



EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání



School action plan for the development of education for the period 2019 to 2022

Name of the school: Secondary Industrial School of Mechanical and Electrical Engineering, ýeské Budýjovice, Dukelská 13

School address: Dukelská 260/13, 371 45 ýeské Budýjovice

RED IZO schools: 600008207

Director of the school: Mgr. Jaroslav Koreš, Ph.D.

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MLÁDEŽE A TĚLOVÝCHOVY

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1. Characteristics of the school

The Secondary Industrial School of Mechanical and Electrical Engineering is a vocational school with a long tradition. At our school, students study two fields - electrical engineering 26-41-M/01 and mechanical engineering 23-41-M/01. Studies in both fields are four-year, full-time and completed by a matriculation exam. The capacity of the school is 480 pupils (each branch has two parallel classes), the usual number of pupils is 430. In the field of electrical engineering, pupils in the 3 years are divided into the specialization of high-current or low-current electrical engineering, in the field of engineering, pupils choose the specialization of engineering or economics.

Study prepares students especially for university, but after graduating from our school, our students have no problem finding a job even without a university education.

We are faced with similar problems as schools with a similar focus - the lack of interest of primary school students in studying at vocational schools, the different levels of students entering our school, or the lack of funds to renew the school's technical equipment.

Some of our students are successful both in their studies (good results in professional competitions or SOC), as well as in university studies or in the work process. Thanks to this, our school has a good name among companies in the region as well as among parents and students.

2. Analysis of the situation and needs

2.1 Development of career counseling, including the prevention of early leaving education

Career counseling is closely linked to the specific situation on the labor market. The advantage of our school is its technical orientation and thus the permanent interest of companies in our graduates. We cooperate with businesses in řeské Budějovice and the surrounding area, we provide professional excursions, and this year, for the first time, we organized a Day for Companies, i.e. a day of presentations of individual companies. Here, our pupils could arrange summer jobs in companies, professional practice or supervision of a long-term graduation thesis. However, most of our graduates continue their studies at universities, which is why we also focus on providing information about schools in the same field. Every year, our students visit the open days of the Technical University. We also organize a University Presentation Day right on the school premises.



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Career counseling also includes the recruitment of new pupils and the presentation of our school at primary schools in the entire South Bohemian Region. School management and pedagogues teaching professional subjects participate in this task. In the school, as part of the IKAP project, cooperation with eighth- and ninth-grade students is taking place, where we try to support their interest in technical education. Every year we organize an open day for primary school students and their parents.

Career counseling also includes the prevention of pupils leaving school early. Class teachers, individual teachers and educational advisors are involved in this activity. We work individually not only with individual students, but also with their parents. Every year, we solve the problem of financing the overtime hours of teachers.

We do not have an established function of a career counselor at the school, his work is divided between the educational counselor and the other pedagogues of the school.

2.2 Support of competences for entrepreneurship, initiative and creativity

Support for entrepreneurship competences is an integral part of modern education at secondary schools. At our school, this issue is integrated mainly into economic subjects, including accounting, where we introduce students to the principles of business and lead them to initiative and creativity in this area. Due to the low subsidization of economics subjects in the ŠVP, we are trying to implement entrepreneurship in other professional subjects as well. Fourth-year students can combine knowledge from professional subjects with knowledge from economics and accounting in their long-term graduation thesis. At school, we do not have any interest activities focused on economics and business management or on practical education in this field. We try to support pupils' entrepreneurship within their technical expertise.

2.3 Support for polytechnic education

Polytechnic education is and will be placed at our school as essential for the further development of the school.

As part of the IKAP project, the so-called polytechnic education is already taking place this school year - for example, a visit to primary school pupils, especially from the eighth and ninth grades, the purpose of this activity is to show pupils the possibilities of physics, mathematics, engineering, electrical engineering and other technical fields. We cooperate with elementary schools in the immediate vicinity, e.g. ZŠ Dukelská, ZŠ Máj I. and others. As part of polytechnic education, we offer basic editing of photos, paintings and video sequences, their processing, storage and use in practice.

In the field of electrical engineering, we work in the field of polytechnics with basic electrical quantities, such as voltage, current and power, and their application in real experiments. In the field of optics and lighting technology, we demonstrate real experiments with the measurement of electrical power and light output for conventional light bulbs, halogen bulbs, fluorescent lamps, discharge lamps and LED technology.



