



School Improvement Plan 2022-2023

PTC-St. Pete

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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
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School Vision	Our community's first choice for workforce training.
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School Mission	Provide students the opportunity to develop national workplace competencies to fill the needs of business and industry.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1395	37	538	177	49	586	8

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-34	35-50	51+
1395	176	537	356	245	81

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 type="checkbox"/>	<input type="checkbox"/>

Proficiency Rates	Graduates with Industry Certification		LCP (ABE Only)		OCP		Completers	
	2022 %	2021 %	2022 %	2021 %	2022%	2021 %	2022 %	2021 %
All Students	46%	33%	41%	41%	69%	72%	34%	33%

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Director	Sylester (Boe)	Norwood	4-10 years
Assistant Director	Dawn	Bingham	1-3 years
Assistant Director	Jodi	Kirk	1-3 years
Managing Officer	Kyesha	Robinson	4-10 years
Teacher Leader	Victoria	Cribb	4-10 years
Teacher Leader	Dawn	Garcia	4-10 years
Teacher Leader	Dallas	Jackson	4-10 years
Curriculum Specialist	Dolores	Stabile	4-10 years
Teacher Leader	Arilee	Still	4-10 years
Teacher Leader	Keith	Whiteley	4-10 years
Teacher Leader	Mark	Haverfield	4-10 years
Total Instructional Staff:	FT: 52	PT: 119	
Total Support Staff:	FT: 29	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.

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: 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 **46%** to **55%**.

2. Priority 2: Completer

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Completer, then the percent of all students who complete their program of study within the expected time frame will increase from **34%** to **50%**.

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 **69%** to **85%**.



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.	Administrative Team	All Priorities	Increase overall college performance as indicated by completion, placement, and licensure measures	<ul style="list-style-type: none"> Monthly trainings with Curriculum Specialist Teacher and student recognition program Data analysis Classroom walkthroughs that include focused feedback Follow curriculum guides 	Director	Assistant Directors, Department Heads, Curriculum Specialist, & Instructors	Monthly & Weekly Leadership Meetings	<ul style="list-style-type: none"> Increased student attainment of industry certifications Increase student program completion rates Increased student attainment of earning of an OCP Increased program enrollment
2.	Enrollment	All Priorities	To impact the economic development of the community by providing career technical opportunities.	<ul style="list-style-type: none"> Annual PTC Community Carnival Disseminate materials to the community and PCS Increase PTC presence and info sessions in high schools 	Director, Assistant Directors, Guidance, & Managing Officer for Workforce Innovation	PCS Transportation Community agencies, high school students, OWI staff, high School AP/APC,	Ongoing	<ul style="list-style-type: none"> Director attends community events. OWI staff recruit in high schools & the community OWI staff attend local 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
				<ul style="list-style-type: none"> Expand Dual Enrollment opportunities on high school campuses Serve on local Chamber of Commerce board Share success stories with the community Increase overall student enrollment by working with OWI to target under-represented and non-traditional groups. Utilize social media as a recruitment tool 		Guidance Counselors, & Instructors		<ul style="list-style-type: none"> All programs increase their under-represented populations PTC offers mid-day program options
3.	Industry Certification	Priority 1	To increase the percentage of graduates that complete programs with at least one industry certification	<ul style="list-style-type: none"> Review industry certification data by program Establish certification attainment baselines by program Continue to develop and implement tracking tools to monitor individual 	Director, Assistant Directors, Content Supervisors, District Personnel, & Instructors	Instructors	Monthly (Staff Mtgs, Leadership Mtgs., Data Chats/PLC Mtgs., Department Mtgs., Book Studies & Mentor Mtgs.)	<ul style="list-style-type: none"> Increase in the number of students obtaining an Industry certification by program



