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# School Improvement Plan SY 2023-24

## PTC-Clearwater

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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.



# Vision and Direction

School Improvement Plan 2023 - 2024

<b>Administrator:</b>	Jakub Prokop
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<b>School Vision</b>	To be our communities' first choice for technical education
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<b>School Mission</b>	To 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-Cultural	White	Other
1227	50 (4%)	230 (19%)	288 (23%)	43 (3%)	616 (50%)	9 (1%)

Total School Enrollment	Age Breakdown:				
	16-18	19-24	25-34	35-50	51+
1227	96 (8%)	518 (42%)	327 (27%)	222 (18%)	64 (5%)

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

Proficiency Rates	Graduates with Industry Certification		LCP (ABE & ESOL)		OCP		Completers	
	2022 %	2023 %	2022 %	2023 %	2022 %	2023 %	2022 %	2023 %
All Students	46	63	37	46	71	69	84	89

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Jakub	Prokop	4-10 years
Administrator	Wendy	Chaves	4- 10 years
Administrator	Carson	Bowman	1-3 year
Administrator	Kimberly	Barker	1-3 years
Department Head	Jeremiah	Carmody	11 – 20 years
Department Head	Angie	Wright-Nash	4 – 10 years
Department Head	Yata	Fields	4-10 years
Department Head	Shawn	Galyen	11 - 20 years
Department Head	Brenda	Frazier	11 - 20 years
Department Head	Maggie	Greenwood	1 – 3 years
Department Head	Gerry	Connors	1 – 3 years
<b>Total Instructional Staff:</b>	<b>FT: 50</b>	<b>PT: 36</b>	
<b>Total Support Staff:</b>	<b>FT: 30</b>	<b>PT: 3</b>	



## 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: Completion

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support conditions for learning, then the percent of all students completing programs of their choosing will increase from 89 % to 92%

### 2. Priority 2: Placement

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support Industry Certifications, then the percent of all students placed in careers of their choosing will increase from 79% to 83%

### 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 percentage of all students answering “highly likely” or “likely” to recommend Pinellas Technical College to family or friends as worded on the graduate survey, question # 6, will increase from 90% to over 92%



## 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.

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



# 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
				in the classroom <ul style="list-style-type: none"> <li>• Monthly department head meetings with a focused agenda.</li> </ul>				
2.	Leadership Team	Priority 1	To align daily student activities with program standards	<ul style="list-style-type: none"> <li>• Monthly leadership meetings</li> <li>• Continued teacher support for development of tracking systems</li> <li>• Monthly department meetings</li> </ul>	Director and Assistant Directors	Department Heads and Instructional Faculty	Monthly leadership meetings with the director and monthly program meetings with the assistant directors	<ul style="list-style-type: none"> <li>• Teachers develop tracking systems</li> <li>• Teacher develop and use a syllabus for every course</li> </ul>



# Continuous Improvement

3.	Leadership Team	Priority 1 and 2	To increase the percentage of graduates that complete programs with at least one industry certification	<ul style="list-style-type: none"> <li>Utilize the industry certification monitoring system at each monthly program meeting</li> <li>Complete an analysis of standards that correlate with industry certifications</li> </ul>	Director, Assistant Directors, and Department Heads	All instructional faculty	Monthly leadership meetings with the director and monthly program meetings with the assistant directors	<ul style="list-style-type: none"> <li>An Industry Certification and monitoring system is in place and being used by all team members</li> <li>Program standards will be identified that are correlated to industry certification exams</li> <li>Readiness tests will be completed for each industry certification</li> <li>Scope and sequence (tracking) documents have been created and implemented for each</li> </ul>
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	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				<ul style="list-style-type: none"> <li>Develop readiness exams/processes for all programs for industry certification exams</li> <li>Meet monthly with each program to review industry certification progress at the individual student level</li> </ul>				course which align with the FOCUS gradebook
4.	Leadership Team	Priority 1	To increase student retention and graduation rate	<ul style="list-style-type: none"> <li>Ongoing review of COE and IPEDS data by program</li> <li>Ensure all teachers use the SAS system</li> <li>Ensure all teachers follow the program scope and sequence</li> </ul>	Director, Assistant Directors, Curriculum Specialist, Department Heads	All faculty	Monthly leadership meetings and program meetings	<ul style="list-style-type: none"> <li>Graduation rate increases at the program level</li> <li>IPEDS data continues to rise from program completers</li> <li>COE data for completion is above 70% for all programs</li> <li>All teachers will input at least one grade into the</li> </ul>