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In the field of mechanical engineering, we show the real grinding of various types of stones, their cutting, grinding and polishing, this part of polytechnic education is very popular with elementary school students.

Another part of education in the field of mechanical engineering is working with metal materials, e.g. measuring lengths, diameters and other parameters with defined accuracy.

Another possible option within engineering is working on a 3D printer, i.e. design, modification and 3D printing.

Within the framework of polytechnic education, we are primarily based on the ŠVP, i.e. we arrange and implement professional excursions for the pupils of our school, the excursions are supplemented by compulsory internships in companies in the second and third year.

We assume that we will deepen and improve this area, especially with the help of the Template II project, where we will create, for example, project days, use coordinators between the school and companies according to the possibilities of the school, and many other activities according to the possibilities of Template II.

2.4 Vocational education, including cooperation between schools and employers

Vocational education support is essential for the further professional development of our secondary school. One of the forms of cooperation is the participation of an expert from practice in the assignment and management of professional theses, so-called including cooperation in the assignment of graduation theses, this cooperation ensures a close link between the school (student) and the professional company.

One of the other options is the cooperation of professional companies at the level of professional internships, where our students are trained in 14-day cycles and guided by an authorized employee during real work in the company.

Student evaluation is carried out by an authorized company employee, cooperation with companies is ensured by an authorized school employee.

ŠAP enables, or should enable, an increase in pupils' interest in technical education, motivate primary and secondary schools in their activities through teachers and pupils, and as a result of this activity increase the number of pupils admitted to vocational technical schools (especially ours).

Feedback on these activities is also important, this feedback will be ensured by, for example, a so-called SWOT analysis.

As part of the Templates II project, we are planning internships for our employees in partner companies.



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2.5 Development of schools as centers of lifelong learning

We currently do not develop this area much at our school, retraining of our teachers and technicians from various companies has taken place and is ongoing, for example cooperation with the Siemens company, where the school received a license for these trainings as part of retraining.

The long-term goal is to extend these professional trainings to the field of electrical engineering, i.e. obtaining a qualification according to Decree 50/78 Coll., § 5 to 11. In the field of electrical engineering, we will try to further train and bring our graduates to § 5, or 6 within the framework of Decree 50/78., the same applies to the field of engineering, computer technology and other expertise.

The long-term goal is to create a format of courses and further training with a broad technical topic, form and method of teaching, which will also be targeted for the general technical public of all age categories. Professionally, in terms of personnel and capacity, we are ready for this.

2.6 Promoting Inclusion

We understand inclusion at our school not only as ensuring equal educational conditions for pupils with health problems and with developmental learning disabilities, but also as ensuring adequate study conditions for particularly gifted pupils or pupils with a different mother tongue.

We help students with diagnosed specific learning disabilities by creating PLPP and IVP according to the recommendations of the given PPP, with whom we regularly cooperate. Pupils can use compensatory aids in teaching, e.g. computer technology or individual teaching materials. Cooperation between pedagogues and an educational consultant is ongoing. The problem is the insufficient training of teachers at the school, which is partly due to their reluctance to study further, but also to the small offer of courses in this area. We also deal with the form of inclusion of teaching assistants in teaching, not only theoretical, but especially practical. Our school is also difficult to access for students in wheelchairs. We operate in a historic building in the center of the city, and all construction modifications leading to the barrier-free accessibility of our building are very demanding both financially and structurally. Due to the fact that during the extension of the new part of the school, the height of the connecting corridors on the individual floors was shifted by 3m, this space is not suitable for ensuring barrier-free access. We purchased portable ramps for the stairs, but a non-walking student cannot move around the school without the help of an assistant. Working in school workshops is also limiting for wheelchair users in terms of work safety, as they have a work surface at eye level. We involve particularly gifted students in various competitions (SOÿ, professional competitions at universities, etc.). They can use the offer of extracurricular activities at the school, e.g. foreign language clubs or robotics.

Based on PPP recommendations, we provide students with a foreign mother tongue with an increased number of hours of Czech language and literature.



