



# School Improvement Plan 2017-18

## Pinellas Technical College, Clearwater

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Jakub Prokop	<b>SAC Chair:</b> Joseph Roseto
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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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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
810	3	13	15	0	66	3

<b>School Grade</b>	<b>2017:</b> No Grade	<b>2016:</b> No Grade	<b>2015:</b> No Grade	<b>Title 1 School?</b>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Learning Gains All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Learning Gains L25%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Jakub	Prokop	FT	1-3 years
Asst Principal	Radiah	Dent	FT	4-10 years
Asst Principal	Claudius	Effiom	FT	Less than 1 year
Other	Candace	Gioia	FT	20+ years
Teacher Leader	Chuck	Thackrah	FT	4-10 years
PCTA Lead	Betty	Greenlaw	FT	4-10 years
Guidance Counselor	Merritt	Scott	FT	4-10 years
Teacher Leader	Harry	Roberts	FT	4-10 years
HPO	Jerry	Workman	FT	1-3 years
Teacher Leader	Brian	Minkin	FT	4-10 years
Teacher Leader	Shawn	Galyen	FT	4-10 years
Teacher Leader	Rose	Audibert	FT	11-20 years
Teacher Leader	Fred	Rodgers	FT	20+ years
<b>Total Instructional Staff:</b>	<b>53/FT and 64/PT</b>		<b>Total Support Staff:</b>	<b>29/FT and 2/PT</b>



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The students, faculty, and staff will work together to provide a safe learning environment as evidenced by various school-sponsored surveys and reports.

- Crisis Management Plan
- School Safety Reports
- Chemical Inventory Reports
- Surveys: Completer Survey, Student Satisfaction Survey, and Climate Survey

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

- The Code of Student Conduct for Post-Secondary Career, Technical, and Adult Education is shared with all students, faculty, and staff.
- Pinellas Technical College employs a progressive discipline process based on the Code of Student Conduct.
- We will implement a multi-tiered discipline process. This will include escalating student behavior issues to the following in order: (1) Guidance counselor, (2) assistant director, (3) and director. This plan will allow the students to voice their concerns and provide multiple opportunities to create a win-win situation

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

To meet the social/emotional and academic needs of our students, PTC will ensure that all students have access to the following resources based on their needs. Faculty and/or guidance staff will meet with each student during the course of the year to determine individual student needs.

Ongoing academic and social support systems:

1. **SkillsUSA:** This Career and Technical Student Organization (CTSO) supports students through extra curriculum activities and competitions held in the spring.
2. **National Technical Honors Society:** This organization promotes student academic success at all levels of the college.
3. **Phi Beta Lambda:** This organization promotes student academic success and social/emotional needs in the business education department.
4. **Media Center:** The media center supports student academic and social needs by providing computer access after regular hours as well as a gathering place for students.
5. **Guidance Department:** Counseling professionals reach out to all students to discuss their academic and personal needs in a safe and caring environment.

6. **Youth Connect:** The Youth Connect program provides a financial means for certain population students to enroll in school and acquire needed materials for class.
7. **Placement Coordinator:** The placement coordinator assists students with finding jobs and administers financial assistance from the Perkins grant.
8. **Student Council:** Student Council allows students to interact at a leadership level. The council recommends changes to the administrative staff of the college to create a positive environment on campus.
9. **Professionalism Workshops:** Conducted throughout the year at various times focusing on the development of workplace characteristics.
10. **SHARP Program:** This program provides students with cosmetology and barbering services to adjust their look in preparation for interviews.
11. **Interview Like a Pro:** This is a curriculum implementation program where students are interviewed by industry members, specifically HR professionals, with a focus on job knowledge, technical skills, and ability to perform to technical expectations.
12. **STAR12** training series during special professional development sessions as well as faculty meetings.

School and community event that promote academic and social success:

1. **New student orientation:** At the beginning of every term. Introduces students to the various policies, procedures, and resources.
2. **SkillsUSA Picnic:** Held in the fall. This event promotes student participation in the CTSO and provides a means for students to interact with staff and the student body.
3. **Open House:** Held in October. The open house event promotes student involvement in showcasing the technical programs and promotes staff and current student interaction with prospective students.
4. **Career Fairs:** Fall and Spring. Career fairs allow students to interact with potential employers. They support students' success by showing students what they can strive for, increasing intrinsic motivation.
5. **Meet and Greets:** At the start of each term. The meet and greets allow students to interact with each other and staff, helping to build a positive school culture.

#### Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Pinellas Technical College is dedicated to meeting the diverse needs, (physical, social, and emotional) of all students. The faculty and staff have been directed to refer students to the guidance department for assistance and counseling. The counselors are refer the students to a variety of support organizations for assistance: In order to provide the highest level of service we team with community organizations, such as:

1. **CareerSource Pinellas:** Provides tuition assistance, certification vouchers, as well as career services and job placement.
2. **Youth Connect:** Provides young students with tuition assistance as well as money for tools, books, and equipment while enrolled at PTC.
3. **Pinellas County Sheriff's Office:** PTC Clearwater has an agreement to run a cafeteria for the Sherriff's office. This provides students with real-world experience as well as a service to workers at the Sherriff's headquarters.

4. **Light House for the Blind:** Provides assistance for vision impaired students and guidance for the college as related to providing accommodations for learning.
5. **Pinellas Public Library System:** Provides space for PTC literature and information about the college.
6. **Suncoast Hospice:** Provide social service resources and grief counseling.
7. **National Alliance on Mental Illness:** Provides social services and counseling.
8. **Directions for Living:** Provide alcohol and drug abuse counseling services.
9. **Vocational Rehabilitation:** Provide tuition and job coaching to assist students with special needs to transition into the workforce.
10. **PTSA:** The Pinellas Suncoast Transit Authority partners with PTC to provide free bus service for students who show their PTC ID.
11. **Pinellas Refugee Education Program (PREP):** This program assists persons with refugee status with their assimilation in the American culture. The program provides ESOL classes and assistance with everyday processes.
12. **Lutheran Services:** Provide funding and support for people with financial needs.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Student data is monitored including attendance, withdrawal codes, Occupation Completion Points (OCP), Literacy Completion Points, Job Placement and College and Career transitions. Additionally, we monitor Pre- and Post-tests, such as TABE and CASAS.<Propose to delete this statement and replace with the following>

School culture is monitored using two types of surveys, AdvancED and PTC Student Satisfaction. Both surveys provide a variety of information that help leadership make decisions to improve the school. In addition, each survey has unique aspects and purpose. The AdvancED survey is used to monitor various aspects of the school as defined by AdvancED to maintain national district-wide certification. The PTC Student Satisfaction survey is used to assess school climate in-house to make unique adjustments at the local level as part of school improvement.

Due to the unique nature and purpose of each survey, they are not comparable for data analysis. However, the data each survey provides is important in its unique way. Each survey is analyzed by school leadership to help adjust curriculum, operations, culture, facility, and instruction.

The school has also developed internal reporting systems to maintain appropriate student information to meet state and federal requirements such as IPEDS, COE, Gainful Employment, and various Financial Aid reports.

### High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership expects all staff members to participate in professional development offerings that will positively impact the learning opportunities of their students. School leadership monitors completion, placement, and licensure rates of all program, as well as industry certifications. School leadership expects all staff members to foster an environment of continuous improvement based on student performance measures. Performance measures are discussed at staff meetings and PLCs. Professional development is designed to meet gaps in performance measures and is aligned to the instructor evaluation system.

We have developed a Student Academic Support (S.A.S.) program. This program specifies when teachers are required to check on the academic progress of each student. If progress is not being maintained, as related to the curriculum pacing chart, the teacher will conduct a conference with the student and document the outcomes, as well as the support needed. This document will be sent to student records and added to the student’s electronic grading system. In addition, the Financial Aid office will be notified to ensure that the student is aware of their financial aid standing.

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Promote an inclusive environment to increase student satisfaction as measured by the student satisfaction survey administered bi annually, with a 90% minimum score on all categories in questions #5 and #7.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Targeting categories which were not rated at 90% (Financial Aid, Guidance, and Job Placement) for an increase in performance as well as maintaining the momentum in categories rated above 90%.	Jake Prokop – Director
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Reduce the learning gap between Black and Non-Black students by 2% (target of 68% of black OCP attainment) as measured by annual OCP attainment.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Ensure that instructors are providing differentiated instruction and have a cultural focus to align with overall school goal for creating an inclusive atmosphere to decrease the 2% learning gap between black and non-black students.	Leadership Team
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
Increase the enrollment of Hispanic students by 12% (n=100).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Create an outreach program for the local Hispanic community including print and online materials in Spanish, promote Continuing Education classes in Spanish, create a school environment that appreciates the various Hispanic cultures.	Leadership Team and the Office of Workforce Innovation