	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"> <li>Ensure all teachers record grades into the FOCUS gradebook with fidelity.</li> </ul>				FOCUS gradebook once a week.
5.	Leadership Team	All Priorities	To increase student placement in all programs	<ul style="list-style-type: none"> <li>Continue the implementation of the Career Rocket program</li> <li>Implement an interview day for each program</li> <li>Implement two Career Fairs per year</li> <li>Advertise new jobs on the student information displays</li> </ul>	Director and Assistant Directors	Teachers and students	Career rocket is ongoing, interview days will be set up depending on advisory committee availability, career fairs will be in fall and spring, information displays will be ongoing	<ul style="list-style-type: none"> <li>Students and teachers log into Career Rocket on a regular basis</li> <li>Interview days occur as allowed</li> <li>Career Fairs occur in fall and spring</li> <li>Annual placement rate by program is at 83% minimum</li> <li>Jobs are advertised on the information displays</li> </ul>
6.	504	All Priorities	To assist students in persistence through their programs when academic assistance is needed and appropriate	<ul style="list-style-type: none"> <li>Providing students with information about available assistance as described by state statutes</li> <li>Providing teaching</li> </ul>	School counselors and Assistant directors	Student services staff and faculty	Once each quarter for training and implementation updates	<ul style="list-style-type: none"> <li>Increase in students that self-disclose that need 504 assistance</li> </ul>



# Continuous Improvement

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



# 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
				enrollment by working with OWI to target under - represented and non-traditional groups as defined by less than 20% of the demographic <ul style="list-style-type: none"> <li>• Increase dual enrollment population</li> <li>• Expand capacity for high demand programs</li> <li>• Develop a monitoring system for students who begin the registration process but do not enroll</li> <li>• Establish the Instructional Service Center at Clearwater Intermediate.</li> </ul>				<ul style="list-style-type: none"> <li>• Increase dual enrollment population by offering new programs and exploring new schedules</li> <li>• Capacity is expanded as evident by increase in programs enrollment</li> <li>• We have a database of prospective students who began the registration process but did not enroll.</li> <li>• ISC has the 4 programs at capacity.</li> </ul>



# 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
8.	SAC Development	All Priorities	Relations with the community are imperative to the successful operation of the school.	<ul style="list-style-type: none"> <li>Strengthening of the program advisory committees</li> <li>Review the advisory committee template</li> <li>Continue the implementation of the EmployPTC program.</li> </ul>	Director, Assistant Directors, OWI, program advisory committee chairpersons	Community members and faculty	Biannually and ongoing with special workgroups	<ul style="list-style-type: none"> <li>Biannual SAC meetings are held</li> <li>SAC membership maintains or grows</li> <li>Program advisory committees exceed COE requirements</li> <li>Information from the SAC gets sent down to the program advisory committees and information travels back up to SAC</li> <li>At least three companies per PTC Program agree to participate in the EmployPTC program.</li> <li>Build out the “partnership” wall in student services.</li> </ul>



# Continuous Improvement

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	<ul style="list-style-type: none"><li>• Offer training on BlackBoard for all teachers.</li><li>• Develop global units of instruction on CCTC and Soft Skills.</li><li>• Focus on OCP A standards for the development</li></ul>	Assistant Directors, LMS Administrator , Curriculum Coordinator	Instructors	Ongoing throughout the year.	<ul style="list-style-type: none"><li>• Teachers take the Bb training.</li><li>• Global Unit of instruction is being used by all instructors.</li><li>• Online OCP A units of instruction are developed by 75% of all programs.</li></ul>
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	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				of online units of instruction.				
10.	Equity Resources and Evaluation	All Priorities	To provide a resource for our faculty on equity concepts and to review data for possible equity gaps in order to address them.	<ul style="list-style-type: none"> <li>• Create an equity resource database.</li> <li>• Review data on student demographic correlation to industry certification attainment</li> <li>• Review student demographic correlation to student K12 discipline and success at PTC</li> </ul>	<ul style="list-style-type: none"> <li>• Angie Wright – Nash</li> <li>• Assistant Directors and Director</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Database is created</li> <li>• Data is reviewed and improvement targets are established.</li> </ul>



