School Improvement Plan
SY 2024-25

CLEARVIEW ADULT EDUCATION CTR

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Superintendent

Pinellas County Schools

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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:	A. Michelle Legg-Melton

School Vision	100 % student success.

School Mission	The mission of Clearview Adult Education Center is to provide a learning environment for our diverse population which will empower them to reach personal, career and economic goals and become productive members of society.	

School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
2879	1042	395	913	337	122

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

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled	
	2024 %	2023 %	2024 %	2023 %	2024 %	2023 %	2024 %	2023 %	2024 %	2023 %
MSG	49	41	N/A	68	70	72	100	100	85	91
Diploma	N/A	N/A	40	35	N/A	N/A	44	31	N/A	N/A

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Annette Michelle	Legg-Melton	1-3 years
Coordinator	Amy	Canavan	4-10 years
Lead Teacher	Jet	Fowler	4-10 years
Lead Teacher	Magen	Przybylski	4-10 years
504 Liaison	Stephanie	Madrinan	4-10 years
504 Liaison	Jeani	Chua	11-20 years

Total Instructional Staff:	FT: 14	PT: 90
Total Support Staff:	FT: 6	PT: 2

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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 gains will increase from55Click or tap here to enter text. to 70%.

1. Priority 1: Conditions for Learning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Climate, Culture, and Access, then the number of all students who enroll will increase 5% .

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the total number of MSGs will increase 5%.

3. Priority 3: Transition to Careers and Career Training

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Transition to Careers and Career Training, then the number of all students who enroll in Post-Secondary, acquire a job, or enter the military will increase 5%.

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	*Monitor instructional implementation of curriculum frameworks to increase enrollment, Measurable Skills Gains (MSG), and transition to Post-Secondary Education or careers.*	• *Training on Marzano* • *Training on Curriculum Frameworks* • *Monthly LT & Faculty Meetings* • *Weekly Data review*	Administrator	Coordinator, Lead Teachers, 504 Liaisons	Monthly	• Marketing Materials • K-8 Visits • Student Prescriptions • ACP Folders • PTC Sign in sheets • Faculty & Staff Meeting Minutes • Observations • Walk throughs
2.	Content Area Leaders	Priority 2	Increase student achievement	• Implement a process for post testing	Lead Teachers	Lead Teachers, Teachers,	Daily, Weekly, Monthly	• CASAS testing reports • Department meeting minutes

	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
				• Weekly data review • Aligning instruction to curriculum frameworks		Testers, DMTs		• FOCUS MSG reports • Administrator Evaluations
3.	Completers (AHS)	Priority 3	Increase student exposure and transition to career training	• ACP Folders • O*Net • Referrals to Transition Specialist	Administrator, Coordinators, Teachers	Teachers	Daily, Weekly, Monthly	• Diplomas • PTC Tour sign in sheets • Transition Specialist reports
4.	504 Team	Priority 2	Increase services to eligible adult learners	• Training faculty and staff • Communicating with students • Reaching out to partner services	504 Liaisons	Administrator, Coordinator, Teachers, Staff	Daily	• 504 Meeting Minutes • 504 FOCUS Reports • 504 Plans • Sign in sheets from 504 trainings • 504 Spreadsheet from school

Conditions for Learning

⬡ **Climate and Culture**

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. 40% of students responded negatively to questions about Relationships with Peers when asked about spending time with friends from school. We expect this level to decrease to 35%.
2. The problem is occurring because the lower-level students have a harder time communicating and do not feel the same sense of community as higher-level students.
3. We will implement a mentoring program that includes students from various levels and languages meeting bi-monthly to engage in learning activities.
4. We will focus on community building both in and outside the school through Open House, Cultural Events, and participation in K-8 feeder school events that promote our ESOL programs.
5. **GOAL:**

EXAMPLE: The Climate Survey of all students will show positive growth from 3.2 to 3.8 on a scale of 1.0 to 5.0, as evidenced by AdanceED Survey Response rates.

The Climate Survey percent of all students who respond negatively to questions about Relationships with Peers will decrease from 40% to 35% as evidenced by the AdvancED Survey response rates.