## Standards-Based Instruction for Learning

Connections: District Strategic Plan •Goals 1,2,4,5  
Marzano Leadership •Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Pinellas Technical College provides rigorous instruction that aligns with FLDOE state standards via program curriculum frameworks. Each program’s curriculum framework consists of one or more occupational completion points (OCP). The school utilizes an electronic grading system that tracks student progression through the OCPs. Success is measured by the percentage of OCP completers as compared across annual

data. OCP completion rates need to meet the Council of Occupational Education (COE) standards. PTC strives to exceed the COE requirements.

Pinellas Technical College offers multiple industry certifications. These certifications are aligned to various state curriculum frameworks across entire programs. Success is measure by student attainment of industry certifications/licensures as compared to annual data.

1. Standards based instruction is correlated to industry certification attainment. For the year 2016-17 Clearwater campus achieved 208 CAPE funded certifications, an increase of 118 from the previous year, 130% increase. These certifications (n = 208) as compared to graduates (n= 458) equates to an attainment rate of 45%.
2. To ensure standards based instruction is occurring in the classroom, the district has implemented the Marzano Framework for teaching. Last year was the second year for implementation of the framework at PTC. Teachers have been observed and evaluated on their instructional practice. Most teachers received a satisfactory rating in this component on their evaluations.

**8.** In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

1. To ensure that all students complete their programs within the state recommended program length in clock hours. PTC will work with teachers to develop tracking systems (e.g. pacing guides) for each course in each program. In addition, PTC will implement the student academic assistance (S.A.S.) program. This program will ensure that teachers check on student progress at 2 week intervals to determine if the student is in danger of failing. In turn, this will provide a natural check of student performance.
2. Continued focus on Industry Certification attainment. At the current attainment rate of 45% of graduates or 208 certifications, the Clearwater campus will focus on increasing the total amount of certification proportionately to reach 85% attainment rate.
3. Continued development of Marzano Elements in the classroom. The administrative team will work with teachers and department heads to continue and bolster Element 1: Goals and Scales, and Element 2: Student Tracking to support standards based instruction as well as a high level of rigor in the classroom and lab areas.

**9.** Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Students must achieve satisfactory performance scores on individual standards. Student growth is measured using scales and rubrics aligned to their program standards.

Our instructors utilize both formative and summative assessments to track student progress and to develop individual and group instruction. These practices will be evaluated using the teacher designed tracking systems and their effectiveness in maintaining student program progression. This measure will be related to a baseline of student expected graduation at 100% of program hours.

Data will be reviewed and shared with teachers individually when developing their Deliberate Practice Plan (DPP). Teachers will self-evaluate and establish goals. Together the teacher and administrator will collaboratively determine the training they believe needed and develop a specific timeline to accomplish

this plan. For this year, elements 1 and 2 on the Marzano Framework will be suggested to teachers as a main DPP goals.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Pinellas Technical College provides learning experiences for our students that meet the needs of business and industry to enter the workforce. Curriculum is aligned with FLDOE curriculum frameworks and enhanced with input from program advisory members. The following support systems are in place to assist students in their transition to the workforce or further education based on individual needs:

1. **Student Services Department:** This department provides students with a variety of planning and support services that help students make appropriate decisions based on individual needs.
2. **Clinicals:** Specific programs have a clinical requirement that places students in the world of work to assist them in honing their skills as well as career development.
3. **Externship:** Specific programs have an externship requirement that place students in the world of work to assist them in honing their skills as well as career development.
4. **Cooperative Education:** Students have an opportunity to receive credit and a wage while working in their career fields.
5. **Technical Resource Center:** The technical resource center assists students in their academic development to increase their ability to perform at a high level while working.
6. **Career Readiness:** Resume and interview skills workshops are held on a regular basis to help students create resumes that will assist with placement in the workforce.
7. **Industry Visits:** Many students visit industries and businesses to gain a contextual understanding of the work environment prior to completing their technical training.
8. **Job Placement Coordinator:** The placement coordinator assists students with locating and interviewing for jobs.
9. **Advisory Committee:** Each program has a functioning advisory committee that supports the program and hires students.
10. **Job Board:** There is an online job board that is maintained by the placement coordinator.
11. **Dual Enrollment Program:** The dual enrollment program helps high school students' transition to the college by providing an opportunity for students to take college courses prior to graduating from high school.
12. **Occupational Specialists:** The occupational specialists visit high schools to promote the college and assist students in either dual enrollment or entering the college upon graduation.
13. **Articulation Agreements:** Articulation agreements are designed to promote a career pathway as students transition to higher education. The college has local and state-wide agreements in place.