## Conditions for Learning

### Climate and Culture

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4-Step Problem-Solving):

1. Our current, 2023 level of performance in school-wide student satisfaction (answering “likely or highly likely”) was 90% on question 6 on the graduate survey. We expect our performance level to be at minimum 92% on these questions by the 23 - 24 graduate survey.
2. The problem/gap in student satisfaction is occurring because students have a perceived less than efficient experience due to specific issues in the registration, intake, and financial aid processes that occur as students progress through their college experience.
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 2024.

#### 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 90% 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?
Continue to support programs/teachers in the development and implementation of a student success recognition plan.	Teachers and Assistant Directors	As dictated by the recognition program
Implement a “servant leadership” program for department heads.	Director	As available
Continue to support the student council and its development.	Director, Student Council	Monthly
Continue the Professional, Teacher, Community (PTC) award program.	Director and Assistant Directors	Throughout the year
Expand opportunities for student volunteerism (e.g. student council and food pantry).	Director and Assistant Directors	Throughout the year
Continue with monthly department head meetings to empower the leadership team with appropriate tools and decision making.	Director	Monthly

#### 8. MONITORING:

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

Priority(ies):     Priority 1                       Priority 2                       Priority 3





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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Continue to encourage student services staff to engage in customer services opportunities.	Student services department.	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Implement six on-site trainings focused on the theme of "Forward with Focus"	Assistant Directors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Provide a "servant leadership" experience for department heads	Director	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## B. Conditions for Learning: Attendance

### REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 84% college wide annually. We expect our performance level to be 89% by end of the school year. The problem/gap in attendance is occurring because adult students have multiple issues such as family emergencies, homelessness, transportation, financial, job related, and other obligations/emergencies, many of which are beyond their control causing them to miss school.
2. If students follow teacher recommendations on attendance and the college implements support systems to help with student issues the problem may be reduced by 5% overall annual student attendance.
3. We will analyze and review our data for effective implementation of our strategies by reviewing program level attendance rates.

### 4. SMART GOAL:

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

The percent of all students attending class will increase from 84% to 89%, as measured by the annual FOCUS attendance report.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Create a method for teachers to share their best practices on tardiness and attendance. Focus on two areas for sharing: (a) classroom activities and (b) grading strategies to help students understand the importance of attendance.	Assistant Directors	Ongoing
Continue the use of the 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 "Forward with Focus" theme for this year.	Director	Staff meetings
Continue to use the "Quickshot" report to monitor student progression to complete their programs as close to the 100% timeframe as possible. Add program level metrics to the monthly program meetings.	Assistant Directors and Director.	Staff and monthly program meetings.
Review yearly attendance at the program level to measure attendance and identify programs of excellence in this area.	Director and Attendance Improvement Team	Ongoing

### 7. MONITORING:



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

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

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



## Academic Goals

### *Instructions*

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

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

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

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

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

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

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

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



**A. Industry Certification Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is that 63% of all PTC completes achieve an industry certification as evidenced in various Industry Certification documentation.
2. We expect our performance level to be 75% of all graduates earning a certification by the end of the 23-24 school year.
3. If continued 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 student’s industry certification will increase from 77% to 89%, as measured by score reports.

The percent of all students achieving industry certification will increase from 63% to 75%, as measured by the end of the school year as reported in FOCUS Industry Certification.

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

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

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

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

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

- Priority 1     Priority 2     Priority 3



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

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



## B. OCP Goal

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 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 understanding of expectations for them while enrolled at PTC, changes in student career goals, or other family matters as evidenced by an analysis of the FOCUS report withdraw codes.
4. If students have clarity and acceptance of the requirements to be successful in college and program wide, 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 earning an OCP will increase from 69% to 80%, as measured by completion report.