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2.7 ICT competence

In 2018, the school underwent a complete reconstruction of the internal network infrastructure. The metallic connections between the main network nodes were replaced with optical ones, the entire school was covered by a Wi-Fi signal and integrated into the EDUROAM system. The existing server with web pages, Bachelor's registration system and other services was replaced by a new, more powerful one and is backed up (mirrored) on an identical device located in a data storage facility outside the school building. Firewall Fortigate from Fortinet is used to protect data. The school has four specialized classrooms for teaching ICT. Furthermore, in the 2018/2019 school year, computers and data projectors were added to all classrooms, so that it was possible to make full use of the electronic record system and to use these resources in teaching. From the point of view of the educational program, we are making efforts to strengthen programming and algorithmization, see also one task of ŠAP. In addition to being a separate taught subject, ICT in our school is also a means of teaching e.g. CAD/CAM systems in the field of engineering, automation, electrical engineering, drives, microprocessor technology and other subjects in the field of electrical engineering. We continuously develop cooperation with external companies, so that we are familiar with the current needs of the labor market, with the knowledge requirements of our graduates, and so that we can prepare students well for practice, as well as for further studies at the university.

3. Determination of strategic areas

The strategic areas are sorted according to the school's priorities:

1. Support for polytechnic education
2. Vocational education support, including cooperation between schools and employers
3. Development of career counseling
4. Support for inclusion
5. Support of competences for entrepreneurship, initiative and creativity
6. Development of schools as centers of lifelong learning
7. ICT competence



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4. Solution proposal - school action plan

4.1 Development of career counseling incl. prevention of early school leaving

PRIORITY A: THE SCHOOL WILL PREPARE STUDENTS FOR FUTURE APPLICATION IN THE CHOSEN FIELD

General objectives	Specific goals	Evaluation criteria Tasks		Implementation prerequisites (if any)	Financial resources	Date	He is responsible	
A new perception of the career position, put together an advisory center and become independent career counselor position.	A1: In cooperation with the educational advisor, create a guidance team and later become independent career counselor position.	Divide the competences of VP and KP. Choose a suitable pedagogue for KP work and train him.	AND 1.1	Create a discussion about the need for KP	Interest from the school management.		Continuous	RS
			AND 1.2	Prepare cabinet for KP work	School management interest in creating a position for KP	Own budget	2020	RS
			AND 1.3	Allocate in the schedule the number of support hours for founders of KP	the work	Own	2020	RS
			AND 1.4	Choose the appropriate one colleagues for the teacher and to train him	Willingness of further education and work of KP	Own	2020	RS
			AND 1.5	Evaluation of objectives				
	A2: Strengthen prevention consultation hours for pupils	Introduce early pupils	AND 2.1	Ensure cooperation between pedagogues and KP	Willingness to cooperate.		Continuous	Educators



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	pupils leaving school.	educational difficulties. Create contact between KP and parents pupils se educational problems.	AND 2.2	Select the day and time of KP consultation hours	Financial means.	Own	2021	RS
			AND 2.3	Choose a system of education support and motivation pupils with educational problems.	Enough willing teachers.		Continuous	RS
			AND 2.4	Evaluation of objectives.				
A3: Increase the number of applicants by study at our school.		Familiarize elementary school students with our school Continue the IKAP project with the aim of increasing students' interest in polytechnic education.	AND 3.1	Increase the number of open days at the school.	Ensuring a sufficient number of teachers.	Own	2020	RS
			AND 3.2	Involve students in higher grades in DOD as well.	Pupils' willingness to participate in DOD		2020	
			AND 3.3	Organize excursions for school pupils and their teachers and allow them to try other practical tasks in specialist classrooms.	Continue in primary school and the use of templates and projects. performing	Own, EU, <small>Ministry of Education and Culture</small>	Continuous	
			AND 3.4	Continue to organize the technical circle <small>for elementary school</small>		EU, own	Continuous	řŠ, pedagogues
			A Expand	and make it more attractive.	Increase in staffing	Own		2020



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			3.5 teaching mathematics. (See also support for polytechnic education.) Task evaluation.	mathematicians.			
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4.2 Support of competences for entrepreneurship, initiative and creativity

PRIORITY B: EDUCATION FOR ENTREPRENEURSHIP AND INITIATIVE AS PART OF EDUCATION

General objectives	Specific goals	Evaluation criteria	Tasks	Implementation prerequisites (if any)	Financial resources	Date	He is responsible	
Include education B1: In cooperation with entrepreneurship as part of choosing suitable polytechnic subjects and education at our school.	topics.	Assemble a team for choosing subjects.	B 1.1	Contact teachers of professional subjects.	Willingness of teachers for their own support of entrepreneurship.	2020	ýš, subject committees	
			B 1.2	Choose topics.	Cooperation of educators.	own	2020	Head of subject committees.
			B 1.3	Expand selected topics about economic issue.	Change, adjustment of the SVP.	own	2020	RS



