



School Improvement Plan SY 2018-19

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
1552	51(3%)	628(40%)	165(11%)	71(5%)	624(40%)	13(1%)

Total School Enrollment	Age Breakdown:				
	16-18	19-24	25-34	35-50	51+
1552	94(6%)	481(31%)	512(33%)	326(21%)	140(9%)

Adult Ed State Targets Met	2018	2017	2016	
	<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 type="checkbox"/>

Proficiency Rates	Graduates with Industry Certification		LCP		OCP		Completers	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
All Students	25%	30%	95%	84%	62%	63%	90%	88%

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Director	Sylester (Boe)	Norwood	4-10 years
Assistant Director	Marcelline	Clarke	4-10 years
Assistant Director	Charles	Drake	1-3 years
Assistant Director	Antelia	Campbell	1-3 years
Managing Officer	Carl	Lavender	1-3 years
Teacher Leader	Victoria	Cribb	11-20 years
Teacher Leader	Laura	Kingsland	11-20 years
Teacher Leader	John	Lambert	11-20 years
Teacher Leader	Dolores	Stabile	4-10 years
Teacher Leader	Arilee	Still	4-10 years
Teacher Leader	Latrese	Taylor	11-20 years
Teacher Leader	Rosena	Ashwood-Harris	20+ years
Total Instructional Staff:	FT: 52	PT: 92	
Total Support Staff:	FT: 36	PT: 1	



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 25% to 50%

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based planning , then the percent of all students who attain an OCP in their program will increase from 80% to 85%

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 who complete the climate survey will increase from 20% to 50%



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 Teacher recognition program Data analysis Classroom calibration visits Focused feedback 	Director	Assistant Directors, Department heads, Instructors	Monthly Meetings	<ul style="list-style-type: none"> Increase on student attainment of industry certifications Increase student completion rates
2.	Department Heads	Priority 2	To align daily student activities with program standards. Support student readiness for industry certification exams.	<ul style="list-style-type: none"> Monthly leadership meetings Samples of quality tracking systems Teacher support for development of tracking systems Bi-monthly department meetings Create a minimum set agenda for the department meetings 	Director and Assistant Directors	Department Heads and Instructors	Monthly leadership meetings with the director. Monthly program meetings with the assistant directors.	<ul style="list-style-type: none"> Teachers develop that are aligned to standards, scales, and targets.



	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
3.	Industry Certification Committee	Priority 1	To increase the percentage of graduates that complete programs with at least one industry certification	<ul style="list-style-type: none"> Establish certification attainment baselines by program and teacher Complete an analysis of standards that correlate with industry certifications Develop scale and target documents that monitor student progress and readiness 	Director and Assistant Directors	Instructors	Monthly leadership meetings with the director. Monthly program meetings with the assistant directors.	<ul style="list-style-type: none"> Review baseline certification data. Program standards will be identified that are correlated to industry certification exams Readiness tests will be completed for each industry certification.
4.	Completers	Priority 2	To increase OCP and program completer performance as measured by COE and IPEDS data.	<ul style="list-style-type: none"> Review of COE and IPEDS data by program Administer exit interviews to determine problem areas and appropriate withdrawal codes Ensure all teachers use the Student Academic Support (SAS) systems. Ensure all teachers follow the program standards and benchmarks. 	Director, Assistant directors, Curriculum Specialist, Department heads	Instructors	Monthly leadership meetings with Director. Monthly program meetings with the assistant directors.	<ul style="list-style-type: none"> Students complete within the expected timeframe for their program. Program completion rate is above 80%.



