



School Improvement Plan SY 2018-19

PTC-Clearwater

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Administrator:	Jakub Prokop
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School Vision	To be our communities first choice for technical education
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School Mission	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-Racial	White	Other
	30 (3%)	128 (14%)	137 (15%)	28 (3%)	570 (64%)	6 (1%)

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-34	35-50	51+
	16 (2%)	311 (35%)	320 (36%)	187 (21%)	57 (6%)

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 checked="" type="checkbox"/>

Proficiency Rates	Graduates with Industry Certification		LCP		OCP		Completers	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
All Students	23	28	56	29	90	92	86	85

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Jakub	Prokop	1-3 years
Administrator	Radiah	Dent-Palmer	4-10 years
Administrator	Claudius	Effiom	1-3 years
Administrator	Jacqueline	Douglas	Less than 1 year
Department Head	Jason	Chormanski	1-3 years
Department Head	William	Johnson	1-3 years
Department Head	Latrese	Taylor	20+ years
Department Head	Shawn	Galyen	4 – 10 years
Department Head	Brenda	Frazier	4 – 10 years
Total Instructional Staff:	FT: 42	PT: 60	
Total Support Staff:	FT: 31	PT: 0	



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Industry Certifications , then the percent of all students completing their programs will increase from 86% to 90%

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 attaining an OCP in their program will increase from 90% to 92%

3. Priority 3: Climate and Culture

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Climate and Culture , then the percent of all students complete the climate survey questions #5 and #7 will increase from 78% to over 90%



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.	Leadership Team	All Priorities	Increase overall college performance as indicated by completion, placement, and licensure, measures	<ul style="list-style-type: none"> 6 once a month trainings Teacher recognition program Data analysis Classroom calibration visits Focused feedback 	Director	Assistant Directors, Department heads, Faculty	Weekly administrative meetings, monthly faculty meetings, monthly school leadership meetings, and ongoing COE planning meetings	<ul style="list-style-type: none"> Increase on student attainment of industry certifications Increase student persistence and completion rates
2.	Department Heads	Priority 2	To align daily student activities with program standards and to	<ul style="list-style-type: none"> Monthly leadership meetings 	Director and Assistant Directors	Department heads and instructional faculty	Monthly leadership meetings with the	<ul style="list-style-type: none"> Teachers develop scope and sequence documents that are aligned to standards



	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
			support student readiness for industry certification exams	<ul style="list-style-type: none"> • 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 monthly program meetings with the assistant directors	and highlight industry certification concepts <ul style="list-style-type: none"> • Scope and Sequence documents are reviewed using a rubric by the assistant directors and department heads.
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 a scope and sequence document that monitors 	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"> • Baseline certification attainment documents will be created. • Program standards will be identified that are correlated to industry certification exams • Readiness tests will be completed for each industry certification • Scope and sequence (tracking) documents will be



	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 <ul style="list-style-type: none"> • Develop readiness exams for all programs for industry certification exams 				created for each course
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 withdraw codes • Ensure all teachers use the SAS system • Ensure all teachers follow the program scope and sequence 	Director, Assistant directors, Curriculum Specialist, Department heads	All faculty	Monthly leadership meetings and program meetings	<ul style="list-style-type: none"> • OCP attainment increases on a per student basis at the 100% program progress rate • IPEDS data continues to rise from program completers • COE data for completion is above 80% for all programs
5.	504	All Priorities	To assist students in persistence through their	<ul style="list-style-type: none"> • Providing students with information 	Guidance counselors	Student services staff and faculty	Once each quarter for training and	<ul style="list-style-type: none"> • Increase in students that self-disclose



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			programs when academic assistance is needed and appropriate	about available assistance as described by state statutes <ul style="list-style-type: none"> • Providing teaching strategies to teachers when dealing with common learning disabilities 	and Assistant directors		implementation updates	that need 504 assistance
6.	Enrollment	All Priorities	To impact the economic development of the community by providing as much opportunity as possible	<ul style="list-style-type: none"> • Create outreach materials and disseminate to the community • Increase PTC presence in local high school CTE classrooms • Serve on local chamber of commerce boards • Share success stories with the community • Increase overall 	Office of Workforce Innovation, Director	Community organizations and high school students	Ongoing	<ul style="list-style-type: none"> • Enrollment of students aged 16 – 24 increases (including dual enrollment) • Overall enrollment increases • Evening programs are viable and have a minimum enrollment of 15 students • Director attends local chamber meetings and events • OWI staff recruit in high school classrooms • OWI staff attend local community