PCS Strategic Priority 2: Safe and Respectful Climate and Culture

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.

☒ Choose Climate and Culture Strategy **target Level 1-3 students for participation in mentoring groups.**

☒ Choose Climate and Culture Strategy **Increase targeted outreach to area elementary and middle schools in our service area.**

☒ Choose Climate and Culture Strategy **Hold an onsite Open House and attend K-8 open house events for our students, their families and community partners.**

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?
Introduce students to higher level students with their same language origin. Create targeted mentoring groups to assist with community building.	• Administrator/Coordinator/Lead Teacher/Teachers	• Bi-Monthly
Participate in K-8 events and hold on site community building learning activities.	• Administrator/Coordinator/Lead Teacher/Teachers	• Monthly/Quarterly

8. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide opportunities for staff to monitor and grow mentoring groups.	15 ESOL Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide instructors with opportunities for community outreach to grow partnerships.	15 ESOL Teachers	☒ 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. ABE Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 43% of students enrolled in ABE Reading earned an MSG, as evidenced in FOCUS.
2. We expect our performance level to be 46% of enrolled students by the end of 2024-2025.
3. The problem/gap is occurring because of the number of students not post testing.
4. If we continue to add CASAS GOALS Resources and Professional Development, the percentage of students earning an MSG will increase by 3%.
5. **GOALS:**

EXAMPLE: The percent of all students achieving a student gain (MSG) in ABE Program 9900000 will increase from 55% to 70% as measured by TABE Post Test Data

The percent of all students making a learning gain (MSG) in ABE Reading Program 9900023 will increase from 43% to 46% or higher, as measured by FOCUS enrollment data.

PCS Strategic Priority 1: Academic Excellence Through Innovation

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.
☐ Choose Strategy
☐ 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?
Use of materials covered by CASAS GOALS and curriculum in the classroom.	Administrator/Coordinator/Lead Teacher	Monthly Faculty Meetings, New Teacher Training, In Service Days, PLCs
Providing opportunities for training on materials aligned to CASAS Goals Reading program.	District CTAE staff, Vendors, Administrator/Coordinator/Lead Teacher	Summer Symposium, DWT, Adult Trainings, Conferences, ACE
Survey teachers on most missed reading items and design trainings to focus on reading weaknesses.	Administrator/Coordinator/Lead Teacher	Monthly Faculty Meetings, New Teacher Training, In Service Days

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 Faculty Meetings	4 FT and 6 PT Teachers, 8 Staff	☒ Priority 1
PLCs within Department focusing on curriculum frameworks	4 FT and 6 PT Teachers, 8 Staff	☒ Priority 2
Implement teacher level tracking system for monitoring of reading post testing and MSGS	4 FT and 6 PT Teachers, 8 Staff	☒ Priority 1 ☒ Priority 2

B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 40% of GED students earned a W45, as evidenced in FOCUS.
2. We expect our performance level to be 43% of enrolled students by end of 2024-2025.
3. The problem/gap is occurring because of the requirement to have a level 5 score on the CASAS GOALS assessment to enroll in the GED Program.
4. The recent change to using the CASAS GOALS Assessment, identifying targeted professional development, and tightening posttest schedules will reduce the problem and increase students earning a W45 by 3%.
5. **GOALS:**

EXAMPLE: The percent of all GED students who complete course 9900135 during the same program year and earn a diploma (W45) will increase from 37% to 44% as measured by FOCUS Advance Reports and Pearson Vue Site Manager Data

The percent of all students who earn a W45 and complete course 9900135 will increase from 40% to 43% as measured by FOCUS Advanced Reports.

