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School Improvement Plan
SY 2022-23

PTC-Clearwater

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Superintendent
Pinellas County Schools

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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:	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-Racial**	**White**	**Other**
1229	38 (3%)	228 (19%)	253 (20%)	43 (4%)	657 (53%)	10 (1%)

Age Breakdown:					
Total School Enrollment	**16-18**	**19-24**	**25-34**	**35-50**	**51+**
1229	114 (9%)	490 (40%)	344 (28%)	218 (18%)	63 (5%)

Adult Ed State Targets Met	**2021** ☒ Yes ☐ No	**2020** ☒ Yes ☐ No	**2019** ☒ Yes ☐ No	☒	☒

Proficiency Rates	Graduates with Industry Certification		LCP (ABE & ESOL)		OCP		Completers	
	2021 %	**2020 %**	**2021 %**	**2020 %**	**2021 %**	**2020 %**	**2021 %**	**2020 %**
All Students	35	21	46	30	69	53	91	88

School Leadership			
Position/Role	**First Name**	**Last Name**	**Years at Current School**
Administrator	Jakub	Prokop	4-10 years
Administrator	Wendy	Chaves	1-3 years
Administrator	Carson	Bowman	Less than 1 year
Administrator	Kimberly	Barker	1-3 years
Department Head	TBD	TBD	
Department Head	TBD	TBD	
Department Head	Yata	Fields	1-3 years
Department Head	Shawn	Galyen	11 - 20 years
Department Head	Brenda	Frazier	11 - 20 years

Total Instructional Staff:	FT: 48	PT: 38
Total Support Staff:	FT: 28	PT: 0

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%.

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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 placed in careers of their choosing will increase from 90 % to 93%

2. Priority 2: Completer

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Industry Certifications , then the percent of all students completing their program will increase from 87% to 93%

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Climate and Culture, then the percent of all students complete the climate survey question #6 will increase from 86% to over 90%

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⬡ **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	• 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	Weekly administrative meetings, monthly faculty meetings, monthly school leadership meetings, and ongoing COE planning meetings, and classroom visits	• Increase on student attainment of industry certifications • Increase student persistence and completion rates • Increase student placement rates

	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
				in the classroom				
2.	Leadership Team	Priority 1	To align daily student activities with program standards	• Monthly leadership meetings • Continued teacher support for development of tracking systems • Monthly department meetings	Director and Assistant Directors	Department Heads and Instructional Faculty	Monthly leadership meetings with the director and monthly program meetings with the assistant directors	• Teachers develop tracking systems • Teacher develop and use a syllabus for every course
3.	Leadership Team	Priority 2	To increase the percentage of graduates that complete programs with at least one industry certification	• 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	• 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 will be created and implement 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. • 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	• 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	• Graduation rate increases at the program level • IPEDS data continues to rise from program completers • COE data for completion is above 80% 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
				• 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	• 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	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	• 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 87% minimum • Jobs are advertised on the information displays
6.	504	All Priorities	To assist students in persistence through their programs when academic assistance is needed and appropriate	• 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	• Increase in students that self-disclose that need 504 assistance

	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	• 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	• 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

	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
				enrollment by working with OWI to target under - represented and non-traditional groups as defined by less than 20% of the demographic • 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 • Establish the Instructional Service Center at Clearwater Intermediate.				• 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 the 4 programs at capacity.

	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 Development	All Priorities	Relations with the community are imperative to the successful operation of the school.	• Strengthening of the program advisory committees • Review the advisory committee template • Continue the implementation of the EmployPTC program.	Director, Assistant Directors, OWI, program advisory committee chairpersons	Community members and faculty	Bi annually and ongoing with special workgroups	• Bi annual SAC meetings are held • SAC membership maintains or grows • Program advisory committees exceed COE requirements • Information from the SAC gets sent down to the program advisory committees and information travels back up to SAC • At least three companies per PTC Program agree to participate in the EmployPTC program.
9.	Distance/Online Program Components	All Priorities	Provide options for student engagement to (a) better use of resources, (b) hedge against future school closings due to pandemic/disaster, (c) CCTC/Soft Skills training readily available	• Offer training on BlackBoard for all teachers. • Develop global units of instruction on CCTC and Soft Skills. • Focus on OCP A standards for the development	Assistant Directors, LMS Administrator, Curriculum Coordinator	Instructors	Ongoing throughout the year.	• Teachers take the Bb training. • Global Unit of instruction is being used by all instructors. • Online OCP A units of instruction are developed by 75% of all programs.

	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.	• 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	• Angie Wright – Nash • Assistant Directors and Director	• Faculty	• Ongoing	• 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, 2022 level of performance in school-wide student satisfaction was 90% on question 6 on the graduate survey. We expect our performance level to be at minimum 92% on these questions by the 22 - 23 graduate survey.
2. The problem/gap in student satisfaction is occurring because students have a perceived poor experience due to a variety of factors that naturally occur in guidance and financial aid.
3. If better customer communication would occur, the problem would be reduced by 8%, as evidenced by student responses to question 6 on the graduate survey.
4. We will analyze and review our data for effective implementation of our strategies by reviewing the answers on the graduate survey in the spring of 2023.

5. **SMART GOAL:**

> EXAMPLE: The number of all students that receive effective intake and orientation will increase from 72% to 95%, as evidenced by school intake records and student surveys.

The percent of all students will respond more favorably will increase from 905 of favorable responses to 92% of favorable responses, as measured by the annual climate survey.