**Career Pathways:** The career pathway program is designed to promote (both dually enrolled high school and adult) mobility through the various components of the system on their way to a viable career. Students in the ABE programs are given information on how to move into the technical college program as the next step in their educational attainment.

 Standards-Based Instruction / Key Goals and Strategies

**Goal 1:** What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?

All instructors will continue to implementation the Marzano Instructional Framework for Teaching throughout all aspects of their program, specific focus will be on Elements 1 and 2.



How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
I-observation, Deliberate Practice Plans (DPP), artifacts (e.g samples of goals and scales and tracking systems), formal/informal evaluations, walkthrough data, conversations, and student evidence	Campus Administration
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Every student attains an industry certification through preparation using standards-based curriculum.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Industry certification data is collect through the Florida reporting system. This data is uploaded to the FL Department of Education.	Leadership Team
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



## Collaboration for Professional Growth

Connections:

**District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

As a baseline all staff strongly support the notion that all stakeholders in our school should participate in a collaborative learning community and will increase our positive working relationship by meeting both informally and formally. The college has the following systems in place for all teachers:

1. College provides PTC attire
2. Faculty holiday celebrations
3. Birthday acknowledgements
4. New teacher mentoring program
5. Transition to Teaching (TTT) program for new teachers
6. Wellness program
7. Hospitality program
8. Retirement celebrations

Growth Areas

1. Improved communication: Increase and frequency of PLCs and create standing topics to encourage communication.
2. Restructure the Department Head structure to better reflect the needs of the college. The focus of the department heads should be empowerment as well as instructor support through accountability systems.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Instructors will meet in a PLC to collaborate and share student retention strategies, industry certification goals, resources, completion and placement data. The PLC will be led by the program department chair. PLC meetings will be held monthly with standing agenda items of (a) school culture and (b) Marzano implementation.

We will double the amount of staff meetings, meeting every month. The format of the meetings will change to reflect a more collaborative nature as opposed to the current system which is based on information dissemination. Group activities and interaction will be encouraged around topics of culture, workplace readiness, professionalism, teaching practice, and advisory committee improvement.

**Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Over the past year, Pinellas Technical College has implemented the Marzano Instructional Frameworks, accompanied by many professional development opportunities, school and district-based. The result of these trainings have been utilization of the Goals and Scales, as well as an increased focus on student-focused learning, and increased teacher monitoring of students for comprehension of learning target. Instructors developed pacing charts and demonstrated to students how to keep track of their academic performance.

This year, professional development provided by the district, as well as site based, will focus on standards-based instruction. Teachers will have opportunities to continue their understanding and implementation of the Marzano framework.

This year professional development will center on the following items:

1. Continue Marzano implementation
2. Advisory committee development and purpose
3. Defining the importance of the technical occupation, not the job.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Fall District-wide Training	Pre-School and Summer	FT Instructors	Highest student achievement. District and FLDOE State Updates.
Marzano Training for Teachers	Monthly	FT Instructors	Increased understanding of Marzano Instructional Framework and evaluation system

Professional Learning Community Meetings	All year	FT Instructors	Build collaboration within the departments that result in highest student achievement.
Advisory Committee Development	All year	FT Instructors	Using a curriculum impact approach to increase quality engagement with advisory members.
Technical Content Trainings	All year	FT Instructors	Technical training updates keeping instructors aware of new and emerging technologies, processes and concepts in their fields.
Spring District Wide Training	February	FT Instructors	Review of concepts that promote student achievement.
Customer Service Training	Staff Meetings	FT Instructors	Increased focus on customer service and staff responsiveness to outside inquiries about the college.