PCS Strategic Priority 1: Academic Excellence Through Innovation

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☒ 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.
☐ 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?
Provide targeted training to teachers on GED content	Administrator/Coordinator/Adult Ed District Coordinators/Vendors	Monthly, As needed on an individual basis
Provide training to teachers that integrate multiple content areas	Administrator/Coordinator/Lead Teachers	Monthly, Semi-annually
Teachers will reach out to students after third absence to encourage continued enrollment	Lead Teachers/Teachers	Daily

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
Teacher training is provided from GED Ready assessments taken by teachers.	4 FT and 3 PT Teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLCs within department focusing on curriculum frameworks	4 FT and 3PT Teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLCs within department to target level 1-4 students and assist them in reaching level 5 score to enroll in GED course	4 FT and 3PT Teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

C. ESOL Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70% of ESOL students earned an MSG, as evidenced in FOCUS.

2. We expect our performance level to be 75% by the end of 2024-2025.

3. The problem/gap is occurring because of a change in the tracking process.

4. Additional post testing, as well as a return to manual tracking, will increase the number of MSG earned by 5%.

5. **GOALS:**

EXAMPLE: The percent of all students earning an LCP in 9900040 or 9900051 will increase from 55% to 70% as measured by eCASAS Post Test results and CCR Standards Checklist

The percent of all students earning an MSG will increase from 70% to 75%, as measured by CASAS STEPS Post Test results.

PCS Strategic Priority 1: Academic Excellence Through Innovation

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.

☒ 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.

☒ 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?
Teaching teachers the ESOL state standards and how they align to the curriculum.	Administrator/Coordinator/ Adult Ed District Coordinators/Vendors	Monthly
Identifying materials needed to teach state standards	Administrator/Coordinator/Lead Teachers	Weekly, Monthly
Integrating software such as Burlington to target CASAS competencies	Administrator/Coordinator/Lead Teacher/Vendors	Daily
Completing Focus reports	Administrator/Coordinator/DMT	Monthly

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

☐ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	All FT /PT ESOL	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
PLCs within department focusing on curriculum frameworks	14 FT	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
PLCs across adult education in the district focusing on best practices and teaching strategies.	All FT /PT ESOL	☐ Priority 1 ☒ Priority 2 ☒ Priority 3

D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 44% of all AHS students have earned an MSG, as evidenced in FOCUS data.

2. We expect our performance level to be 47% of those enrolled by the end of 2024-2025.

3. The problem/gap is occurring because of lack of completion of courses/credits in a timely manner along with limited testing opportunities and deficient pass results.

4. If an increase in level 5 AHS course completion and passing test scores would occur, adult high school graduates would increase by 3%.

5. **GOALS:**

EXAMPLE: The percent of all students who are withdrawn prior to achieving a student gain (.5 credit) in program 9900010 will decrease from 28% to 15% as measured by FOCUS Reported Inactive Unduplicated students who achieved one or more LCPs.

The percent of all level 5 AHS students who will complete their diploma requirements will increase from 44% to 47%, as measured by FOCUS data.

PCS Strategic Priority 1: Academic Excellence Through Innovation

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Write Strategy **Strengthen staff ability to engage in complex tasks and prepare students for testing**
☒ Write Strategy **Assist students to engage with curriculum**

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?
Utilize guidance counselors to reach out to non-graduates in our zip code.	Administrator/Coordinator/Guidance Counselors	Daily
Provide opportunity for AHS to earn concordant scores through NCR ACT/BEST/FAST testing	Administrator/Coordinator/District Staff	Fall/Staff
Outreach to community to assist with paying the tuition fees for AHS students enrolled in the Intensive Reading Course.	Administrator/Coordinator/Teachers	Daily

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
PLCs within department focusing on curriculum frameworks	4 Teachers/Guidance Counselors	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Teacher participates in ACT/SAT district training and shares with AHS teachers.	4 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Creation and sharing of learning resources specific to Adult High School Curriculum	4 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Train ABE/GED teachers what to look for to determine if referral for AHS evaluation by counselors is appropriate	12 Teachers/Guidance Counselors	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

E. Co-Enrolled Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance with our African American Co-Enrolled students is 51% completed a class/recovered .5 credits, as evidenced in FOCUS Data.
2. We expect our performance level to be 54% of enrolled students by the end of 2024-2025.
3. The problem/gap was identified specific to the African American subgroups recovering credits.
4. A designated co-enrolled teacher will provide individual support to the co-enrolled African American students.

