



# School Improvement Plan SY 2019-2020

## 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.



<b>Administrator:</b>	Sylester (Boe) Norwood
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<b>School Vision</b>	Our community's first choice for workforce training.
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<b>School Mission</b>	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
1519	46 (3%)	643 (42%)	157 (10%)	61 (4%)	604 (40%)	8 (1%)

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-34	35-50	51+
1519	114 (8%)	509 (34%)	492 (32%)	292 (19%)	112 (7%)

<b>Adult Ed State Targets Met</b>	<b>2019</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>2018</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>2017</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>
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Proficiency Rates	Graduates with Industry Certification		LCP		OCP		Completers	
	2019 %	2018 %	2019 %	2018 %	2019 %	2018 %	2019 %	2018 %
<b>All Students</b>	37%	25%	46%	95%	75%	62%	36%	90%

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Director	Sylester (Boe)	Norwood	4-10 years
Assistant Director	Dawn	Bingham	Less than 1 year
Assistant Director	Charles	Drake	4-10 years
Assistant Director	Antelia	Campbell	1-3 years
Managing Officer	Kyesha	Robinson	Less than 1 year
Teacher Leader	Victoria	Cribb	4-10 years
Teacher Leader	Christina	Cox	1-3 years
Teacher Leader	John	Lambert	20+ years
Teacher Leader	Dolores	Stabile	4-10 years
Teacher Leader	Arilee	Still	4-10 years
Teacher Leader	Cynthia	Jenkins	4-10 years
Teacher Leader	Rosena	Ashwood-Harris	20+ years
<b>Total Instructional Staff:</b>	<b>FT: 60</b>	<b>PT: 96</b>	
<b>Total Support Staff:</b>	<b>FT: 22</b>	<b>PT: 1</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: 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 **37%** to **67%**.

### 2. Priority 2: Completer

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support Completer , then the percent of all students who complete their program of study within the expected time frame will increase from **36%** to **70%**.

### 3. Priority 3: OCP

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support OCP, then the percent of all students who obtain an OCP will increase from **75%** to **85%**.



## C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	<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.	Administrative Team	All Priorities	Increase overall college performance as indicated by completion, placement, and licensure, measures	<ul style="list-style-type: none"> <li>Monthly trainings</li> <li>Teacher recognition program</li> <li>Data analysis</li> <li>Classroom calibration visits</li> <li>Focused feedback</li> </ul>	Director	Assistant Directors, Department Heads, & Instructors	Monthly & Weekly Leadership Meetings	<ul style="list-style-type: none"> <li>Increased student attainment of industry certifications</li> <li>Increase student program completion rates</li> <li>Increased program enrollment</li> </ul>
2.	Enrollment	All Priorities	To impact the economic development of the community by providing career technical opportunities.	<ul style="list-style-type: none"> <li>Disseminate materials to the community</li> <li>Increase PTC presence in high schools</li> <li>Serve on local Chamber of Commerce board</li> <li>Share success stories with the community</li> </ul>	Director & Managing Officer for Workforce Innovation	Community agencies, high school students, OWI staff, Guidance Counselors, & Instructors.	Ongoing	<ul style="list-style-type: none"> <li>Director attends community events.</li> <li>OWI staff recruit in high schools &amp; the community</li> <li>OWI staff attend local community events promoting PTC</li> <li>All programs increase their</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>Increase overall student enrollment by working with OWI to target under-represented and non-traditional groups.</li> <li>Utilize social media as a recruitment tool</li> </ul>				under-represented populations
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"> <li>Review industry certification data by program</li> <li>Establish certification attainment baselines by program</li> <li>Complete an analysis of standards that correlate with industry certifications</li> <li>Develop scale and target documents that monitor student progress and readiness towards passing specific industry certifications</li> </ul>	Director & Assistant Directors	Instructors	Monthly Meetings (Staff Mtgs, Leadership Mtgs., PLC Mtgs., Department Mtgs., & Mentor Mtgs.)	<ul style="list-style-type: none"> <li>Increase in the number of students obtaining an Industry certification by program.</li> </ul>
4.	Completers	Priority 2	To increase the number of students who	<ul style="list-style-type: none"> <li>Review program completion FOCUS data</li> </ul>	Director, Assistant Directors,	Instructors	Monthly Meetings (Staff Mtgs,	<ul style="list-style-type: none"> <li>Increase in the number of students who complete their</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
			complete their program with the expected timeframe	<ul style="list-style-type: none"> <li>Administer exit interviews to determine problem areas and appropriate withdrawal codes</li> <li>Ensure all teachers use the Student Academic Support (SAS) systems.</li> <li>Ensure all teachers follow the program standards and benchmarks.</li> <li>Ensure that students are getting the academic/social emotional supports needed for success</li> </ul>	Curriculum Specialist, Department Heads, Guidance Counselors, & 504 Liaisons		Leadership Mtgs., PLC Mtgs., Department Mtgs., & Mentor Mtgs.)	program of study within the expected timeframe
5.	OCP	Priority 3	Completing OCPs are important for students to gain the knowledge and skills they need for certification. OCP completion also benefits the school.	<ul style="list-style-type: none"> <li>Ensure all programs have sufficient material to support their curriculum frameworks.</li> <li>Model &amp; demonstrate how teachers can effectively utilize questions to assist students in elaborating on content.</li> <li>Model &amp; demonstrate how</li> </ul>	Director, Assistant Directors, Curriculum Supervisors, & PTC Curriculum Specialist	Instructors	Bi-Annual District Wide Training & Monthly Meetings (Staff Mtgs, Leadership Mtgs., PLC Mtgs., Department Mtgs., & Mentor Mtgs.)	<ul style="list-style-type: none"> <li>Increased number of students earning an OCP.</li> <li>Increased number of program completers.</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
				teachers can differentiate instruction to meet the needs of their students.				
6.	504	All Priorities	To assist students (academically/ socially & emotionally) through the successful completion of their programs as needed.	<ul style="list-style-type: none"> <li>Providing students with information about available resources as described by state statutes</li> <li>Professional development for the staff on accommodations for various learners.</li> </ul>	Director, Assistant Directors, Guidance Counselors, & 504 Liaison	Instructors	Monthly Meetings (Staff Mtgs, Leadership Mtgs., PLC Mtgs., Department Mtgs., & Mentor Mtgs.)	Increase in the number of students who receive academic/social emotional academizations.
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"> <li>Build SAC membership</li> <li>Increase partnerships</li> </ul>	Director, Assistant Directors, and Managing Officer for Workforce Innovation	Community members, industry leaders, and instructors	Bi annually and ongoing with special workgroups	<ul style="list-style-type: none"> <li>Bi annual SAC meeting minutes and roster.</li> <li>SAC membership maintains or increases.</li> <li>Community events organized by OWI</li> </ul>