## Family and Community Engagement

Connections:

**District Strategic Plan** •Goals 1,3,6,7  
**Marzano Leadership** •Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Pinellas Technical College’s School Advisory Committee (SAC) and program advisory membership consists largely of community partners. The majority of our students are adults and community partnerships increase their opportunity for gainful employment. Building and maintaining positive relationships with community partners, students and their families is a vital link to our success. Pinellas Technical College will continue to build relationships with community partners to increase our students’ opportunities to develop leadership skills and employability success.

- Continue to provide Pinellas Technical College Presentations for community organizations and tours of our campus to enhance partnerships.
- Administrators are members of the surrounding chambers of commerce, partners with CareerSource and the Pinellas County Economic Development Board.
- Career Technical Student Organizations hold food and toy drives each year and donate to children in the local community.

- The family and community relations liaison who handles campus volunteers.
- Individual program advisory committees provide input to support quality programs and offer employment to program graduates.
- Create the Pinellas Technical College Alumni Association to help support student through community engagement as well as create a new community for student mentorship, recruitment, scholarship and workplace readiness, retention, and networking.
- We will invite advisory committee and community members to visit the campus for meet and greets.
- We will create an advisory committee appreciation night.
- Continue the strategic development of the Office of Workforce Innovation to establish communication channels for the local community, high school students, and business partners to disseminate the added value PTC can provide.
- Increase the use of Facebook and Twitter as the primary tools for dissemination of campus activities to students and community.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Instructors developed pacing charts and show students how to keep track of their academic performance.

We have developed a webpage for community members called “get engaged”. This site offers non-students and the community a good look at the campus and student life

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

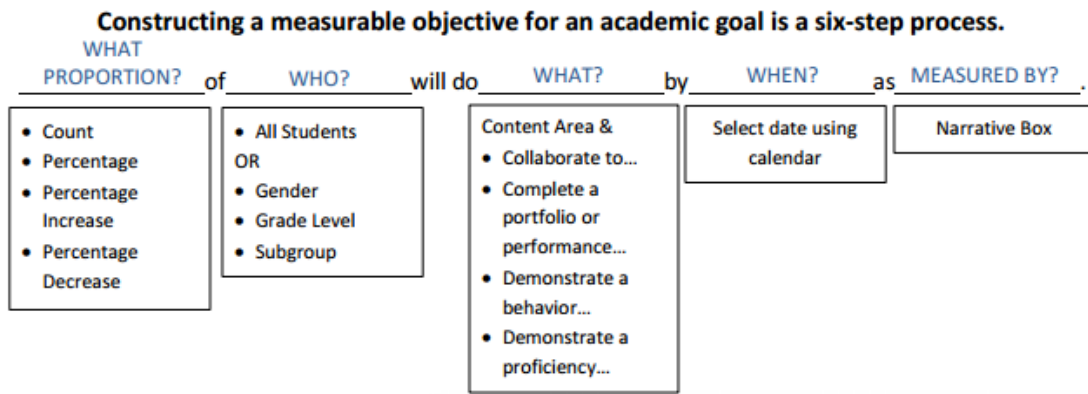
\*Note: Please use your own school data resources or best estimates in completing this inventory.

 **Family Engagement / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Position Pinellas Technical College as an economic development entity through data driven communication to the local communities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Support the OWI to provide quality communication and student success stories to enlighten the local community on the impact of PTC and its future developments.	Leadership Team and the Office of Workforce Innovation
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Position Pinellas Technical College as a community resource through the full-scale implementation of the Office of Workforce Innovation (OWI).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The OWI will provide community outreach, enrichment classes, high school outreach, and business partnerships.	Leadership Team and the Office of Workforce Innovation
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – Targeted School Goals / Action Steps

### Academic Goal



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Guidance Department
All students will achieve their minimum program literacy goal as determined by the state prior to their completion of the program.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Students take the initial TABE test within six weeks of their entrance to the program, unless exempt.	Each student has a valid TABE score, unless exempt.
As needed, students are registered into the appropriate Adult General Education course to achieve their program literacy goal	Each student who does not meet the state TABE requirements for their program, is registered for ABE classes.
Student ABE progress is monitored by the leadership team throughout the school year	All students that do not meet their ABE requirements attend ABE classes regularly.

