance & performance data.	Director, Assistant Directors, Guidance Counselors Curriculum Specialist, & Instructors	Monthly (Staff Meetings- Leadership Meetings-PLC Meetings, & Data Chats)

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
Provide online registration platform training to Student Services.	Director, Assistant Directors, & Student Services	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Review Leadership meeting feedback to plan for PD during PLC's.	Director, & Assistant Directors	☒ Priority 1 ☒ Priority 2 ☒ 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 though 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 47% industry certifications earned, as evidenced in the FOCUS Industry Certification Report.
2. We expect our performance level to be 55% industry certification by the end of the school year.
3. If a focus and monitoring of industry certification attainment would occur, the problem would be reduced by 8%, and student learning gains would increase by students reaching our goal of 55%

4. SMART GOALS:

The percent of all students who successfully pass an industry certification exam will increase from 47% to 55%, as measured by FOCUS data.

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

☒ Intensify supports for students in obtaining industry certification.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ 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.

2. **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?
Ensure all programs have sufficient materials to support their curriculum frameworks and industry certifications.	Director, Assistant Directors & Instructors	Ongoing
Analysis practice industry certification tests throughout the program and adjust lesson plans based on data.	Instructors	Ongoing
Meet with instructors monthly to support industry certification attainment.	Assistant Directors	Ongoing
School-wide implementation of Standards Based Curriculum Guides that include industry certification pathway.	Assistant Directors & Instructors	Ongoing
Implement an Industry Certification student recognition program.	Director, Assistant Directors & Instructors	Ongoing

3. **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

4. **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
Fall and Spring District Wide Trainings	All Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Focused walkthroughs with specific feedback	Director, Assistant Directors, & Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Monthly PLC and Data Chats	All Instructors	☒ Priority 1

		☒ Priority 2 ☒ Priority 3
Syllabus and curriculum guide training	All Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Site-based Mentor Meetings	New Instructors	☒ Priority 1 ☒ Priority 2 ☒ 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 FOCUS.

2. We expect our performance level to be 75% by the end of the next school year.

3. The problem/gap is occurring because students withdraw early for reasons, such as family matters, obtaining employment in the field without certification, and academic or attendance requirements.

4. If more program completions would occur, the problem would be reduced and a 8% increase in reported student OCP attainment.

5. SMART GOALS:

The number of all students earning an OCP will increase from 67% to 75%, as measured by FOCUS.

6. 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.

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

☒ 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.

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?
Ensure all programs have sufficient resources to support their curriculum frameworks and OCP attainment.	Director, Assistant Directors & Instructors	Ongoing
Review withdraw codes with staff to ensure the correct withdraw codes are used when student leaves.	Assistant Directors	Ongoing
Review program syllabus and handbook clearly defines expectations and alignment to standards and industry certifications.	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
Instructor training on creating an effective OCP monitoring, syllabus, and standard alignment.	All Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Provide withdraw code training during PLC's	New Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. Completer Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 61% of all students complete their program, as evidenced by COE Annual Report.
2. We expect our performance level to be 70% by the 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 monitoring would occur, student learning gains would increase by 9%.

5. **SMART GOALS:**

The percent of all students who complete their program will increase from 61% to 70% as measured by COE Annual Report.

6. **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 support students through purposeful activation and transfer strategies.
☒ 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.

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?
Implement student practice tests each program.	Assistant Directors	Ongoing
Continue topics related to student engagement in monthly Professional Learning Community meetings.	Director, Assistant Directors & Instructors	Ongoing
Program completion data discussions and monitoring of student progress in program during data chats/	Director, Assistant Directors & Instructors	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 PLC meetings to discuss data and best practices in instruction.	All Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Bimonthly data chats with each program to discuss certifications, attendance, and completers.	All Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Ongoing review of withdrawal codes	All Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

D. Enrollment Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is an enrollment of 1538 students, as evidenced in FOCUS enrollment report.
2. We expect our performance level to increase by the end of the school year.
3. The problem/gap is occurring because many programs have limited enrollment, or many programs are full.
4. If programmatic changes, additional afternoon and evening offerings, and innovative scheduling would occur, the problem would be reduced, and more students would attend PTC SP.
5. **SMART GOALS:**

The number of all students enrolled will increase from 1538 to 1650 as measured by FOCUS enrollment report.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Continue recruitment efforts in collaboration with OWI to increase enrollment.
☒ Increase visibility of PTC in the community and Pinellas County Schools.

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 teacher and student recognition program to support quality program development.	Director & Assistant Directors	Ongoing
Support OWI in their recruitment efforts.	Director & Assistant Directors	Ongoing
Increase media methods of recruitment (social media, web site advertisement, program information, & school event photos).	OWI	Ongoing
Continue with "National Signing Day" event.	Director and OWI Office	February
Continue to grow DE, afternoon, and evening program offerings.	Director, Assistant Directors	Ongoing
Educate staff on academic & social emotional supports/services for students.	Assistant Directors, Guidance Counselors, & 504 Coordinator	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 Pinellas County Schools and community.	OWI	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Continue to generate advertising materials and videos for each program for high schools and the community.	Director, Assistant Directors, OWI	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Educate staff on academic/social emotional supports/strategies for students.	All Instructors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Healthy Schools Goal	

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 17 wellness events annually as evidence by the wellness report submitted by the wellness coordinator.
2. We expect our performance level to increase number of events by the end of the school year.
3. If a focus on the promotion of wellness would occur, the problem would be reduced by having more participate in wellness events.

4. **SMART GOALS:**

The number of wellness activities will increase from 17 to 20 by the end of the school year.

5. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Promote wellness events at faculty meetings/via email (Wellness Wednesday).
☒ Promote wellness events on social media outlets.

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 offer wellness activities to staff.	Wellness Coordinator	Monthly
Promote wellness events for students/community.	Wellness Coordinator, OWI	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
Staff will participate in wellness activities that include mobile mammogram, cardio drumming, yoga, work/life balance, blood mobile.	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Staff may participate in Limeade program that focuses on all areas of their health and well-being and earn points towards incentives.	All Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Subgroups

<div style="background-color:#C0504D;color:white;">A. 504 Goal</div>

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 28 self-reported students for the school year, as evidenced in student services records.
2. We expect our performance level to be increased by for the new school year.
3. The problem/gap is occurring because students are not aware of the self-reporting process or the benefits of self-reporting for academic support.
4. If the process for better communication is implemented, the problem would be reduced by all students being aware of the benefits and process of self-reporting which would lead more students receiving accommodations to increase industry certifications.

5. **SMART GOALS:**

The number of 504 students self-reporting will increase if students self-report, as measured by documented 504 plans.

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.)*

☒ Staff will be made aware of students who have 504 plans and their accommodations.

☒ Strength staff ability to ability to differentiate instruction to meet the needs of students.

8. **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?
504 Plans will be reviewed annually.	504 Liaison & Guidance Counselors	Ongoing
Teachers will be made aware of students 504 plans and accommodations. Icon will be added to FOCUS to help instructor 504 notification.	504 Liaison, Guidance Counselors, and Instructors	Ongoing
Continue to implement materials that assist students in self-disclosure of a need for accommodations.	Student Services & Staff	Ongoing

9. **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

10. **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
Educate staff on 504 guidelines during faculty meetings.	504 Liaison, Guidance Counselors	☒ Priority 1 ☒ Priority 2 ☒ Priority 3