



School Improvement Plan 2022 - 2023

Clearwater Adult Education Center

Kevin Hendrick
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.



Vision and Direction

Administrator:	Bridget O'Donnell
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School Vision	100% Student Success
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School Mission	Mission: To Prepare Our Students for the Workforce Administrator: Bridget O'Donnell SAC Chair: William "Andy" Shaw
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School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
2979	337	393	664	836	121

Adult Ed State Targets Met	2022	2021	2020
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled	
	2021 %	2020 %	2021 %	2020 %	2021 %	2020 %	2021 %	2020 %	2021 %	2020 %
LCP	10	20	61	28	35	35	37	33	49	39

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Bridget	O'Donnell	1-3 years
Lead ESOL Teacher	Jeffrey	Jackson	4-10 years
Lead ABE/GED Teacher	Robin	Pitchford	1-3 years
Coordinator	William "Andy"	Shaw	4-10 years
Total Instructional Staff:		FT: 13	PT: 57
Total Support Staff:		FT: 4	PT: 0
Counselor		FT: 0	PT: 2



B. Improvement Priorities

Priority 1: Standards-based instruction

Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the total number of Adult Basic Education (ABE) LCPs earned at Clearwater Adult Education Center (CAEC) will increase from 82 LCPs for the 2021-2022 school year to 90 LCP's for the 2022-2023 school year.

- 2021-2022: Total 82 LCPs earned/874 enrolled=9%
- 2020-2021: Total 125 LCPs earned/615 enrolled=20%
- 2019-2020: Total 104 LCPs earned /91 enrolled=12%

Priority 2: Standards-based instruction

Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the number of ELL Literacy Completion Points (LCPs) will increase from 462 LCPs for the 2021-2022 school year to 508 LCPs for the 2022-2023 school year.

- 2021-2022: Total 462 ELL LCPs earned/1310 enrolled =35%
- 2020-2021: Total 372 ELL LCPs earned/684 enrolled=54%
- 2019-2020: Total 564 ELL LCPs earned/1070 enrolled=53%

3. Priority 3: Conditions for learning

Increase the number of students earning and LCP by completing Co-Enrolled course

Theory of Action: If we effectively implement high leverage strategies which support Standards-based instruction, then the number of Co-Enrolled LCPs earned will increase from 1382 to 1520 LCPs earned.

- 2021-2022: Total 1382 Co-Enrolled LCPs earned/2806 enrolled=49%
- 2020-2021: Total 631 Co-Enrolled LCPs earned/1645 enrolled=38%
- 2019-2020: Total 787 Co-Enrolled LCPs earned/1734 enrolled=45%



C. Monitoring and Achieving Improvement Priorities

	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
1.	Leadership Team	Priority 1	Monitor instructional implementation of Adult Ed. ESOL standards to increase student eCASAS proficiency	<ul style="list-style-type: none"> Walkthroughs, observations, and informal conversations with ESOL Team. Preconference 	Administrator	Teachers, Staff, Coordinator, Lead Teachers	Daily, weekly, Terms	<ul style="list-style-type: none"> Lessons aligned to state standards, with targets and performance scales FOCUS LCP Reports eCASAS Reports
2.	ESOL Team	Priority 2	Increase the percentage of ESOL students earning an LCP for 2022/2023 school year	<ul style="list-style-type: none"> Alignment of instruction to standards Daily, weekly walkthroughs/observations/informal conversation Tracking of student hours and post-testing dates 	Lead Teacher	ESOL Teachers, Lead Teacher, Coordinator, Administrator	Daily, Weekly	<ul style="list-style-type: none"> FOCUS LCP Reports eCASAS Reports Teacher tracking documents Students progressing from one CASAS level to the next
3.	ABE/GED Team	Priority 1	Increase the percentage of ABE/GED students earning an LCP for 2022/2023 school year	<ul style="list-style-type: none"> Alignment of instruction to standards Daily, weekly walkthroughs/observations/informal conversation Tracking of student hours and post-testing dates Alignment of instruction to student prescriptions Direct Lesson Presentation (Math, Science, Social Studies, Language Arts) 	Administrator, Lead Teacher	ABE/GED Teachers, Lead Teacher, Administrator, Coordinator	Daily, Weekly	<ul style="list-style-type: none"> Increase in number of LCP's FOCUS Reports Under 10 Report Post Test Reports reflecting increase in post-test rate Bi-Weekly District GED Data Increase in Diplomas earned through GED Testing



	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
4.	504 Team	All Priorities	Increase number of students receiving services	<ul style="list-style-type: none">• Training faculty and staff• Communicating with students at intake• Reaching out to partner services	504 Liaison	Administrator, Teachers, DMTs, 504 Liaison	Daily Weekly Term	<ul style="list-style-type: none">• 504 Meeting Minutes• 504 FOCUS Reports• 504 Plans• Sign in sheets from 504 trainings



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in describing plans beyond CAEC program is 12% of students listed “I don’t know” for plan for after program exit. We expect our performance level to be 9% by the end of 2022-2023.
2. The problem/gap is occurring because of need for continued focus on career planning with CAEC students in all programs.
3. If an increase in the opportunities for individualized career planning conferences occur, the problem would be reduced as more students would be directly involved in completing an Adult Career Pathways folder in each program.
4. We will analyze and review our data for effective implementation of our strategies by the end of the 2023 school year.