	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
5.	504	All Priorities	To assist students through the successful completion of their programs as needed and appropriate	<ul style="list-style-type: none"> • Providing students with information about available resources as described by state statutes • Professional development for various learners. 	Guidance counselors, 504 Liaison, and Assistant directors	Student services staff, instructors, and 504 Liaison	Monthly leadership meetings with Director. Monthly program meetings with the assistant directors.	<ul style="list-style-type: none"> • Increase in the number of students who receive support.
6.	Enrollment	All Priorities	To impact the economic development of the community by providing career technical opportunities.	<ul style="list-style-type: none"> • Disseminate materials to the community • Increase PTC presence in local high school CTE classrooms • 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. 	Director and Managing Officer for Workforce Development	Community agencies, high school students, OWI staff, Guidance Counselors, and Instructors.	Ongoing	<ul style="list-style-type: none"> • Increased enrollment of students aged 16 – 24 (including dual enrollment) • Overall enrollment increases • Increased evening enrollment • Director attends community events. • OWI staff recruit in high school classrooms • OWI staff attend local community event promoting PTC • All programs increase their under-represented populations.



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
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"> • Revamping of the SAC committee • SAC Recognition event in October 	Director, Assistant Directors, and Managing Officer for Workforce Development	Community members, industry leaders, and instructors	Bi annually and ongoing with special workgroups	<ul style="list-style-type: none"> • Bi annual SAC meeting minutes and roster. • SAC membership maintains or increases



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide student satisfaction is 89% based on the responses to questions 5 and 7 in the student satisfaction survey. We expect our performance level to be 95% by the next administration of the survey in the spring Of 2019.
2. The problem/gap in student satisfaction is occurring because student feedback in surveys is not addressed systematically or in a timely manner.
3. If a systematic process for addressing student feedback would occur, the problem would be reduced by 6%, as evidenced by responses to survey questions.
4. We will analyze and review our data for effective implementation of our strategies by administering the survey in the fall of 2018 and comparing results to survey from the spring of 2018 for improvement in areas targeted by students' responses. .

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 who respond favorable to survey questions will increase from 89% to 95%, as measured by Fall 2018 and Spring 2019 Student Satisfaction Surveys.

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?
Provide required and voluntary customer focused trainings for all staff members	<ul style="list-style-type: none"> • Leadership Team 	<ul style="list-style-type: none"> • Non-student contact days in Fall and Spring semesters

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
Annual Customer Assistance Training	All Staff	<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 92%. We expect our performance level to be increased by 3%.
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 3%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring enrollment 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 92% to 95%, as measured by monthly attendance reports. .

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all students on an ongoing basis.
- Strengthen the implementation of interventions to address and support the needs of students who miss more than 3 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?
Ensure that teachers are taking attendance daily.	Assistant Directors.	Ongoing
Use the SAS system to ensure students know they are being supported through the resolution of their attendance problems	Director and Assistant Directors	Monthly staff meetings, Monthly Leadership Meetings, Monthly PLC Meetings
Increase teacher understanding of the correlation between student attendance and student performance.	Director and Assistant Directors	Monthly staff meetings, Monthly Leadership Meetings, Monthly PLC 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 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 by program and by individual student.	Instructors	<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, 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 228 industry certifications earned, as evidenced in Focus Student Information System.
2. We expect our performance level to be 342 Industry Certification by 09/01/2019.
3. The problem/gap is occurring because students do not feel ready and/or do poorly on the exams.
4. If better student preparation would occur, the problem would be reduced by 10% and student learning gains would increase by 50%.

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 complete a program and are successful on an industry certification exam will increase from 228 to 342, as measured by reported 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?
Make sure all programs have sufficient material to support learning goals	Asst. Directors/Instructors	Ongoing
PLC training topics	Asst. Directors	Ongoing
Professional Development courses	Director/Asst. Directors	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Fall and Spring District Training	All instructors and leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Marzano Training for Teachers	All instructors and leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional Learning Community meetings	All instructors and leadership	<input 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 2013 OCPs completed, as evidenced in the Focus Student Information System.
2. We expect our performance level to be 2100 by 09/01/2019.
3. The problem/gap is occurring because students are not completing the program.
4. If more program completions would occur, the problem would be reduced by an increase in reported OCPs and student learning gains would increase by 5%.

