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School Improvement Plan
SY 2026-27

PTC-Clearwater

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Superintendent
Pinellas County Schools

11/9/26

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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**

School Vision	To be our communities' first choice for technical education

School Mission	To provide students the opportunity to develop national workplace competencies to fill the needs of business and industry

School Data

Total School Enrollment	**Ethnic Breakdown:**					
	Asian	**Black**	**Hispanic**	**Multi-Cultural**	**White**	**Other**
1336	48 (4%)	213 (16%)	351 (26%)	67 (5%)	649 (48%)	8 (1%)

Age Breakdown:					
Total School Enrollment	**16-18**	**19-24**	**25-34**	**35-50**	**51+**
1336	434 (33%)	371 (28%)	259 (19%)	192 (14%)	80 (6%)

Adult Ed State Targets Met	**2025**	**2024**	**2023**	**2022**	**2021**
	☐Yes ☒ No	☒Yes ☐ No	☒Yes ☐ No	☒Yes ☐ No	☒Yes ☐ No

Proficiency Rates	**Graduates with Industry Certification**		**LCP (ABE & ESOL)**		**OCP**		**Completers (COE)**	
	2025 %	**2026 %**	**2025 %**	**2026 %**	**2025 %**	**2026 %**	**2025 %**	**2026 %**
All Students	81	89	37	58	69	70	91	89

School Leadership			
Position/Role	**First Name**	**Last Name**	**Years at Current School**
Administrator	Jakub	Prokop	10 – 12 years
Administrator	Kimberly	Barker	4 – 10 years
Administrator	Carson	Bowman	4-10 years
Administrator	Raylee	Fleisch	1 – 3 years
Department Head	Shawn	Galyen	11 – 20 years
Department Head	Robert	Scicolone	4 – 10 years
Department Head	Yata	Fields	4 – 10 years
Department Head	Brenda	Frazier	11 – 12 years
Department Head	Maggie	Greenwood	4 – 10 years
Department Head			
Department Head			

Total Instructional Staff:	**FT: 49**	**PT: 38**
Total Support Staff:	**FT: 32**	**PT: 2**

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: Conditions for learning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support conditions for learning, then the percent of all students completing programs (COE reporting data) of their choosing will increase from 89% to 93%

2. Priority 2: Placement

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Industry Certifications,then the percent of all students placed in careers of their choosing will increase from 88% to 90%

3. Priority 3: Student Professionalism

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Student Professionalism, we can increase our students' participation in the National Technical Honors Society, Student Council, and SkillsUSA to a goal of 300 students participating. (2024 Data: 76 NTHS, 67 SkillsUSA, 152 Student Council)

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
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
1.	Leadership Team	All Priorities	Increase overall college performance as indicated by completion, placement, and licensure measures	• 6 once a month trainings • Teacher recognition program • Ongoing data monitoring and distribution to stakeholders • Classroom calibration visits • Focused feedback within the realm of rigor	Director	Assistant Directors, Department Heads, Faculty	Bi-Weekly administrative meetings, monthly faculty meetings, monthly school leadership meetings, and ongoing COE planning meetings, and classroom visits	• Increase student attainment of industry certifications • Increase student persistence and completion rates • Increase student placement rates

	School-based Team	**Priority Alignment**	**Why** are you doing it?	**How** are you executing?	**Who** facilitates?	**Who** participates?	**When** does it occur?	**Evidence** that it is occurring
				in the classroom • Monthly departme nt head meetings with a focused agenda.				
2.	Leadership Team	Priority 1	To align daily student activities with program standards	• Monthly leadership meetings • Continued teacher support for development of tracking systems • Monthly department meetings • Develop and implement Artificial Intelligence supports systems for the instructional model	Director and Assistant Directors	Department Heads and Instructional Faculty	Monthly leadership meetings with the director and monthly program meetings with the assistant directors	• Teachers develop tracking systems • 75% of all programs have an AI enhanced performance assessments