## Conditions for Learning

### Climate and Culture

#### DATA SOURCES TO REVIEW:

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

1. Our current level of participation in the Student Satisfaction Survey is 34% based on 2018-2019 survey results.
2. We expect our performance level to be 50% by the next administration of the survey in the Spring Of 2020.
3. The problem/gap in student satisfaction is occurring because student feedback in surveys is not addressed systematically or in a timely manner.
4. If a systematic process for addressing student feedback would occur, the problem would be reduced by 16%, as indicated by student participation in the survey.
5. We will analyze and review our data for effective implementation of our strategies by administering the survey in the fall of 2019 and comparing results to survey from the spring of 2018 for improvement in areas targeted by students' responses. .

#### 6. SMART GOAL:

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

The percent of all students who participate in the Student Satisfaction Survey will increase from 34% to 50%, as measured by Student Satisfaction Survey data for 2019-2020.

#### 7. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on academic supports to meet the needs of all students.

- Engage all staff in increasing customer service.
- Strengthen staff demonstration 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 customer focused trainings for all staff members.	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• OWI</li> </ul>	<ul style="list-style-type: none"> <li>• During Fall &amp; Spring semesters</li> </ul>
Implement a systematic process for addressing student feedback.	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• OWI</li> </ul>	<ul style="list-style-type: none"> <li>• During Fall &amp; Spring semesters</li> </ul>

#### 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
Bi-Annual Customer Focused Training	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 86%. We expect our performance level to be increased by 4%.
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 4%.
4. We will analyze and review our data for effective implementation of our strategies by monitoring enrollment and attendance data monthly.

**5. SMART GOAL:**

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

The number of all students in attendance will increase from 86% to 90%, as measured by monthly attendance data. .

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

- Strengthen the implementation of interventions to address and support the needs of students who miss more than 3 days.
- Strengthen the implementation of interventions to address and support the needs of students who miss more than 5 days.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure that teachers are taking attendance daily.	Director & Assistant Directors	Ongoing
Review program attendance & performance data.	Director, Assistant Directors, & Instructors	Monthly (Staff Meetings- Leadership Meetings- 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
Provide staff with professional development focused on understanding the correlation between student attendance and student performance.	Director & Assistance Directors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## Academic Goals

### *Instructions*

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

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

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

**GOALS:** Write your goals as goals to be Specific, 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 169 industry certifications earned, as evidenced in FOCUS Student Information System.
2. We expect our performance level to be 220 Industry Certification by 05/30/2020.
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 50% and student performance on industry certifications would increase by 30%.

**5. SMART GOALS:**

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

The number of all students who successfully pass an industry certification exam will increase from 169 to 220, as measured by FOCUS data.