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			B 1.4	Connect the learned theory with practice in companies	Willingness of designated pedagogues to innovate.	own	2020	Professional teachers
			B 1.5	Task evaluation.				
	B2: Update the SEP by incorporating topics to support entrepreneurship.	Support for entrepreneurship is included in the SVP.	B 2.1	Include selected topics in the SVP.	Willingness to change the SHP.	Own	2020	řŠ, teachers
B 2.2			Provide Provide professional teacher training for teachers. and methodical support.		Own	2020	RS	
B 2.3			Integrate topics into teaching.	Teachers' interest in innovations in education.	Own	Ongoing Head of Subject Committees		
B 2.4			Task evaluation.					
	B3: Implement Involve project students at least once a year in 3.1 teaching project leader to support teaching. entrepreneurship.		B	Set up a working team for project teaching.	Interest of school management and teachers in project teaching.	Own	2020	řŠ, pedagogues
B 3.2			Prepare project teaching.	Willingness of teachers use new forms of education.	Own	2020	Designated team	
B			Realize	Involvement of all	Own	2020	RS, team members	



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		3.3	project teaching.	pedagogues.			
		B 3.4	Task evaluation.				

4.3 Support for polytechnic education

PRIORITY C: INCREASING THE NUMBER OF STUDENTS AT OUR SCHOOL

General objectives	Specific objectives	Evaluation criteria	Tasks	Implementation prerequisites (if any)	Financial resources	Term	Responsibilities
Change access pupils to technical education.	C1: Reinforcement technical education of primary school pupils	Evaluation of questionnaires – at the beginning and at the end.	C 1.1 Choose the most suitable lecturers - teacher of technical subjects - experience welcome.	Teachers' willingness to teach.	templates 2019-21	authorized	worker
			C 1.2 Compilation of a brief questionnaire.	Free time and willingness. that is not necessary	2019	lecturer	
			C 1.3 Compile the correct composition of assignments and lecturers. tasks.	Willingness of	templates 2019	lecturer	
			C 1.4 Use internet search engines.	Internet Access.	none	continuous lecturer	
			C 1.5 Evaluation of tasks				
	C2: Increase in the number of trained pupils - nominal		C 2.1 Conduct a survey of interest in recommended elementary schools.	Interest of site directors.	none	2019	RS



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	trained pupils of the 8th and 9th grades of elementary school.	list (eg). Number of signed cooperation agreements.	C 2.2	Implement a proposal for cooperation between primary and secondary schools.	Willingness cooperate.	none	2019	ýš - elementary and secondary school
			C 2.3	Set practical dates for meetings with pupils and lecturers. plan.	School educational	none	2019	authorized worker
			C 2.4	Realization of polytechnic circles.	Interest (in general).	none	2019	lecturer
			C 2.5	Evaluation (overall) of this project.	Records of projects. school		2021	lecturer, primary school
	C3: Finding a new method of presentation new technologies and principles.	Number of new tasks and presentations.	C 3.1	Search for new technologies on the Internet.	Internet Access.	own	continuous	lecturer
			C 3.2	Cooperation with universities of technical direction (mechanical and electrical).	The university's willingness to cooperate.	own	continuously	authorized worker
			C 3.3	Organization of visits by pedagogues of universities of technical courses to SPŠ.	Interest from universities.	financial University resources	2019	Primary schools and rectors of universities
			C 3.4	Organization of field trips to production enterprises in the region (JE Temelín, EGE ýeské Budýjovice, TSE ýeské Budýjovice, Koýín substation, etc.).	The time options of the school in relation to the SEP.	own and schools	continuously	authorized workers
			C 3.5	Organization of field trips to production companies outside the school's region (ZýÚ Plzeň, ÚJV ýež, pumping station at ŠVP. power plant Dlouhé Stráný, Škoda mlada Boleslav, etc.).	Time possibilities	own a schools	continuously	authorized workers