3.	Leadership Team	Priority 2	To increase the percentage of graduates that complete programs with at least one industry certification	• Utilize the industry certification monitoring system at each monthly program meeting • Using AI, complete an analysis of standards that correlate with industry certifications • Restructure FOCUS gradebooks to align with desired	Director, Assistant Directors, and Department Heads	All instructional faculty	Monthly leadership meetings with the director and monthly program meetings with the assistant directors	• An Industry Certification and monitoring system is in place and being used by all team members • Readiness tests will be completed for each industry certification • Scope and sequence (tracking) documents have been created and implemented for each

	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 competencies. • Using AI, develop readiness exams/processes for programs for industry certification exams • Meet monthly with each program to review industry certification progress at the individual student level				course which align with the FOCUS gradebook • Tests are created by using AI to corelate standards to industry certification exams
4.	Leadership Team	Priority 2	To increase student retention and graduation rate	• Ongoing review of COE and IPEDS data by program • Ensure all teachers use the Student Academic Support & Coaching form (SASC) system • Ensure all teachers	Director, Assistant Directors, Curriculum Specialist, Department Heads	All faculty	Monthly leadership meetings and program meetings	• Graduation rate increases at the program level • IPEDS data continues to rise from program completers • COE data for completion is above 70% for all programs • All teachers will input at least one grade into the

				follow the program scope and sequence				

	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
				• Ensure all teachers record grades into the FOCUS gradebook with fidelity.				FOCUS gradebook once a week.
5.	Leadership Team	All Priorities	To increase student placement in all programs	• Continue the implementation of the Career Rocket program • Implement two Career Fairs per year • Advertise new jobs on the student information displays • Complete the development of the "seminar series" to include (a) resume writing, (b) mock interviews, (c) note taking • Create an on – demand mock interview	Director and Assistant Directors	Teachers and students	Career rocket is ongoing, interview days will be set up depending on advisory committee availability, career fairs will be in fall and spring, information displays will be ongoing • Seminar series will occur through out the year.	• Students and teachers log into Career Rocket on a regular basis • Interview days occur as allowed • Career Fairs occur in fall and spring • Annual placement rate by program is at 84% minimum • Jobs are advertised on the information displays • We will conduct at least one cycle of the seminar series. • A survey is sent out to employers asking if they have hired anyone using Career Rocket

				process using the podcast room				
6.	504	All Priorities	To assist students in persistence through their programs when academic assistance is needed and appropriate	• Providing students with information about available assistance as described by state statutes • Providing teaching	School counselors and Assistant directors	Student services staff and faculty	Once each quarter for training and implementation updates	• Increase in students that self-disclose that need 504 assistance

	School-based Team	**Priority Alignment**	**Why** are you doing it?	**How** are you executing?	**Who** facilitates?	**Who** participates?	**When** does it occur?	**Evidence** that it is occurring
				strategies to teachers when dealing with common learning disabilities				
7.	Leadership Team	All Priorities	To increase student enrollment to capacity and offer new or additional programs to best serve the community	• Create outreach materials and disseminate to the community, specifically increase outreach to minority community groups. • Increase PTC presence in local high school CTE classrooms • Serve on local chamber of commerce boards • Share success stories with the community • Increase overall student	Office of Workforce Innovation, Director, Assistant Directors	Community organizations and high school students	Ongoing	• Enrollment of students aged 16 – 24 increases (including dual enrollment) • Overall enrollment increases • Attain membership on high school advisory committees for each PTC program • Director attends local chamber meetings and events • OWI staff recruit in high school classrooms • OWI staff attend local community event promoting PTC • Marketing campaign is created to attract non – trad students

	School-based Team	**Priority Alignment**	**Why** are you doing it?	**How** are you executing?	**Who** facilitates?	**Who** participates?	**When** does it occur?	**Evidence** that it is occurring
				enrollment by working with OWI to target under - represented and non- traditional groups as defined by lessthan 20% of the demographic • Increase dual enrollment population • Expand capacity for high demand programs • Develop a monitoring system for students who begin the registration process but do not enroll				• Increase dual enrollment population by offering new programs and exploring new schedules • Capacity is expanded as evident by increase in programs enrollment • We have a database of prospective students who began the registration process but did not enroll. • Element 451 is used to register students.