5.   GOALS:

EXAMPLE: The percent of all students who are withdrawn prior to achieving a student gain (.5 credit) in 9900099 will decrease from 28% to 15%, as measured by FOCUS Reported Inactive Unduplicated students who earned one or more LCPs.

The percent of recovered classes or .5 credits will increase from 51% to 54%, as measured by FOCUS Advanced Report.

PCS Strategic Priority 3: Equity with Excellence for All

6.   STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Write Strategy **Strengthen staff ability to reach out to co-enrolled students and parents to communicate program availability**
☒ Write Strategy **Teachers follow up with students who are not attending or not progressing in the Edmentum program.**

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?
Collaborating with designated staff members to discuss: 1. Attendance and program monitoring. 2. Regular participation in the program. 3. Weekly monitoring of student progress. 4. Providing data to all stakeholders. 5. Monitoring completion of classes.	Administrator/Coordinator/High School Principals, Guidance Counselors, Edmentum teachers, DMT	Daily, Weekly, Monthly

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly collaborative meetings with co-enrolled Point Person.	Administrator, 7 High School Principals, 6 Teachers (Point Person)	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

F. Healthy Schools Goal

Exemplar

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is six Wellness Activities per year, as established by our Wellness Champion. New teachers will also complete their annual training.
2. At least four of our six activities for Staff Mental Health will involve active participation.
3. We have set a target goal of two interactive activities focusing on mental health and social emotional well-being.
4. Activities will be scheduled as part of our pre-school in-service schedule and in monthly staff and faculty meetings.

5. **SMART GOALS:**

EXAMPLE: The percent of all staff involved in monthly Wellness Champion sponsored activities will increase from 50% to 80% as measured by participation in sponsored engagements

The percent of active participation Wellness Champion sponsored activities will increase from 10-12 participants in 2024-2025.

PCS Strategic Priority 4: Positive Staff Experiences

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

☒ Write Strategy **Select a Wellness Champion**

☒ Write Strategy **Wellness Champion will attend District Training**

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 staff to find the best time to hold Wellness activities.	Wellness Champion	September 2024, Annual
Adjust Wellness events to meet the scheduling needs of the majority. Survey staff to determine wellness areas, specifics of need.	Wellness Champion Administrator Clearview Staff	September 2024, Annual

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
Implement monthly wellness activities at faculty meeting such as guest speakers, time management, stress management.	26 Administrators, Faculty and Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Use Wellness money to benefit teachers.	26 Administrators, Faculty and Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

<div style="background-color:#c0504d; color:white; padding:4px;">A. 504 Goal</div>

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current rate of 504 students earning an MSG prior to withdrawing is 49%. We expect our performance level to be 52% of enrolled students by the end of 2024-2025.

2. We will monitor posttest readiness to ensure students make necessary academic gains.

3. Additional training for teachers will be provided to better meet the needs of students with a 504, MSG percentage will increase by 3%.

4. We will analyze and review our data for effective implementation of our strategies by updating the tracking sheet and meeting monthly with the 504 team to ascertain training needed.

5. **SMART GOALS:**

> EXAMPLE: The percent of all students receiving accommodations through a 504 Plan who achieve a student gain (LCP) will increase from 46% to 51%, as measured by CASAS Post Test Data or HSC credits earned.Click or tap here to enter text.

The percent of 504 students receiving accommodations through a 504 Plan who achieve a student gain will increase from 49% to 52%, as measured by CASAS GOALS, eCASAS Post Test Data, or HSC credits earned.

PCS Strategic Priority 3: Equity with Excellence for All

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.)*

☒ Write Strategy **Provide trainings to faculty and staff on the 504 process and best practices**

☐ 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?
DMT will provide weekly reports.	Administration	Weekly
Increase opportunities to self-identify	Coordinator and instructors	Yearly

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**
Summer Symposium, DWT, monthly faculty meetings	**14 FT/13 PT Teachers**	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
504 Coordinator attending 504 committee meetings as available	**2 504 Coordinators**	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Referrals to partnering agencies and postsecondary institutions	**2 504 Coordinators**	☐ Priority 1 ☐ Priority 2 ☒ Priority 3