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	C4: Arousing interest about innovative solutions for experiments and demonstrations.	Number of subscribers pupils - future students.	C 4.1 Visits to selected elementary schools in the immediate vicinity (transportation and organization).	Positive cooperation with elementary school principals.	own 2019		ýŠ SŠ and ZŠ
			C 4.2 Organizing lectures for pupils (Finding suitable eighth and ninth grades). times	primary schools for	none	continuously	authorized worker
			C 4.3 Training – getting to know elementary school supervisors (safety and organization).	Supervising teachers time.	own	continuously	authorized worker
			C 4.4 Evaluation of tasks				
	C5: Prepare and set conditions for the support of polytechnic education.	A plan of events that support the development of polytechnic education has been prepared monitor excursions, workshops, clubs, compulsory year-round practice, etc.).	C 5.1 Processing of the time schedule for excursions, polytechnic circles, workshops, etc.	The willingness of the school management to process the source of the given concept.		September 2019	authorized worker
			C 5.2 Assign or from the area of the education market, or use suitable current monitoring.	Availability of relevant data.	JiHK	2019	authorized worker JiHK
			C 5.3 Provide and authorize a technician worker by developing and supporting PTV.	Selection of a technical worker.	school resources	September 2019	authorized worker
			C 5.4 Create a comprehensive team of workers implementing cooperation with selected company employees.	Selection of technical worker and cooperating teacher.	templates	September 2019	technician and professional teacher



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4.4 Vocational education, including cooperation between schools and employers

PRIORITY D: CREATING SUBCONSCIOUS AWARENESS OF THE NEED FOR CONTINUING VOCATIONAL EDUCATION

General objectives	Specific goals	Evaluation criteria	Tasks	Implementation prerequisites (if any)	Financial resources	Term	Responsibilities	
Realization of contacts of pupils and specialist companies.	D1: Making it more attractive electrotechnical decree 50/78 Coll.	Number of successfully trained and completed pupils.	D 1.1	Contact e.g. inspection technicians and electrical engineers from individual companies.	Willingness of workers in professional companies.	own	2019	authorized worker
			D 1.2	Ensure a specific meeting of inspection technicians and electrical engineers from companies.	Time and arrangement.	none	2019-21	authorized worker
			D 1.3	Provide technical literature according to ČSN, DIN or EU.	Availability of literature.	school	2019	trainer
			D 1.4	Carry out ongoing testing of electrical engineers in training.	Find a suitable date for the review.	school	2019	trainer
			D 1.5	Perform electrical engineering	Finding the right fit term for	school	2019	trainer



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				examinations according to decree 50/78 Coll. (paragraph 5).	exams.			
D2: Improving cooperation with our school and meeting in the company (increase in number)	Number of companies realized by pupils. possibly at school.	D 2.1	Make contact in professional enterprises.	Sufficient production time with senior staff in cooperating companies. (contracts) of enterprises.		none	2019	authorized worker
		D 2.2	Make a timetable (plan) for the meeting of the trio: student - teacher - expert.		Leisure.	templates	continuously	authorized worker
		D 2.3	The actual realization of the meeting of the three: student - teacher - expert.			templates	continuously	authorized worker
D3: Creating a strong bond between student - teacher - professional company.	Evaluation of the results of the questionnaire event, always for a specific school year and class.	D 3.1	Find out the goals and needs of students - future employees in professional companies.		The interest of students - pupils of the secondary vocational school.	are not necessary	authorized teacher	as soon as possible OP
		D 3.2	On the basis of the investigation (also oral) establish a plan of these actions for teaching.		Genuine interest of pupils. with regard to	are not necessary	continuously	authorized teacher OP
		D 3.3	Coordinate the implementation in time according to our SVP and TP (school education plan and		ŠVP and TP SPŠ SE	are not necessary	at the beginning of the project	Zř



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			thematic plan)				
		D 3.4	After the end of cooperation participation with companies to make students. evaluation.	Active to make	are not necessary	at the end project	authorized teacher OP

4.5 Development of schools as centers of lifelong learning

PRIORITY E: PROFILING THE SCHOOL AS A LIFELONG LEARNING CENTER IN OUR REGION

General objectives	Specific goals	Evaluation criteria Tasks		Implementation prerequisites (if any)	Financial resources	Date	He is responsible	
The gradual creation of a regional center of lifelong education in the region.	E1: Introduction of professional (technical) education.	Quantitative increase in the number of participating and trained experts. Qualitative growth of professional and technical knowledge of participants. Evaluation of participants.	E 1.1	Expand and strengthen cooperation through JiHK ýeské Budějovice.	Released (partially) employee of JiHK.	JiHK	continuous worker JiHK, lecturer	
			E 1.2	Expand and strengthen cooperation with ÚP ýeské Budějovice through JiHK.	Willingness of the management of ÚP ýeské Budějovice.	JiHK, ÚP	continuous employee of JiHK and ÚP	
			E 1.3	Continue cooperation with the so-called by the professional chamber. (partially)	Released (partially) employee of JiHK.	JiHK	2019	worker JiHK, ýŠ
			E 1.4	Monitor National system of qualifications, or	Access to data, internet.	own	continuously authorized worker	