	School-based Team	**Priority Alignment**	**Why** are you doing it?	**How** are you executing?	**Who** facilitates?	**Who** participates?	**When** does it occur?	**Evidence** that it is occurring
8.	IAC Development	All Priorities	Relations with the community are imperative to the successful operation of the school.	• Strengthening of the program advisory committees • Continue the implementation of the WeHirePTC program. • Establish IAC Campus Workgroup to Focus on DOE Metrics (1P1 & 3P1 as well as CTE Quality Audit Measures) • Develop and implement a strategy for Corporate Sponsorship through the IAC.	Director, Assistant Directors, OWI, program advisory committee chairpersons	Community members and faculty	Biannually and ongoing with special workgroups	• Biannual IAC meetings are held • IAC membership maintains or grows • Program advisory committees exceed COE requirements • Information from the SAC/IAC gets sent down to the program advisory committees and information travels back up to SAC/IAC Continue to grow the WeHirePTC program. • Campus IAC Workgroup meets at least once per year • Corporate sponsorships are established

9.	Distance/Online Program Components	All Priorities	Provide options for student engagement to (a) better use of resources, (b) continue the development and use of the Florida Ready to Work program.	• Offer training on CANVAS for all teachers. • Continue the use of Florida Ready to Work in each program. • Focus on OCP A standards for the development	Assistant Directors, LMS Administrator, Curriculum Coordinator	Instructors	Ongoing throughout the year.	• Teachers take the CANVAS training. • Florida Ready to Work is used by most instructors.

	School-based Team	**Priority Alignment**	**Why** are you doing it?	**How** are you executing?	**Who** facilitates?	**Who** participates?	**When** does it occur?	**Evidence** that it is occurring
				of online units of instruction.				
				•	•	•	•	•

11.	Artificial Intelligence (AI) Committee	All Priorities	To increase the use of AI in school operations as the dissemination of this technology continues to evolve.	• Continue the AI committee meetings • Use AI to conduct an analysis of standards and industry certification alignment. • Implement pilot on AI curriculum development • Add cognition papers to AI framework • Develop a framework for PD on use of AI	• AI committee member • Assistant Directors	• Instructors	• Ongoing through monthly meetings	• The creation of an operational efficiency (bookkeeping) knowledge base • The creation of an instructional rigor (performance assessment) knowledge base. • Program standards are correlated to industry certifications. • 50% of teachers will complete the CompTIA AI Essentials Cert. • 30% of students will complete the COMP TIA AI Essentials Cert.

12.	PTC Rise – Entrepreneurship Program	All Priorities	To increase student awareness of entrepreneurship opportunities	• Expert Panel • Series of workshops	Marianne Shaffer, Director	Students	10 workshops	•Panel discussion occurs •10 workshops are delivered

Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW: 1. Student Surveys, 2. Stakeholder Surveys, 3. Student Organizations Participation

REFLECTION (4-Step Problem-Solving):

1. Our current, 2026 level of student participation in NTHS, SKillsUSA, and Student Council is approximately 295 students.
2. The problem/gap in student participation is that our students are stretched with their life schedules and/or do not realize the importance of engaging in student leadership programs.
3. If better communication/efforts around student leadership were in place, we could increase the number of students participating by 5 students.
4. We will analyze and review our data for effective implementation of our strategies by reviewing the number of student participants in student leadership programs.

5. SMART GOAL:

EXAMPLE: The number of all students that participate in student leadership programs will increase by X from the previous year, as measured by total participants by the end of the school year.

The number of students who participate in student leadership programs will increase by 5 students by the end of the 2026 – 2027 school year.

6. STRATEGIES:

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

☒ Engage all staff in increasing customer service.

☒ Strengthen staff demonstration for caring for students.

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	**WHO** is leading each strategy?	**WHEN** is it occurring?
Continue to support programs/teachers in the development and implementation of a student success recognition plan.	Teachers and Assistant Directors	As dictated by the recognition program
Implement a National Technical Honors Society luncheon 1.5 months before induction to advise students of the opportunity.	Director, Assistant Directors, Sponsors of Leadership Programs	As available
Continue to support the student council and its development.	Director, Student Council	Monthly
Continue the Professional, Teacher, Community (PTC) award program.	Director and Assistant Directors	Throughout the year
Expand opportunities for student volunteerism (e.g. student council and food pantry).	Director and Assistant Directors	Throughout the year
Continue with monthly department head meetings to empower the leadership team with appropriate tools and decision making.	Director	Monthly
Use last year's SkillsUSA National contest standards to train students for this year's competition.	Teachers, Assistant Directors, SkillsUSA Coordinator	Monthly