The percent of all students attaining an OCP prior to withdraw will increase from 69% to 80, as measured by the FOCUS report.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Continue the "First Step" OCP attainment student recognition program.	Director, Curriculum Specialist, Records Office, Assistant Directors	Monthly recognition meetings.
Continue to review withdraw codes with faculty to ensure proper code selection when students leave.	Director, Curriculum Specialist, Assistant Directors	Monthly
Continue to use the Persistence Report to monitor how many and at which point students are early exiting programs.	Director, Assistant Directors	Monthly
Review program syllabi to ensure expectations are clearly defined and aligned to standards and industry certifications	Assistant Directors	Launch in August, ongoing
Review the career development and program selection process with student services.	Director	By October 2023
Reinforce the student onboarding process for all programs.	Assistant Directors and Faculty	Ongoing
Review the ONET profiler program to determine if implementation would effectively support the SIP and school mission.	Director and Department Heads	Department head meetings.

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

- Priority 1
- Priority 2
- Priority 3



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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Continue to provide training to staff on standards alignment.	All Instructional Staff and Assistant Directors.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Move through the COE self-study process as a “program of work” to ensure all staff understand the COE standards and their impact on the development of quality programs.	All staff (instructional and support)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Continue to provide training on the creation of syllabi for each program at each course level.	Assistant directors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

**C. Completer Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 89% of all students complete their program, as evidenced in the COE report.
2. We expect our performance level to be 95% 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 6% of student program completion rate college wide.

**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 89% to 95%, 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
Continue to use the student tracking data to ensure each student is on track to complete on time. Intervene with students who are in the “red” or “yellow” of attended vs scheduled hours.	Assistant Directors	Monthly
Analyze each withdrawal to determine cause and if assistance could be given to encourage student return and completion.	Director, Assistant Directors, Records, Curriculum Specialist	Monthly





Restart the Rookie Retention program under the new leadership.	Director	August 2023
Create a guide for faculty use on best practices when students are absent for a few days.	Leadership team	September 2023
Continue with the mock interview and resume building program.	Assistant Directors	One event in the fall and another in the spring.

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

- Priority 1   
  Priority 2   
  Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly program meetings with assistant directors.	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data sharing, longitudinally, during faculty meetings. Add completion data to our "Performance Report" and share at each faculty/staff meeting.	Director and assistant director	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing review of every withdrawal code and alignment to FOCUS data.	Assistant Directors, Curriculum Specialist	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Identify student withdrawal situations that could be prevented within the capacity of the school and community.	Director, Assistant Directors, SBLT	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Incorporate completion data into monthly department head meetings.	Director	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**D. Enrollment Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is an enrollment of 1227 certificate students, as evidenced in the FOCUS enrollment report.
2. We expect our performance level to be increased by 15% by the end of the school year.
3. The problem/gap is occurring because many programs are full and the campus is reaching capacity.
4. If programmatic changes, additional section offerings, and innovative scheduling would occur, the problem would be reduced by more student attending PTC Clearwater and student learning gains would increase by an additional 200 students prepared for careers.

**5. SMART GOALS:**

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

The number of all students enrolling will increase from 1227 to 1411 (15%), by offering new scheduling options for evening classes, as measured by the FOCUS enrollment report.

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

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

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

<b>WHAT</b> are you doing to implement these strategies?	<b>WHO</b> is leading this step?	<b>WHEN</b> is it occurring?
Continue the teacher recognition program, PTC Award, to support quality program development.	Director	Ongoing at staff meetings
Support the OWI office in their recruitment efforts.	Director	Ongoing
Focus on rigor in the classroom through teacher development, calibration walk throughs and focused feedback.	Director, Assistant Directors	Monthly
Continue to expand social media presence across varied platforms.	OWI	Ongoing
Continue with "National Signing Day".	Director and OWI	February
Participate in local business meetings (e.g. chambers of commerce).	Director	Monthly
Participate in "Manufacturing Day"	OWI	October
Conduct an on campus open house.	OWI	October
Continue the development of the Dual Enrollment	Assistant Directors	Ongoing
Explore and implement new afternoon programs at both campuses.	Director, Assistant Directors	Ongoing

**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.)



# Academic Goals

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



## Academic Goals

School Improvement Plan 2023-2024



**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is quantified in six 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 6 to 10 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 via email communication
- Include wellness events for students

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

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

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

- Priority 1     Priority 2     Priority 3

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

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



# Academic Goals

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

**Subgroups**

**A. 504 Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem Solving):**

1. Our current level of performance is summarized by 47 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 47 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	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3