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			needs of the labor market in the region.				
		E 1.5	Monitor the needs of the labor market in the region through regional companies.	Contact with the personnel department of companies.	own	continuously authorized	worker
E2: Introduction and development of civic (civilian) education.	Positive evaluation of companies, Regional Office.	E 2.1	Conduct market research e.g. House of Technology using data from the ýeské Budýjovice House of	Access to the data of the ýeské Budýjovice data from the ýeské Budýjovice House of	DT No. B	September 2019	RS
		E 2.2	Expand research and cooperation with ÚP ýeské Budýjovice.	Access to data of ÚP ýeské Budýjovice.	ÚP ý. B.	September 2019	RS
	E 2.3	Correctly evaluate the obtained data	Enough relevant data.	own	continuously authorized	worker	
	E 2.4	On the basis of the obtained data, offer the region further training and supplementary education.	Sufficient financial coverage (MŠMT).	Own, projects	continuously authorized	worker	
E3: Maintenance of interest education	Evaluation of participants civil education	E 3.1	Conduct basic market analysis in the area electrical engineering.	Visiting professional companies.	own	September 2019	authorized worker
		E 3.2	Carry out a basic market analysis in the field of engineering	Visiting professional companies.	own	September 2019	authorized worker
		E	Perform basic analysis	Visit	own	September 2019	authorized



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		3.3	market in the field of language education.	language schools.			worker
		E 3.4	Conduct basic market analysis in the area of scientific and technical education.	Visiting specialist companies, House of Technology, etc.	own	September 2019	authorized worker
		E 3.5	If there is interest from the public, try to implement these activities with the help of KÚ and the Ministry of Education and Culture.	Enough financial resources.	Ministry of Education and Culture 2019-20		RS authorized worker
E4: Education not considering the introduction of senior citizens into the public consciousness.	Currently, we are not considering the introduction of senior citizens, in the medium term horizon yes.	E 4.1	Monitoring the interest of the elderly public, it is possible to address Retirement Homes, Social Care Centers, Nursing Homes and similar facilities.	Statistical data from the yearbook, internet.	own	permanently	authorized worker

4.6 Support for inclusion

PRIORITY F: MAKE STUDIES ACCESSIBLE TO STUDENTS WITH DIFFERENT EDUCATION REQUIREMENTS

General objectives	Specific goals	Evaluation criteria	Tasks	Implementation prerequisites (if any)	Financial resources	Date	He is responsible
Ensure conditions for	F1: Improve study conditions for especially	Expand the offer	F Select appropriate interest circles	The interest of teachers and pupils		2019	ýš, pedagogues



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inclusive education.	gifted students.	at school. Introduce IEP for the specially gifted. Increase the number of long-term graduation theses (DMP) with your own choice of theme taking into account the specifications from the companies. Increase the number of pupils involved in SOC, Olympiads and professional competitions. Professional internships abroad.	1.1	management of circles and work for SOÿ.	about circles and competitions.			
			F 1.2	Find spaces and purchase suitable equipment for extracurricular activities (e.g. MERKUR kit).	Find financial resources for equipping vocational classrooms.	Own, KÚ, <small>Ministry of Education and Culture</small>	19 - 20	RS
			F 1.3	Cooperate more with businesses on graduations topics.	The interest of companies in cooperation on the DMP and ensuring their management.		19 - 20	ÿŠ, VP
			F 1.4	Cooperate with businesses with regard to the future employment of our graduates.			Continuous	RS
			F 1.5	Creation of conditions for practical work with teachers, implementation of works of students. ensuring access to specialist classrooms outside of teaching. <small>Take advantage of the opportunity</small> ERASMUS and broadcast	Consultation of the course for professional subjects and specialist classrooms Find ERASMUS programs suitable for our pupils.	Own EU	Continuous Continuous	ÿŠ, pedagogues RS