Use contacts at Chambers of Commerce to add volunteering opportunities.	Director	Ongoing
Implement the "Keep the Good Going" program to impact culture and sharing.	Director, Department Heads	Ongoing
Create direction to support vision of college by implementing the "Why PTC Campaign" and the "Social Responsibility" conversation. (PTC Surge)	Director	Start of school year.
Continue the use of Success Recognition Meals in Culinary	Assistant Directors	Ongoing
Design and implement a volunteer management system for students and staff to participate in local community volunteer opportunities.	Director, Ms. Janet Canfield	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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Continue to encourage student services staff to engage in leadership and customer services opportunities.	Student services department.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Identify and select instructional leaders to support student leadership initiatives (i.e., SkillsUSA, NTHS, and Student Council.	Director and Assistant Directors	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Market student leadership opportunities through PTC Surge (see above) and NTHS/Student Council on campus activities (e.g. cookouts & classroom visits) student orientation, NTHS induction, and SkillsUSA information meetings.	Director and Assistant Directors	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 93% college wide annually. We expect our performance level to be 95% by end of the school year. The problem/gap in attendance is occurring because adult students have multiple issues such as family emergencies, homelessness, transportation, financial, job related, and other obligations/emergencies, many of which are beyond their control causing them to miss school.
2. If students follow teacher recommendations on attendance and the college implements support systems to help with student issues the problem may be reduced by 2% overall annual student attendance
3. We will analyze and review our data for effective implementation of our strategies by reviewing program level attendance rates.

4. SMART GOAL:

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

The percent of all students attending class will increase from 93% to 95%, as measured by the annual FOCUS attendance report.

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

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

☒ Strengthen the attendance problem-solving process to address and support the needs of students across all students on an ongoing basis.

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Develop a support system for students who struggle to meet the new 90% minimum attendance requirement	Assistant Directors	Ongoing
Continue the use of the Student Academic Support and Counseling (SASC) system to ensure students know they are being supported through the resolution of their attendance problems.	Director, Assistant Directors	Staff meetings and Monthly leadership meetings
Implement the "Preparing Tomorrow's Competencies" theme for this year.	Director	Staff meetings
Continue to use the "Quickshot" report to monitor student progression to complete their programs as close to the 100% timeframe as possible. Add program level metrics to the monthly program meetings.	Assistant Directors and Director.	Staff and monthly program meetings
Review yearly attendance at the program level to measure attendance and identify programs of excellence in this area.	Director and Attendance Improvement Team	Ongoing
	Assistant Director	Ongoing

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Review attendance data and program performance data at the individual student level. Use the Quickshot report at monthly meetings. Add program metrics to the report to gauge the impact of attendance on overall student performance.	All instructional staff, Directors	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Continue to provide information on attendance statistics at each faculty meeting using the "scorecard" process. Add program level metrics at each faculty meeting.	All instructional staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Implement the COMP TIA AI ESSENTIALS Training.	All instructional staff	☒ Priority 1 ☐ Priority 2 ☐ 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 though the problem-solving and gap analysis processes.

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

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

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

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

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

A. Industry Certification Goal

DATA SOURCES TO REVIEW: 1. School certification attainment count, 2. Certification pass rates (where available).

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is that 89% of all PTC completers achieve an industry certification as evidenced in various Industry Certification documentation.
2. We expect our performance level to be 92% of all graduates earning a certification by the end of the 26-27 school year.
3. If continued monitoring of industry certification attainment would occur, the problem would be reduced by 3% and student learning gains would increase by students reaching the eventual 100% goal.

4. **SMART GOALS:**

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

The percent of all students achieving industry certification will increase from 89% to 92%, as measured by the end of the school year as reported in FOCUS Industry Certification.

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

☒ Strengthen staff ability to engage students in complex tasks.

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Intensify supports for students in obtaining industry certification.