Goal:

The percent of all students who describe a plan beyond CAEC program completion as “I don’t know”, will decrease in 2022-2023 by 10%, as evidenced by AdvancEd Survey Climate results.

5. 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.

- Provide effective intake and orientation. Providing information on ACP and beginning the discussion for a plan beyond program completion will set the expectation for plans beyond CAEC programs.
- Strengthen ability to retain students to completion. Integrate curriculum related to student interests in order to retain students and provide a track for students beyond program completion.

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?
<i>Provide orientation that includes ACP folder and discussions on individual student goals</i>	• Orientation Teacher	• Daily
<i>Group students based on career interests in order to provide instruction on content and career related curriculum.</i>	• All Faculty/Staff	• Weekly

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
Monthly Faculty Meetings	All Faculty & Staff Administrator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Orientation and Career Pathways Training	All ABE/GED & ESOL full-time teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

B. Conditions for Learning: Attendance



Academic Goals

Instructions

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

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

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

GOALS: Write your goals as goals to be Specific, 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. CAEC's 2021-2022 level of performance was 10% of students earned an ABE LCPs as evidenced in FOCUS.
2. Our expected 2022-2023 level of performance is expected be 20% of students earn an ABE LCPs, a 10% increase.

GOAL: The percent of all students making a learning gain (LCP) in course 990000 will increase from 10 in 2021-2022 to 20 in 2022-2023.

3. 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.
- 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.

4. 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?
Meeting with ABE/GED teachers to discuss 2021-2022 performance Providing training on enrollment strategies, student orientation, student monitoring strategies Review process for referral to PTC	Administrator	August 2022 On-going
Curriculum Standards Training TABE interpretation review Prescription writing and interpretation	District Administrator, Lead Teacher	August PLC's
Lesson plans aligned with student needs Weekly monitoring of student progress Reviewing of lessons, student prescriptions, student progress	Administrator, Lead Teacher	Weekly

5. 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

6. 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
PLC (ABE/GED) Individual meetings with Lead Teacher/Teacher Meeting with Administrator and teacher	6 full-time teachers Administrator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 48% of students enrolled in 900120 earned a diploma (W45) in 2021-2022.
2. We expect our performance to be 58% by the end of 2022-2023.
3. The problem/gap is occurring because of the requirement to have a level 5 on the TABE assessment to enroll in the GED Program and Students recording CAEC as school of contact when taking the GED exam.
4. If the change to the CASAS GOALS Assessment and an increase in enrollment in the GED Program would occur and bi-weekly district data reports were verified in order to capture out of district testers, the problem would be reduced by 50 percent and student learning gains would increase by 50%.

Goal: The percent of all students who earn a diploma (W45) who complete course 9900130 will increase from 48% to 58%, as measured by FOCUS Advanced Reports and Pearson Vue Site Manager Data.

5. 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.
- Strengthen staff practice to utilize questions to help students elaborate on content.

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?
Meeting with ABE/GED teachers to discuss 2021-2022 performance Providing teachers with targeted training on GED content	Lead Teacher, Administrator	Daily, Weekly
Provide teachers with training that integrates multiple content areas including IET materials in preparation for Pinellas Technical College programs. Review materials aligned to CASAS GOALS Test Prescription writing and interpretation	Administrator, Media Staff, Teachers	Weekly, Monthly
Closer monitoring of student progress and utilize GED Ready vouchers in order to create prescriptions aligned to individual student needs	Administrator, Teachers	Daily, weekly, Monthly

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
PLC (ABE/GED/ESOL) Individual meetings with Lead Teacher/Teach	6 Full-time and 2 Part-time teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ESOL Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 35% of students earned an ESOL LCPs as evidenced by FOCUS.
2. We expect our performance to be 45% by the end of 2022-2023.
3. The gap is occurring because students exited the program prior to earning an LCP or enrolled in the program too late to receive the instruction needed to earn an LCP.
4. We will improve our overall student completion rate by enrolling students in appropriate classes based upon CASAS Reading and Listening scores, developing a testing schedule aligned to instructional hour and individual student preparation, and aligning instruction with curriculum frameworks.
5. **GOAL:** The percent of all ESOL students earning an LCP in 9900040 will increase from 35% to 45% as measured by eCasas post test results and FOCUS data.
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.
 - Strengthen staff practice to utilize questions to help students elaborate on content.
 - Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide teachers additional training on curriculum frameworks for Adult ESOL, closer monitoring of student progress, appropriate post-testing, student results being analyzed by ESOL Team, use of Burlington English	Administrator Lead Teacher Testing Coordinator Program Coordinator	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 Faculty meetings to discuss curriculum frameworks and address student progress across all ESOL classes	Administrator, Lead ESOL Teacher, ESOL Team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
District Trainings		
Weekly ESOL PLC		