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

- Intensify supports for students in obtaining industry certification.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure all programs have sufficient material to support their curriculum frameworks.	Director, Assistant Directors & Instructors	Ongoing
Model & demonstrate how teachers can effectively utilize questions to assist students in elaborating on content.	Director, Assistant Directors & Instructors	Ongoing
Model & demonstrate how teachers can differentiate instruction to meet the needs of their students.	Director, Assistant Directors, Guidance Counselors, & Instructors	Ongoing

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Fall and Spring District Wide Trainings	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Marzano Training for Teachers	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional Learning Community Meetings	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**B. OCP Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 967 OCPs completed, as evidenced in the Focus Student Information System.
2. We expect our performance level to be 1064 by 05/30/2020.
3. The problem/gap is occurring because students are not completing their programs.
4. If more program completions would occur, the problem would be reduced by an increase in reported OCPs and student attaining an OCP would increase by 10%.

**5. SMART GOALS:**

Student attainment of OCPs will increase by 5%

The number of all students earning an OCP will increase from 967 to 1064, as measured by FOCUS data.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure all programs have sufficient material to support their curriculum frameworks.	Director, Assistant Directors & Instructors	Ongoing
Model & demonstrate how teachers can effectively utilize questions to assist students in elaborating on content.	Director, Assistant Directors & Instructors	Ongoing
Model & demonstrate how teachers can differentiate instruction to meet the needs of their students.	Director, Assistant Directors, Guidance Counselors, & Instructors	Ongoing

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Fall and Spring District Wide Trainings	All Instructors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Training for Teachers	All Instructors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Community Meetings	All Instructors	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**C. Completer Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 36%, as evidenced by FOCUS data.
2. We expect our performance level to be 70% by 05/30/2020.
3. The problem/gap is occurring because students receive basic skills and leave the program for full time employment.
4. If more emphasize were placed on program completion would occur, the problem would be reduced by 20% and student learning gains would increase by 34%.

**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 36% to 70%, as measured by FOCUS data.

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

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Identify resources for certification study sessions.	Director, Assistant Directors & Instructors	Ongoing
Model & demonstrate how teachers can engage students in complex tasks.	Director, Assistant Directors & Instructors	Ongoing
Introduce topics related to differentiation and scaffolding in monthly Professional Learning Community meetings.	Director, Assistant Directors & Instructors	Ongoing
Program completion data discussions.	Director, Assistant Directors & Instructors	Ongoing

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

- Priority 1     Priority 2     Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Fall and Spring District Wide Trainings	All Instructors	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Marzano Training for Teachers	All Instructors	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional Learning Community Meetings	All Instructors	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**D. Enrollment Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 1519 students, as evidenced in FOCUS enrollment report. .
2. We expect our performance level to increase by 10% for the 2019-2020 school year.
3. The problem/gap is occurring because students are not receiving enough academic/social emotional support in their programs.
4. If more emphasizes were placed on academic/social emotional support would occur, the enrollment would increase by 10%.

**5. SMART GOALS:**

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

The percent of all students enrolled will increase from 1519 to 1671, as measured by FOCUS enrollment report.

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

- Continue recruitment efforts in collaboration with OWI to increase enrollment.
- Ensure that all instructors are aware of academic and social emotional supports for students.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implement a teacher recognition program to support quality program development.	Director & Assistant Directors	Ongoing
Support the OWI in their recruitment efforts.	Director, Assistant Directors, Guidance Counselors, & Instructors	Ongoing
Revise program flyers for recruitment.	OWI	Ongoing
Increase media methods of recruitment (social media, web site advertisement, program information, & school event photos).	All Staff	Ongoing
Continue with "National Signing Day" event.	Director and OWI Office	February
Participate in local business meetings (e.g. chambers of commerce).	Director	Monthly
Program Open Houses	Instructors	Ongoing
Educate staff on academic & social emotional supports/services for students.	Director, Assistant Directors, Guidance Counselors, & 504 Coordinator	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
Discuss and share recruitment ideas.	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Educate staff on academic/social emotional supports/strategies for students.	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**





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

1. Our current level of performance is 10%, as evidenced in the number of healthy snack choices in our student/staff 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 2020.
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 10% to 20% by Spring 2020.

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

- The 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?
Continue to seek healthy snack vending options.	Healthy School Team	Ongoing
Continue to offer wellness activities to staff.	Wellness Coordinator	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
Staff will participate in Wellness activities.	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

**Subgroups**

**A. 504 Goal**

**DATA SOURCES TO REVIEW:**

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

1. Our current level of performance is 37 (3%) students, as evidenced in 504 Plan.
2. We expect our performance level to be increase by 5% for the 2019-2020 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.)*

- Staff will be made aware of students who have 504 plans and their accommodations.
- Strength staff ability to ability to differentiate instruction to meet the needs of students.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
504 Plans will be reviewed annually.	504 Liaison	Ongoing
Teachers will be made aware of students 504 plans and accommodations.	504 Liaison, Guidance Counselors, and Instructors	Ongoing
Model & demonstrate how teachers can differentiate instruction to meet the needs of their students.	Director, Assistant Directors, Guidance Counselors, & Insturctors	Ongoing

**9. MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Educate staff on 504 guidelines.	504 Liaison, Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional Learning Community Meetings	All Instructors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