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

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

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

☒ Priority 1 ☒ Priority 2 ☐ Priority 3

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

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

B. OCP Goal

DATA SOURCES TO REVIEW: 1. College wide OCP attainment (scorecard report), 2. FOCUS OCP attainment report

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70% of student attainment of an OCP, as evidenced in the FOCUS report.
2. We expect our performance level to be 80% by end of next school year.
3. The problem/gap is occurring because students withdraw early due to various reasons, such as, unclear expectations for them while enrolled at PTC, changes in student career goals, or other family matters as evidenced by an analysis of the FOCUS report withdraw codes.
4. If student clarity of our students, college wide and program wide, would occur, the problem would be reduced by 10% and student learning gains would increase by a 10% increase in student OCP attainment.

5. SMART GOALS:

EXAMPLE: The percent of all students earning an OCP will increase from 67% to 80%, as measured by completion report.

The percent of all students attaining an OCP prior to withdraw will increase from 70% to 80%, as measured by the FOCUS report.

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

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

☒ Strengthen staff ability to engage students in complex tasks.

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Continue the OCP celebrations across most programs on campus.	Director, Curriculum Specialist, Records Office, Assistant Directors	Monthly recognition meetings.
During the 1st semester, monitor and document each students' withdraw reason to analyze in January.	Assistant Directors	Ongoing till January
Continue to use the Persistence Report to monitor how many and at whichpoint students are early exiting programs.	Director, Assistant Directors	Monthly
Review program syllabi to ensure expectations are clearly defined and aligned to standards and industry certifications	Assistant Directors	Launch in August, ongoing
Review the career development and program selection process with student services and implement the Element 451 program.	Director, Assistant Directors	By October 2025
Reinforce the student onboarding process for all programs.	Assistant Directors and Faculty	Ongoing
Review the ONET profiler program to determine if implementation would effectively support the SIP and school mission.	Director and Department Heads	Department head meetings.

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

☒ Priority 1 ☒ Priority 2 ☐ Priority 3

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

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Continue to provide training to staff on standards alignment.	All Instructional Staff and Assistant Directors.	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Develop the standards-based outlines for all performance standards using artificial intelligence programs such as ChatGPT.	All staff (instructional and support)	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Develop a "Knowledge Base" using Artificial Intelligence (AI) to promote the performance assessment learning model.	Assistant directors, AI Committee	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

C. Completer Goal

DATA SOURCES TO REVIEW: COE Annual Report – Completion Data

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 89% of all students complete their program, as evidenced in the COE report.
2. We expect our performance level to be 93% 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 4% 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 89% to 93%, as measured by the FOCUS withdraw report.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Continue to implement the Student Academic Success and Counseling (SASC) with fidelity across all programs.	Director, Assistant Directors	Monthly
Continue to use the student tracking data to ensure each student is on track to complete on time. Intervene with students who are in the "red" or "yellow" of attended vs scheduled hours.	Assistant Directors	Monthly
Analyze each withdrawal to determine cause and if assistance could be given to encourage student return and completion.	Director, Assistant Directors, Records, Curriculum Specialist	Monthly

Continue to implement the Rookie Retention Program under Ms. Canfield's leadership.	Director, Ms. Janet Canfield	August 2025
Continue to discuss student attendance in monthly program meetings.	Leadership team	September 2025
Continue the resume, mock interview, and note taking program.	Assistant Directors	One event in the fall and another in the spring.
Add strategies to increase student leadership experiences through career development and student organizations.	Assistant Directors, NTHS, Student Council, SkillsUSA	Ongoing
Review opportunities, at the program level, to teach "Customer Service Skills" to students.	Assistant Directors, Instructional Staff	Ongoing
Review student placement processes to support emphasis on creating value in a workforce changing economy.	Director, Placement 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**
Monthly program meetings with assistant directors.	All instructional staff	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Data sharing, longitudinally, during faculty meetings. Add completion data to our "Performance Report" and share at each faculty/staff meeting.	Director and assistant director	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Ongoing review of every withdrawal code and alignment to FOCUS data.	Assistant Directors, Curriculum Specialist	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Identify student withdrawal situations that could be prevented within the capacity of the school and community.	Director, Assistant Directors, SBLT	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Require department heads to bring best practices in a pre - determined area to the leadership meetings. We will identify 10 topics/areas in our first leadership meeting.	Director, Department Heads	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
Develop "collaboration lessons" between programs to allow practice workplace simulation skills (customer service).	Assistant Directors, Instructional Staff	☐

D. Enrollment Goal

DATA SOURCES TO REVIEW: 1. Year over Year Enrollment, 2. Apprenticeship Enrollment (if applicable).