	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 progress and readiness towards passing specific industry certifications <ul style="list-style-type: none"> Instructors will hold monthly student conferences Continue to implement Standards Based curriculum guides and Instructional practices 				
4.	Completers	Priority 2	To increase the number of students who complete their program within the expected timeframe	<ul style="list-style-type: none"> Review program completion FOCUS data Administer exit interviews to determine successes and problem areas Ensure all teachers use the Conference Form to document student's attendance or academic concerns Ensure all teachers follow the program standards and benchmarks Ensure that students are getting the academic/social 	Director, Assistant Directors, Curriculum Specialist, Leadership Team, Guidance Counselors, & 504 Liaison, & District Personnel	Instructors	Monthly (Staff Mtgs, Leadership Mtgs., Data Chats/PLC Mtgs., Department Mtgs., Book Studies & Mentor Mtgs.	<ul style="list-style-type: none"> 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
				emotional supports needed for success.				
5.	OCP Attainment	Priority 3	Completing OCPs are important for students to gain the knowledge and skills they need for certification. OCP completion also benefits the school.	<ul style="list-style-type: none"> Ensure all programs have sufficient materials to support their curriculum frameworks Model & demonstrate how teachers can differentiate instruction to meet the needs of their students Model and demonstrate how standards-based instruction can improve students' academic performance 	Director, Assistant Directors, Curriculum Supervisors, District Personnel & Instructors	Instructors	Bi-Annual District Wide Training & Monthly Staff Mtgs, Leadership Mtgs., Data Chats/PLC Mtgs., Department Mtgs., Book Studies & Mentor Mtgs.	<ul style="list-style-type: none"> Increased number of students earning an OCP. Increased number of program completers.
6.	504 Accommodations	All Priorities	To assist students (academically/ socially & emotionally) through the successful completion of their programs as needed	<ul style="list-style-type: none"> Providing students with information about available resources as described by state statutes Professional development for the staff on accommodations for various learners \ 	Director, Assistant Directors, Guidance Counselors, District Personnel & 504 Liaison	Instructors	Monthly Staff Mtgs, Leadership Mtgs., Data Chats/PLC Mtgs., Department Mtgs., & Mentor Mtgs.	<ul style="list-style-type: none"> Increase in the number of students who receive academic/social emotional academizations. Increase in the number of students who successfully complete their program of study



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
				<ul style="list-style-type: none"> ESE Book Study facilitated on campus 				with accommodations.
7.	SAC Development	All Priorities	Building relationships with the community is essential to the successful operation of the school.	<ul style="list-style-type: none"> Build SAC membership Increase partnerships and school involvement 	Director, Assistant Directors, and Managing Officer for Workforce Innovation	Community members, industry leaders, and instructors	Biannually and ongoing with special work groups	<ul style="list-style-type: none"> Biannual SAC meeting minutes and roster. SAC membership maintains or increases. Community events organized by OWI
8.	Distance/Online Learning	All Priorities	* Provide various learning modalities for students to meet the needs of the 21 st century.	<ul style="list-style-type: none"> Provide professional development training for teachers on Blackboard & MindTap. 	Director, Assistant Director, LMS Administrator , & Curriculum Specialist	Instructors	Ongoing	<ul style="list-style-type: none"> Teachers complete Blackboard & MindTap training. PTC-SP program offerings for online/distance learning increase for students.



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of participation in the Student Satisfaction Survey is 29% based on 2021-2022 survey results.
2. We expect our performance level to be 50% by the next administration of the survey in the Spring of 2023.
3. The problem/gap in student satisfaction is occurring because student feedback in surveys is not addressed systematically or in a timely manner.
4. If a systematic process for addressing student feedback would occur, the participation will rise by 21%, as indicated by student participation in the survey.
5. We will analyze and review our data for effective implementation of our strategies by administering the survey in the Spring of 2023 and comparing results to survey from the Spring of 2023 for improvement in areas targeted by students' responses. .

6. 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 who participate in the Student Satisfaction Survey will increase from 29% to 50%, as measured by Student Satisfaction Survey data for 2022-2023 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.
- Strengthen staff demonstration 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.)*

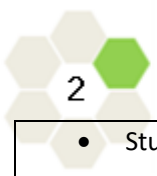
Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Reorganization of student service for optimal customer focus.	<ul style="list-style-type: none"> • Director & Assistant Directors 	<ul style="list-style-type: none"> • Ongoing
Develop and implement a process to raise participation in climate.	<ul style="list-style-type: none"> • Director, Assistant Director, Leadership Team, Instructors 	<ul style="list-style-type: none"> • Ongoing
Implement a systematic process for addressing student feedback from climate surveys.	<ul style="list-style-type: none"> • Director, Assistant Director, & Leadership Team 	<ul style="list-style-type: none"> • Ongoing
Follow-up communication within 24-hours of contacting the college.	<ul style="list-style-type: none"> • All Staff 	<ul style="list-style-type: none"> • 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
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• Student Data Analysis	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 85%. We expect our performance level to be increased by 5%.
2. The problem/gap in attendance is occurring because of the lack of support for student’s academic/social emotional needs.
3. If more attention were given to student’s academic/social emotional needs would occur, student attendance would be increased by 5%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring enrollment and attendance data monthly.