5. SMART GOALS:

Student attainment of OCPs will increase by 5%

The number of all students earning an OCP will increase from 2013 to 2100, as measured by report 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.
- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- 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?
Make sure all programs have sufficient material to support learning goals	Asst. Directors/Instructors	Ongoing
PLC training topics	Asst. Directors	Ongoing
Professional Development courses	Director/Asst. Directors	Ongoing

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Fall and Spring District Training	All instructors and leadership	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training for Teachers	All instructors and leadership	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Community meetings	All instructors and leadership	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 58%, as evidenced in Current IPEDS report.
2. We expect our performance level to be 65% by 09/01/2019.
3. The problem/gap is occurring because students receive basic skills and leave the program for full time employment.
4. If more emphasis were placed on program completion would occur, the problem would be reduced by 7% and student learning gains would increase by 25%.

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 58% to 65%, as measured by IPEDS 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 ability to engage students in complex tasks.
- 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?
Identifying educational resources for certification study sessions	Instructor	Ongoing
Identify professional learning opportunities to increase focus on Complex Task.	Asst. Directors	Beginning of school year
Work with instructors in PLCs to introduce topics related to differentiation and scaffolding	Asst. Directors	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly program meetings incorporating the sharing of data and high yield strategies with Director and Assistant Directors.	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input 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 1552 students, as evidenced in FOCUS enrollment report. .
2. We expect our performance level to increase by 10% for the 2018-2019 school year.
3. The problem/gap is occurring because students are not receiving enough support in their programs.
4. If more emphasizes were placed on academic/social emotional support would occur, the enrollment would increase.

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 1552 to 1707, 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.
- Priority 1 Priority 2 Priority 3

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 the teacher recognition program to support quality program development.	Director	Ongoing
Support the OWI office in their recruitment efforts.	Director	Ongoing
Create technical information flyers for high school program development.	Director and OWI Office	Ongoing
Implement and disseminate local high school articulation agreements	Director, OWI Office, & Curriculum Specialist	Ongoing
Continue with "National Signing Day".	Director and OWI Office	February
Participate in local business meetings (e.g. chambers of commerce).	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 opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Generate guidelines for high school technical recruitment	All programs	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Meet with high school principals to discuss pathways to PTC.	Local high school principals	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Generate/update program flyers for all programs and make improvements to the college website.	Director, Assistant directors, OWI, and instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Provide all staff with training on academic/social emotional strategies for students.	Instructors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 0%, as evidenced in the number of healthy snack choices in our student vending machines.
2. We expect our performance level to be 20% of the snacks in the vending machines will meet healthy snack guidelines by Spring 2019.
3. The problem/gap is occurring because no attention has been given to monitoring and requesting healthy snack choices from the vendor.
4. If a Healthy School Team is assembled and begins to request snacks that meet healthy snack guidelines, the problem would be reduced by 20% as evidenced by the number of the snacks in the vending machines that meet healthy snack guidelines

5. SMART GOALS:

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

The percent of students and staff who choose healthy snacks from the vending machines will increase from 0% to 20% by Spring 2019.

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

- Healthy School Team will administer survey to students and staff for feedback and self –reporting on healthy snack choices
- Healthy School Team will be active in the process of choosing snacks that are offered in the vending machines

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?
Assembly a Healthy School Team	Admin Team	August 2018
Develop process to work with vendor in offering snacks that meet healthy snack guidelines	Healthy School Team	August 2018 and on-going
Continue to offer wellness activities to staff on a monthly and bi-weekly basis	Wellness Champion	Monthly (August 2018 to June 2019)

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
Staff will participate in Wellness activities	All Staff	<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 46 (3%) students, as evidenced in 504 Plan.
2. We expect our performance level to be increase by 10% for the 2018-2019 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 are in need of 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 3% 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.)*

- Write Strategy
 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?
School will designate a 504 Liaison	Director	August
504 Plans will be reviewed annually.	504 Liaison	Ongoing
Teachers will be made aware of students 504 plans.	504 Liaison, Guidance Counselors, and Instructors	Ongoing

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
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