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is an enrollment of 1336 certificate students, as evidenced in the FOCUS enrollment report.
2. We expect our performance level to be increased by 50 students by the end of the school year.
3. The problem/gap is occurring because many programs are full and the campus is reaching capacity.
4. If programmatic changes, additional section offerings, and innovative scheduling would occur, the problem would be reduced by more student attending PTC Clearwater and student learning gains would increase by an additional 50 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 1336 to 1386, by offering new scheduling options for evening classes, as measured by the FOCUS enrollment report.

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

☒ Increase the visibility of PTC in the community in the chambers of commerce and other business entities

☒ Expand the social media presence of PTC internally and externally to promote success and programs

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Continue the teacher recognition program, PTC Award, to support quality program development.	Director	Ongoing at staff meetings
Support the OWI office in their recruitment efforts.	Director	Ongoing
Focus on rigor in the classroom through teacher development, calibration walk throughs and focused feedback.	Director, Assistant Directors	Monthly
Continue to expand social media presence across varied platforms.	OWI	Ongoing
Continue with “National Signing Day”.	Director and OWI	February
Participate in local business meetings (e.g. chambers of commerce).	Director	Monthly
Participate in “Manufacturing Day”	OWI	October
Continue with campus open house.	OWI	November
Continue the development of the Dual Enrollment	Assistant Directors	Ongoing
Explore and implement new afternoon programs.	Director, Assistant Directors	Ongoing
Redesign the Website	Director, Ms. Marianne Shaffer	Complete in Fall 2026
Incorporate AI systems into the instructional model	Director, Assistant Directors	Ongoing
Improve focus on programs which do not have 20 or more students.	Director, Assistant Directors	Ongoing

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

☒ Priority 1 ☒ Priority 2 ☐ Priority 3

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

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

E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is quantified in five annual wellness events, as evidenced in the wellness report from the wellness coordinator.
2. We expect our performance level to be higher in participants during same number of events by end of next school year.
3. The problem/gap is occurring because the historical culture of PTC does not allow for campus wide participation at events due to the class schedule.
4. If a focus on the promotion of wellness would occur, the problem would be reduced by having more staff, especially instructional staff, participate in wellness events.

5. SMART GOALS:

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

The number of wellness events will increase from 5 to 5 total, in addition to the school culture events (4 annually).

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

☒ Promote wellness at faculty meetings and vie email communication

☒ Include wellness events for students

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

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

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

☐ Priority 1 ☐ Priority 2 ☒ Priority 3

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

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Work/Life Balance Program	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Biometric Screenings and Flu Vaccines	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Financial Planning	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

Tampa Bay Mobile Mammography Bus	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Dietary Health Program	Open to all staff and students.	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Community building events (e.g. chill cook off, soup competitions, Salad days, etc.)	Open to all staff	☐ Priority 1 ☐ Priority 2 ☒ Priority 3
Campus wide BBQ cookouts	Open to all staff and students	☐ Priority 1 ☐ Priority 2 ☒ Priority 3

Subgroups

A. 504 Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is summarized by 26 self-reported 504 students for the school year, as evidenced instudent 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 self-reporting even though enrollment has increased.
4. If we could eliminate the perceived stigma associated with self – reporting of a 504 status, more students would take advantage the benefits.

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 26 to an unknown number due to the nature of any self-reporting process, as measured by the student services records.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 504 learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Educate new and current students on the process and benefit of self-reporting their need for a 504 plan

☐ Write Strategy

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Continue to use created materials to assist students in the decision process of self-disclosure of need for accommodations.	Student services, staff, and directors	Fall of 2025
Include 504 disclosure opportunities in the element 541 registration process.	Director and Element 451 Implementation Team.	During Element 451 implementation.

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	☒ Priority 1 ☒ Priority 2 ☒ Priority 3