	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 enrollment by working with OWI to target under - represented and non-traditional groups as defined by less than 20% of the demographic.				event promoting PTC <ul style="list-style-type: none"> All programs increase their under-represented populations.
7.	SAC Development	All Priorities	Relations with the community are imperative to the successful operation of the school.	<ul style="list-style-type: none"> Revamping of the SAC committee SAC Recognition event in October Strengthening of the program advisory committees 	Director, assistant directors, OWI	Community members and faculty	Bi annually and ongoing with special workgroups	<ul style="list-style-type: none"> Bi annual SAC meetings are held SAC membership maintains or grows Program advisory committees exceed COE requirements



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 78% on questions 5 and 7 on the climate survey. We expect our performance level to be at minimum 90% on these questions by the next administration of the survey.
2. The problem/gap in student satisfaction is occurring because students have a perceived poor experience due to a variety of factors that naturally occur in guidance and financial aid.
3. If better customer communication would occur, the problem would be reduced by 12%, as evidenced by student responses to questions 5 and 6 on the climate survey.
4. We will analyze and review our data for effective implementation of our strategies by administering the survey in the fall and comparing the data to previous administrations.

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 78% of favorable responses to 90% 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?
Review of communication materials that are handed to new students.	Guidance Department Head	Fall 2018
Customer assistance training for student services staff.	Director	As available

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
Customer assistance training by STAR 12.	Student services department	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Create and implement an exit survey for all students.	Director and student services department.	<input type="checkbox"/> Priority 1 <input 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 68% college wide annually. We expect our performance level to be 75% by end of the school year.
2. The problem/gap in attendance is occurring because student perception of the correlation between performance and attendance is not clear.
3. If student understanding of the correlation of attendance to academic and practical performance would occur, the problem would be reduced by 7% overall annual student attendance.
4. We will analyze and review our data for effective implementation of our strategies by reviewing program level attendance rates.

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 percent of all students attending class will increase from 7% to 75%, as measured by the annual FOCUS attendance report.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Follow up with teachers to ensure attendance is taken daily.	Assistant Directors	Ongoing
Use the SAS system to ensure students know they are being supported through the resolution of their attendance problems.	Director	Staff meetings and Monthly leadership meetings
Strengthen teacher understanding of the correlation of student attendance and student performance.	Director	Staff meetings
Educate students on their individual performance in the programs can be increase if they attend school regularly.	Assistant directors and director.	Staff and monthly program meetings.
Increase the rigor at the program level through performance assessments to incentivize students to attend regularly.	Assistant directors.	Monthly program 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 at the individual student level.	All instructional staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Provide PD on standards alignment and design/implementation of performance assessments.	All instructional staff	<input type="checkbox"/> Priority 1 <input checked="" 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, Measureable, Actionable, Realistic, and Timely.

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

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

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

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



A. Industry Certification Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is that 14% of all PTC graduates achieve an industry certification, as evidenced in the FOCUS Industry Certification report.
2. We expect our performance level to be 50% of all graduates earning a certification by the end of the 18-19 school year.
3. The problem/gap is occurring because monitoring, support, and reporting of industry certifications is not robust enough to increase performance towards established goals.
4. If a focus and monitoring of industry certification attainment would occur, the problem would be reduced by 26% and student learning gains would increase by students reaching the 50% goal.

5. SMART GOALS:

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

The percent of all students achieving industry certification will increase from 23% to 50%, as measured by the end of the school year as reported in FOCUS Industry Certification.

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

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

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?
Review industry certification attainment at the program level to establish data baselines and set program goals.	Director and Assistant directors	Ongoing
Implement a teacher recognition program that promotes teacher support for student industry certification alignment.	Director	Program launch in August 2018.
Monitor each completer to determine if and why or why not, they achieved industry certification attainment.	Director, records office, and, assistant directors	Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide 6 trainings throughout the year that focus on standards-based instruction and planning to align industry certification tasks with state standards.	All instructional staff, assistant directors, and director.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Review industry certification attainment data with each program.	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 90 % of student attainment of an OCP, as evidenced in the FOCUS report.
2. We expect our performance level to be 92% by end of next school year.
3. The problem/gap is occurring because students withdraw early due to various reasons, such as, unclear expectations for them while enrolled at PTC, placed in incorrect programs due to career development uncertainty, or other family matters as evidenced by an analysis of the FOCUS report withdraw codes.
4. If advisement of our students, college wide and program wide, would occur, the problem would be reduced by 2% and student learning gains would increase by an increase in student OCP attainment and program completion rates.