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Guidance Department
All students will achieve their minimum program mathematics goal as determined by the state, prior to completing their program.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Students take the initial TABE test within six weeks of their entrance to the program.</p> <p>Student is registered into the appropriate Adult General Education course to achieve their program literacy goal.</p> <p>Student ABE progress is monitored by the leadership team throughout the school year</p>	<p>Each student that does not meet the state TABE requirements for their program, is registered for ABE classes.</p> <p>Each student that does not meet the state TABE requirements for their program, is registered for ABE classes.</p> <p>All students that do not meet their ABE requirements attend ABE classes regularly.</p>

Science Goal	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b> Student Enrollment	<b>Goal Manager:</b> Campus Administrators and the Office of Workforce Education
Increase student enrollment by 10% as evidenced by the COE (Council on Occupational Education) Annual Report	
Actions / Activities in Support of Goal	Evidence to Measure Success
Develop, implement, and review marketing activities quarterly.	COE Annual Report (Student Enrollment Data)
Continue to work with local community to implement new programs based on workforce needs.	Attend community economic development meetings and implement new programs related to needs.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Data Goal	<b>Goal Manager:</b> Campus Administrators
Crosswalk data reporting systems to promote ease of communication and decision making.	
Actions / Activities in Support of Goal	Evidence to Measure Success

IPEDS, FETPIP, Gainful Employment, and COE reporting practices are reviewed.	All reporting variables are identified and cross walked between reports.
Design and build data systems that provide real-time data elements as related to the reports.	A data management system is established that populates all variables from multiple sources as required by the reporting agencies.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Leadership Team
Reduce the learning gap between Black and Non-Black students by 2% (target of 68% of black OCP attainment) as measured by annual OCP attainment.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Monitor the implementation of the Student Academic Support system for black students.	The S.A.S. will be used 100% of the time with black students.
Monitor the use of culturally responsive teaching practices.	PLC minutes will reflect the use of culturally responsive teaching practices.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Leadership Team
Compare the performance of ELL students with non-ELL students in certificate programs.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Design a monitoring system for ELL students in certificate programs.	A tracking system is designed and in use.
Analyze the performance of ELL vs non-ELL students based on program completion, industry certification, and OCP attainment rates.	An annual performance report is generated.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
Place goal statement here.	
Actions / Activities in Support of ESE Goal	Evidence to Measure Success



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<b>Subgroup Goal (If Needed) Enter Goal Name</b>	<b>Goal Manager:</b>
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	Select	Select	Select	Select	#	%*
Students scoring at FSA Level 1 (ELA or Math)									

Students with excessive absences / below 90 %									
Students with excessive behavior / discipline**									
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Place goal statement here.		
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>	

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Place goal statement here.		
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>	

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

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**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Describe your academic intervention supports here.
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<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
Place goal statement here.	

Actions / Activities in Support of Goal	Evidence to Measure Success

**Section 3 – Required Items / Resources**

**Instructional Employees**

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	53	% with advanced degrees	19
% receiving effective rating or higher	48	% first-year teachers	9
% highly qualified (HQT)*	N/A	% with 1-5 years of experience	30
% certified in-field**	100	% with 6-14 years of experience	35
% ESOL endorsed	5	% with 15 or more years of experience	26

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Pinellas Technical College recruits highly qualified instructional staff through various channels. Jobs are posted on the district website and many times on specialized job seeker media. Job postings are also given to various community organizations such as chambers of commerce, Hispanic leadership, and other ethnic leadership entities. Each candidate is interviewed by the administrative staff through a comprehensive formal interview and, in some cases, a performance interview. We retain such staff by providing monthly staff meetings, specialized volunteer training, access to professional organizations, ability to attend professional conferences, and other professional development activities throughout the year.

**SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Jakub	Prokop	White	Principal
Boe	Norwood	Black	Principal
Jeannie	Pappas	Other	Teacher
Terry	England	White	Business/Community
Joseph	Roseto	White	Business/Community
Jose	Vargas	Hispanic	Student
Roy	Sweatman	White	Business/Community
Antwaun	Wells	Black	Business/Community
Candice	Gioia	White	Other Instructional Employee
Dolores	Stabile	White	Other Instructional Employee
Manuel	Sykes	Black	Business/Community
Ronald	Acoff	Black	Business/Community
PTCSP	Student	Black	Student
PTCSP	Student	Black	Student
Terry	England	White	Business/Community
George	Garcia	Hispanic	Business/Community
Diane	Sparks	White	Support Employee
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Chairperson:
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Please state the days / intervals that your team meets below.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan. Attached budget if preferred.

N/A