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				pupils abroad.					
				Task evaluation.					
F2: Preserve individual approach to creating quality for pupils with developmental SEN and IEP. learning disabilities,	Maintain the current quality for pupils and IEP. learning	Strengthening of individual work with pupils with SPU.	Increase the number of tutoring hours a consultation.	F 2.1	Consultation hours for pupils and their parents.	Determine in schedule consultation hours and find the funds to pay for them.	Own	Continuous	RS
				F 2.2	In group teaching, combine pupils with different levels knowledge and skills.	Use group teaching.	Own	Continuous	Educators
				F 2.3	Cooperate with PPP.	Support pupils with SEN in areas where they achieve better results.	Own	Continuous	IN P
				F 2.4	Deal with parents of pupils about benefit and possibilities individual approach to pupils.	Choose appropriate topics for pupils' work and the form of their home preparation.	Own	Continuous	VP, pedagogues
				F 2.5	Task evaluation.				



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F3: Increase accessibility of the school and thus make it possible study physically disabled pupils.	Build barrier-free access 3.1 to individual floors.	F	Build elevators to individual floors.	Approval of the construction of the elevator by the city's heritage department.	KÚ	2021	RS
	Increase the number of portable ramps in the school.	F 3.2	Buy and install electric platform for the accessibility of the school.	To obtain funds for the provision of an electric platform for the accessibility of the school.	KÚ	2021	RS
	Build social facilities for wheelchair users.	F 3.3	Decide about competencies of teaching assistants in individual subjects.	Cooperation between the school management and teachers through the VP.	Own	Continuous	
	Create conditions within the class collective for the inclusion of wheelchair users and their assistants.	F	Compile IVP for work in workshops.	Set up a working group of workshop pedagogues.	Own	Continuous	ýŠ, pedagogues
		F 3.5	Cooperate with SPC. Provide compensation SPC. gadgets. Evaluation of objectives.	Draw on recommendations	Own	Continuous	IN P ýŠ, VP



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MLÁDEŽE A TĚLOVÝCHOVY

4.7 ICT competence PRIORITY

G: DEVELOPMENT OF STUDENTS' INFORMATION THINKING, SENSIBILITY IN THE CHOICE OF CURRICULUM CONTENT TO THE REQUIREMENTS OF THE LABOR MARKET

General objectives	Specific objectives	Evaluation criteria	Tasks	Implementation prerequisites (if any)	Financial resources	Term	Responsibilities	
Increase the level of ICT teaching, develop students' informational thinking in the field of programming and algorithmization. To combine the teaching content with the current requirements of the advanced labor market by involving experts of practitioners	G1: Deepen to the information thinking of teaching students in the area programming and algorithmization.	Introduction of Number trained workers	G 1.1	Install the programming software for the Microbit microcontroller device	Computer technology compatibility		2019/2020 Ing. Darkness	
			G 1.2	Teacher training			2019/2020 ýŠ	
			G 1.3	Modification of thematic plans			2019/2020 Ing. Darkness	
			G 1.4	Introduction to teaching			2019/2020 Ing. Darkness	
			G 1.5	Expand the device with peripheral circuits	Obtaining funds	Own resources, sponsorship donations	2021	RS
			G 1.6	Evaluation of tasks and achievement of the goal			2021	ýŠ and ICT coordinator
	G2: Involvement involving experts of practitioners	Number of experts acquired	G 2.1	Selection of experts from practice	The existence of experts for that area		2019/2020 ICT coordinator	



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from practice.	into the teaching process.	Extent of participation in teaching	G 2.2	Addressing and motivating experts from practice	Willingness of experts to cooperate with the school		2019/2020 ICT	coordinator	
			The number of graduation theses submitted	G 2.3	Specifying cooperation	Adapting the schedule to the possibilities of experts		2019/2020 ICT	coordinator
				G 2.4	Determining the extent of participation in teaching			2019/2020 ýŠ	
				G 2.5	Ensure the possibilities of further cooperation, e.g. assign a solution to a specific task in a form long-term professional graduation thesis			Continuous ICT	coordinator
				G 2.6	Task evaluation and goal completion			2021	ýŠ and ICT coordinator



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5. Opinion of the expert guarantor of the Regional Action Planning Support (P-KAP) project

"The position of the expert guarantor of the Regional Action Planning Support (P-KAP) project " is expressed by the so-called clause, which is generated automatically after the P-KAP expert guarantor approves this ŠAP/PA and stores it in the [is.pkap.cz.system](https://is.pkap.cz/system), where it will subsequently be available for download in "School Documents". The clause contains a unique code that replaces the signature of the P-KAP professional guarantor.