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?
Each program/teacher will develop and implement a student recognition program.	Teachers and Assistant Directors	As dictated by the recognition program
Customer assistance training for student services staff.	Director	As available
Restart the student council under new leadership.	Director, Student Council	Monthly
Continue the Professional, Teacher, Community (PTC) award program.	Director and Assistant Directors	Throughout the year

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.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Implement six on-site trainings focused on the theme of "Own Your Excellence".	Assistant Directors	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 85% college wide annually. We expect our performance level to be 90% by end of the school year. The problem/gap in attendance is occurring because students are not consistently showing up to school.
2. If students follow teacher recommendations on attendance, barring any additional COVID19 related issues, the problem would 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 85% to 90%, 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?
Follow up with teachers to ensure attendance is taken daily. Develop a process to ensure the front desk can print an attendance report for the entire campus in case of emergency.	Assistant Directors	Ongoing
Continue the use of the SAS 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 "Own Your Excellence" theme for this year.	Director	Staff meetings
Use the "Quickshot" report to monitor student progression to complete their programs as close to the 100% timeframe as possible.	Assistant Directors and Director.	Staff and monthly program meetings.
Use the business engagement model to leverage student behavior against written business partner expectations.	Director	Ongoing as more businesses participate in the engagement program, "EmployPTC".

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.	All instructional staff, Directors	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Provide information on attendance statistics at each faculty meeting using the "scorecard" process.	All instructional staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Provide examples of business expectations to the entire staff using the "Own Your Excellence" theme/program.	All instructional staff	☒ 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, Measureable, 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 35% of all PTC graduates achieve an industry certification, as evidenced in the FOCUS Industry Certification report.
2. We expect our performance level to be 60% of all graduates earning a certification by the end of the 22-23 school year.
3. If a focus and monitoring of industry certification attainment would occur, the problem would be reduced by 25% and student learning gains would increase by students reaching the eventual 100% goal.

4. **SMART GOALS:**

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

The percent of all students achieving industry certification will increase from 35% to 60%, 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?
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
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
Meet with programs monthly to support industry certification attainment at the individual student level.	Assistant Directors	Ongoing
Develop and "Performance Report" for school wide SIP targets to share with the staff each month as faculty/staff meetings.	Director	Ongoing
Review student demographic data to monitor and identify industry certification attainment. Use findings to develop new programs to increase industry certification attainment.	Director and Assistant Directors	By October 2022
Create an Industry Certification Recognition program for 90% of the programs.	Assistant Directors	By December 2022

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 a training related to the preparation, reporting, and remediation of students engaged in industry certification process.	All Instructional Staff, Assistant Directors, and Director.	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Review industry certification attainment data monthly with each program using the "Quickshot" report.	Assistant directors.	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide syllabus and curriculum development training for all instructors.	Assistant directors.	☒ 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 69 % 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, placed in incorrect programs due to career development uncertainty, 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 11% and student learning gains would increase by a 11% increase in student OCP attainment.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students an OCP will increase from 77% to 89%, as measured by completion report.

The percent of all students attaining an OCP prior to withdraw will increase from 62% 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	Launch in August, ongoing.
Review withdraw codes with faculty to ensure proper code selection when students leave.	Director, Curriculum Specialist, Assistant Directors	Monthly
Continue to use narrative section in the withdrawal paperwork to identify potential issues within programs as related to early exit students.	Director	Quarterly
Review program syllabi to ensure expectations are clearly defined and aligned to standards and industry certifications	Assistant Directors	Launch in August, ongoing
Implement the Persistence Report to monitor how many and at which point students are early exiting programs.	Director, Assistant Directors	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 opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide training to staff on standards alignment.	All Instructional Staff and Assistant Directors.	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide withdraw code training to ensure proper coding as well as input of narrative of known reasons for the withdraw.	All staff (instructional and support)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Provide training on the creation of syllabi for each program at each course level.	Assistant directors	☒ 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 91% of all students complete their program, as evidenced in the COE report.
2. We expect our performance level to be 93% 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 2% 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 85% to 90%, 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 SAS with fidelity across all programs.	Director, Assistant Directors	Monthly
Expand student tracking systems to encourage graduation projection and industry certification. Include student projected time of completion into the "Quickshot" report, review monthly at program meetings.	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

Review IPEDS data to ensure accuracy and alignment to our comparison group.	Director, Assistant Directors, and Senior Analyst.	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	☐ Priority 1 ☒ Priority 2 ☐ 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	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Ongoing review of every withdrawal code and alignment to FOCUS data.	Assistant Directors, Curriculum Specialist	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Identify student withdrawal situations that could be prevented within the capacity of the school and community.	Director, Assistant Directors, SBLT	☐ 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 1229 certificate students, as evidenced in the FOCUS enrollment report.
2. We expect our performance level to be increased 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 1229 to 1413 (15%), 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 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
Add the ISC location with four additional programs.	Director	Fall 2022

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	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Use the 6 annual training sessions to promote instructional rigor.	Assistant Directors, Instructional Staff	☒ Priority 1 ☒ Priority 2 ☐ 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	☒ 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 quantified in eleven 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..

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 three to 6 total, including 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 vie 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.	

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.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Biometric Screenings and Flu Vaccines	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Financial Planning	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

Tampa Bay Mobile Mammography Bus	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Dietary Health Program	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Community building events (e.g. chill cook off, soup competitions, Salad days, etc.)	Open to all staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Campus wide BBQ cookouts	Open to all staff and students	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

Subgroups

<div style="background-color:#c0504d; color:white; padding:4px;">A. 504 Goal</div>

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is summarize by 30 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 aware of the self-reporting process or the benefits of self-reporting.
4. If the creation of better communication would occur, the problem would be reduced by all students being aware of the benefits and process of self-reporting which would lead to more students taking advantage of the 504 program.

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 48 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 2022

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	☒ Priority 1 ☒ Priority 2 ☒ Priority 3