D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 24% of Adult High School students enrolled earned an AHS Diploma during the in 2021-2022, as evidenced in FOCUS Reports.
2. We expect our performance level to be 34% by the end of the 2023 school year.
3. The problem is occurring because of lack of enrollment in AHS and students who do enroll leave the program before earning their diploma, or do not complete within the program year.
4. Prior to enrolling in the program students will meet with counselor, discusses courses and assessments needed for completion, barriers to completion, develop a timeline and action plan, and determine future needs assessment.
5. **GOAL:** The percent of all students who will complete 9900010 and earn a diploma will increase from 24% to 34%, as measured by FOCUS data.

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

Write Strategy:

Prior to enrolling in the program students will meet with counselor, discusses courses and assessments needed for completion, barriers to completion, develop a timeline and action plan, and determine future needs assessment.

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?
Prior to enrolling in the program students will meet with counselor, discusses courses and assessments needed for completion, barriers to completion, develop a timeline and action plan, and determine future needs assessment.	Administrator Counselor 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
Reach out to non-graduates within zip code area Counselor will attend DWT and professional trainings in order to keep current with high school graduation requirements, programs available and APEX AHS updates. Counselor will communicate with PTC recruiting personnel and counseling office. Implement Intensive Reading course to enhance reading skills needed to earn concordant scores for Certificate of Completion students.	Administrator, CAEC Guidance Counselor PTC Counselor APEX Teacher	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Co-Enrolled Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 49% of co-enrolled students earned an LCPs during the 2021-2022 school year as evidenced in FOCUS reports.
2. We expect our performance level to be 59% of co-enrolled students earn an LCPs during the 2022-2023 school year as evidenced in FOCUS reports.
3. **GOALS:** The percent of co-enrolled students earning high school credits for the 2022-2023 school year will all increase by 10%.

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

Write Strategy **Improving collaborations among high schools and the community school to increase AHS student success rates.**

5. **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 local high schools to discuss: 1: Attendance and how program is monitored 2: Regular Participation in program 3: Weekly monitoring of student progress 4: Providing data to all stakeholders 5: Monitoring completion LCP's	CAEC Administrator, High School Principals, Guidance Counselors, Apex teachers	Daily, Weekly, Monthly

6. **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

7. **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 high school partners	CAEC Administrator, 7 High School Principals, 6 Teachers (Point Person)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



F. Healthy Schools Goal

Exemplar

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 2 wellness activities focusing on mental health and social and emotional wellbeing. Teachers will also complete the Youth Mental Health training.
2. Angela Faiola is our Wellness Champion.
3. We have set a target goal of four activities focusing on mental health and social and emotional wellbeing.
4. Activities will be scheduled as part of pre-school Inservice schedule and monthly faculty and staff meetings.

5. SMART GOALS:

- The number of Wellness Champion sponsored activities focusing on social and emotional wellbeing will increase from 2 to 4 as measured by participation in sponsored engagements.

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

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?
Survey Staff to find best time to hold Wellness activities	Wellness Champion	September 2022
Adjust Wellness events to meet the scheduling needs of the majority	Administrator, Wellness Champion	Monthly
Survey staff to determine wellness areas, specific areas of need	CAEC staff	

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
Wellness Luncheons, speakers, activities	11 Full-time Teachers 16 Part-time Teachers 4 Support Staff Coordinator Administrator	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

Subgroups

A. African American Co-Enrolled students

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance included 37% of African American Co-enrolled students earned LCPs during the 2021-2022 school year as evidenced in FOCUS reports.
2. We expect our performance level to be 47% of African American Co-enrolled students to earn LCPs during the 2022-2023 school year.
3. **GOALS:** The percent of LCPs earned by African American Co-enrolled students for the 2022-2023 school year will all increase by 10%.

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

Write Strategy **Improving collaborations among high schools and the community school to increase African American Co-enrolled students success rates.**

5. 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 member to discuss: 1: Attendance and program monitoring 2: Regular Participation in program 3: Weekly monitoring of student progress 4: Providing data to all stakeholders 5: Monitoring completion LCP's	CAEC Administrator, High School Principals, Guidance Counselors, Apex teachers, DMT	Daily, Weekly, Monthly

6. 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

7. 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 coach.	CAEC Administrator, 7 High School Principals, 6 Teachers (Point Person)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3