5. SMART GOALS:

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

The percent of all students attaining an OCP prior to withdraw will increase from 90% to 92%, 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?
Streamline OCP reporting strategies to increase monitoring as well as the accuracy of the data.	Director, curriculum specialist, records office	Launch in August, ongoing.
Perform data sharing at faculty meetings.	Director	Monthly
Review withdraw codes to identify program/college level problems that lead to student early withdraw.	Director	Quarterly
Review program syllabi to ensure expectations are clearly defined and aligned to standards and industry certifications	Assistant directors	Launch in August, ongoing
Adjust the mandatory student exit survey by adding a narrative section to increase clarity for withdraw reason.	Director and records	

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide training to staff on standards alignment.	All instructional staff and assistant directors.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Provide withdraw code training to ensure proper coding as well as input of narrative of known reasons for the withdraw.	All staff (instructional and support)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Provide training on the standardization of syllabus elements	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 85% of all students complete their program, as evidenced in the FOCUS report.
2. We expect our performance level to be 90% 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 5% of student program completion rate.

5. SMART GOALS:

EXAMPLE: The percent of all students completing a program will increase from 77% to 89%, as measured by completion code.

The percent of all students completing programs will increase from 86% to 90%, as measured by the FOCUS withdraw report.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Monitor the proper use of the SAS system to promote program completion.	Assistant directors	Monthly
Implement program level student tracking systems.	Assistant directors	Monthly
Perform a quarterly analysis of student withdraw codes for non-completers.	Director, assistant directors, records	Monthly
Implement the Marzano FOCUSED model of evaluation	Director and assistant directors	Launch in August, Ongoing

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly program meetings with assistant directors.	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Data sharing, longitudinally, during faculty meetings.	Director and assistant director	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Quarterly analysis of student withdraw codes.	Director and curriculum specialist	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Marzano FOCUSED model training.	Assistant directors and professional development	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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 899 students, as evidenced in the FOCUS enrollment report.
2. We expect our performance level to be increased by the end of the school year.
3. The problem/gap is occurring because construction and program specific issues are not conducive to additional student and community recruitment support needed for an increase in enrollment.
4. If programmatic changes, ongoing recruitment, as well as the completion of construction 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 899 to 1099, 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
- Use student testimonials and other student generated products to promote inclusion and opportunity at the college

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 at staff meetings
Support the OWI office in their recruitment efforts.	Director	Ongoing
Create technical information flyers for high school program development.	Director and OWI	Ongoing
Implement and disseminate local high school articulation agreements.	Director, curriculum specialist, and OWI	Ongoing
Continue with "National Signing Day".	Director and OWI	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 flyers. Produce the flyer and disseminate across high school CTE programs through the content area specialists.	All programs, district office, and high school CTE teachers.	<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



Academic Goals

Generate exterior (e.g. letters, flyers, website improvements) for each program.	Director, Assistant directors, OWI, and instructional staff.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
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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 at minimum the same by end of next school year.
3. The problem/gap is occurring because teacher and staff lack of interest in wellness events.
4. If a focus on the promotion of wellness would occur, the problem would be reduced by the college providing multiple staff and student options for 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 six to eight.

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	Once quarterly
Provide a diverse set of wellness program options based on survey results.	Wellness coordinator	Ongoing
Include students in wellness events, such as healthy diet and financial literacy options.	Wellness coordinator, evening assistant director.	

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Work/Life Balance Program	Open to all staff and students.	<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
Tampa Bay Mobile Mammography Bus	Open to all staff and students.	<input type="checkbox"/> Priority 1



Academic Goals

		<input type="checkbox"/> Priority 2 <input 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

Subgroups

A. 504 Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is summarize by 39 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 student 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 39 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?
Create new materials on the process and benefits of 504 self-reporting.	Student services, staff, and directors	Fall of 2018

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 type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3