5. 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 number of all students in attendance will increase from 85% to 90%, as measured by monthly 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 3 days.
 Strengthen the implementation of interventions to address and support the needs of students who miss more than 5 days.

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?
Monitor FOCUS attendance and grade reports.	Director & Assistant Directors	Ongoing
Review program attendance & performance data.	Director, Assistant Directors, Guidance Counselors Curriculum Specialist, & Instructors	Monthly (Staff Meetings- Leadership Meetings- PLC Meetings, & Data Chats)
School-wide implementation of Standards Based Curriculum Guides	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 learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide staff with professional development focused on understanding the correlation between student attendance and student performance.	Director & Assistance Directors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 641 industry certifications earned, as evidenced in FOCUS Student Information System.
2. We expect our performance level to be 800 Industry Certification by 5/30/2023.
3. The problem/gap is occurring because students do not feel adequately prepared/ready industry exams.
4. If better student preparation would occur, student performance on industry certifications would increase by 25%.

5. SMART GOALS:

The number of all students industry certification will increase from 228 to 342, as measured by score reports.

The number of all students who successfully pass an industry certification exam will increase from 641 to 800, as measured by FOCUS data.

6. 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.

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 material to support their curriculum frameworks.	Director, Assistant Directors & Instructors	Ongoing
Model & implement how teachers can implement student engagement strategies and questioning to assist students in elaborating on content.	Director, Assistant Directors & Instructors	Ongoing
Model & implement how teachers can differentiate instruction to meet the needs of their students.	Director, Assistant Directors, Guidance Counselors, & Instructors	Ongoing
School-wide Implementation of Standards Based Curriculum Guides that include industry certification pathway.	Director, Assistant Directors, District Personnel, Content Supervisors, Instructors, & Site Based Mentors	Ongoing
Create and implement a student recognition program	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
Fall and Spring District Wide Trainings	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Focused Walkthroughs with specific feedback	Director, Assistant Directors, & Instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Best Practices Training for Teachers-PLC's	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional Learning Community Meetings	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Site Based Mentor Meetings	New Instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Site Based Book Studies	All Staff That Sign Up	<input checked="" type="checkbox"/> Priority 1 <input 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 957 OCPs completed, as evidenced in the Focus Student Information System.
2. We expect our performance level to be 1200 by 06/30/2023.
3. The problem/gap is occurring because students are not completing their programs.
4. If more program completions would occur, the problem would be reduced by an increase in reported OCPs and student attaining an OCP would increase by 25%.

5. SMART GOALS:

Student attainment of OCPs will increase by 5%

The number of all students earning an OCP will increase from 957 to 1200, as measured by FOCUS data.

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 material to support their curriculum frameworks.	Director, Assistant Directors & Instructors	Ongoing
Model & demonstrate how teachers can effectively utilize questioning to assist students in elaborating on content.	Director, Assistant Directors & Instructors	Ongoing
Model & demonstrate how teachers can differentiate instruction to meet the needs of their students.	Director, Assistant Directors, Guidance Counselors, & Instructors	Ongoing
School-wide implementation of Standards Based Curriculum Guides	Director, Assistant Directors, District Personnel, Content Supervisors, Instructors, & Site Based Mentors	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
Fall and Spring District Wide Trainings	All Instructors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training for Teachers	All Instructors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Site-Based Mentor Meetings	New Instructors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Community Meetings	All Instructors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. Completer Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 34%, as evidenced by FOCUS data.
2. We expect our performance level to be 70% by 05/30/2023.
3. The problem/gap is occurring because students receive basic skills and leave the program for full time employment.
4. If more emphasize were placed on program completion would occur, student learning gains would increase by 29%.

5. SMART GOALS:

EXAMPLE: The percent of all students completing a program will increase from 58% to 75%, as measured by completion code.

The percent of all students who complete their program will increase from 34% to 70%, as measured by FOCUS data.

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?
Identify resources for certification study sessions.	Director, Assistant Directors & Instructors	Ongoing
Model & demonstrate how teachers can engage students in complex tasks.	Director, Assistant Directors & Instructors	Ongoing
Introduce topics related to student engagement in monthly Professional Learning Community meetings.	Director, Assistant Directors & Instructors	Ongoing
Program completion data discussions.	Director, Assistant Directors & Instructors	Ongoing
School-wide implementation of Standards Based Curriculum Guides	Director, Assistant Directors, District Personnel, Content Supervisors, Instructors, & Site Based Mentors	Ongoing
Implement a mentoring system for students that are struggling academically.	All Staff	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
Fall and Spring District Wide Trainings	All Instructors	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Marzano Training and Student Engagement for Teachers	All Instructors	<input type="checkbox"/> Priority 1



Academic Goals

		<input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional Learning Community Meetings	All Instructors	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Sit-based Mentor Meetings	New Instructors	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ESE Book Study	New Instructors	<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 1395 students, as evidenced in FOCUS enrollment report. .
2. We expect our performance level to increase by 10% for the 2022-2023 school year.
3. The problem/gap is occurring because students are not receiving enough academic/social emotional support in their programs.
4. If more emphasizes were placed on academic/social emotional support would occur, the enrollment would increase by 10%.

5. SMART GOALS:

EXAMPLE: The will increase from number by 23%, as measured by program completers

The percent of all students enrolled will increase from 1395 to 1534, 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.
- Ensure that all instructors are aware of academic and social emotional supports 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?
Implement a teacher and student recognition program to support quality program development.	Director & Assistant Directors & Instructor	Ongoing
Support the OWI in their recruitment efforts.	Director, Assistant Directors, Guidance Counselors, & Instructors	Ongoing
Revise program flyers for recruitment.	OWI	Ongoing
Increase media methods of recruitment (social media, web site advertisement, program information, & school event photos).	All Staff	Ongoing
Continue with "National Signing Day" event.	Director and OWI Office	February
Participate in local business meetings (e.g. chambers of commerce).	Director	Monthly
Open Houses(Regular)/Evening Programs Open House	OWI	October
Educate staff on academic & social emotional supports/services for students.	Director, Assistant Directors, Guidance Counselors, & 504 Coordinator	Ongoing
Continue to fine tune the on-line registration and payment process.	Student Services & IT	Ongoing
Annual Community Carnival	All Staff	Spring 2023

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
Discuss and share recruitment ideas.	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Online payment process training.	Student Services, Financial Aid, & Bookstore	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Child Care Education Expo	Child Care Instructors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Educate staff on academic/social emotional supports/strategies for students.	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 14 wellness events annually as evidence by the wellness report submitted by the wellness coordinator.
2. We expect our performance level to increase by 10% for the 2022-2023 school year.
3. If a focus on the promotion of wellness would occur, the problem would be reduced by allowing for safe participation in multiple wellness activities.

4. SMART GOALS:

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

The number of wellness activities will increase from 14 to 16 annually for the 2022-2023 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, & LMS Coordinator	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.	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 23 (2%) students, as evidenced in 504 Plan.
2. We expect our performance level to be increase by 5% for the 2022-2023 school year, .
3. The problem/gap is occurring because we are unaware of students need for academic support. .
4. If more students disclosing that they need a 504 plan would occur, the problem would be reduced by the number of students not getting academic support.

5. SMART GOALS:

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

The percent Of 504 students receiving academic accommodations will increase from 2% to 5%, 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.	504 Liaison, Guidance Counselors, and Instructors	Ongoing
Model & demonstrate how teachers can differentiate instruction to meet the needs of their students.	Director, Assistant Directors, Guidance Counselors, & Instructors	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.	504 Liaison, Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Community Meetings	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2

		<input checked="" type="checkbox"/> Priority 3
ESE Book Study	All Staff that Sign Up	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3