



# School Improvement Plan SY 2022-23

## 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.



<b>Administrator:</b>	Brenda Vlach
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<b>School Vision</b>	100 % student success.
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<b>School Mission</b>	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.
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### School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
2120	883	390	512	195	69

Adult Ed State Targets Met	2022 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2021 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2020 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2019 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled	
	2022 %	2021 %	2022 %	2021 %	2022 %	2021 %	2022 %	2021 %	2022 %	2021 %
LCP	49	16	51	40	63	74	100	57	93	60

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Brenda	Vlach	11-20 years
Coordinator	Amy	Canavan	1-3
Lead Teacher	Stephanie	Madrinan	4-10 years
Lead Teacher	Inguna	Ozols	4-10 years
504 Liaison	Stephanie	Madrinan	4-10 years
504 Liaison	Jeani	Chua	11-20 years
<b>Total Instructional Staff:</b> FT: 14 PT: 71			
<b>Total Support Staff:</b> FT: 6 PT: 1			



## 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 from 55 Click 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 Standards-based instruction, then the number of all students who enroll will increase 10% .

### 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 LCPs will increase 10%.

### 3. Priority 3: Transition to Career Training

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support Transition to Career Training, then the number of all students who attend a “Meet and Greet” at PTC will increase 10%.



## 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
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	Leadership Team	All Priorities	<i>Monitor instructional implementation of curriculum frameworks to increase enrollment, Literacy Completion Points (LCPS), and transition to Pinellas Technical College (PTC).</i>	<ul style="list-style-type: none"> <li>• Training on Marzano</li> <li>• Training on Curriculum Frameworks</li> <li>• Monthly LT &amp; Faculty Meetings</li> <li>• Weekly Data review</li> </ul>	Administrator	Coordinator, Lead Teachers, 504 Liaisons	Weekly	<ul style="list-style-type: none"> <li>• Marketing Materials</li> <li>• Student Prescriptions</li> <li>• ACP Folders</li> <li>• PTC Sign in sheets</li> <li>• Faculty &amp; Staff Meeting Minutes</li> <li>• Observations</li> <li>• Walk throughs</li> </ul>
2.	Content Area Leaders	Priority 2	Increase student achievement	<ul style="list-style-type: none"> <li>• Implement a process for post testing</li> </ul>	Lead Teachers	Lead Teachers, Teachers,	Daily, Weekly, Monthly	<ul style="list-style-type: none"> <li>• CASAS and TABE testing reports</li> <li>• Department meeting minutes</li> </ul>



	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
				<ul style="list-style-type: none"> <li>Weekly data review</li> <li>Aligning instruction to curriculum frameworks</li> </ul>		Testers, DMTs		<ul style="list-style-type: none"> <li>FOCUS LCP reports</li> <li>Administrator Evaluations</li> </ul>
3.	Completers (AHS)	Priority 3	Increase student exposure and transition to career training	<ul style="list-style-type: none"> <li>ACP Folders</li> <li>Journey/Career Exploration</li> <li>Referrals to Transition Specialist</li> </ul>	Administrator, Coordinators, Teachers	Teachers	Daily, Weekly, Monthly	<ul style="list-style-type: none"> <li>Diplomas</li> <li>PTC Tour sign in sheets</li> <li>Transition Specialist reports</li> </ul>
4.	504 Team	Priority 2	Increase services to eligible adult learners	<ul style="list-style-type: none"> <li>Training faculty and staff</li> <li>Communicating with students</li> <li>Reaching out to partner services</li> </ul>	504 Liaisons	Administrator, Coordinator, Teachers, Staff	Daily	<ul style="list-style-type: none"> <li>504 Meeting Minutes</li> <li>504 FOCUS Reports</li> <li>504 Plans</li> <li>Sign in sheets from 504 trainings</li> <li>504 Spreadsheet from school</li> </ul>



**Conditions for Learning**

**Climate and Culture**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4-Step Problem-Solving):**

1. 12% of students responded “I don’t know” when asked about their plans after completing a program at Clearview Adult. We expect this level to decrease to 3%.
2. The problem is occurring because of a need for Career Planning.
3. We will increase Career Planning using Career Assessments such as ONET and My Career Shines, implement orientation, and complete a Career Pathways Plan in each program.
4. We will review our implementation and strategies at the end of 2023 school year.

**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 AdvanceED Survey Response rates.

The Climate Survey percent of all students will show positive growth from 4.21 to 4.36 on a scale of 1.0 to 5.0, as evidenced by Advanced Survey Responses.

**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 **Increase targeted outreach to area elementary and high schools in our service area**
- Choose Climate and Culture Strategy **Hold open house and talent show for our students open to families and community partners and advertise on school marquee.**

**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 IET concepts that allows them to explore Career Clusters of Interest.	<ul style="list-style-type: none"> <li>• Administrator/Coordinator/Lead Teacher/Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Semi-annually</li> </ul>
Teachers will work with each student on the Career Pathways Plan.	<ul style="list-style-type: none"> <li>• Administrator/Coordinator/Lead Teacher/Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly/Quarterly</li> </ul>

**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 train on the ONET and My Career Shines program.	40 All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Provide instructors with opportunities to research resources to enable students to be successful	11 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> 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 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. Our current level of performance is 35% of students enrolled in ABE Math earned an LCP, as evidenced in FOCUS.
2. We expect our performance level to be 40% of enrolled students by the end of 2022-2023.
3. The problem/gap is occurring because of the change to CASAS GOALS and limited math resources aligned to the CASAS GOALS test.
4. If we continue to add CASAS GOALS Resources and Professional Development, the percentage of students earning an LCP will increase by 5%.

### 5. GOALS:

EXAMPLE: The percent of all students achieving a student gain (LCP) 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 (LCP) in ABE Math Program 9900001 will increase from 35% to 40% or higher, as measured by FOCUS enrollment data.

### 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?
Learning the materials covered by CASAS GOALS and using the material in curriculum in the classroom.	Administrator/Coordinator/Lead Teacher	Monthly Faculty Meetings, New Teacher Training, In Service Days, PLCs
Providing opportunities for training by vendors on materials aligned to CASAS Goals Math program.	District CTAE staff, Administrator/Coordinator/Lead Teacher	Summer Symposium, DWT, Adult Trainings, Conferences
Survey teachers on most missed math items and design trainings to focus on math 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	14 FT and PT Teachers, Staff	<input checked="" type="checkbox"/> Priority 1
PLCs within Department focusing on curriculum frameworks	14 FT and PT Teachers, Staff	<input checked="" type="checkbox"/> Priority 2
Implement teacher level tracking system for monitoring of math post testing and LCPS	14 FT and PT Teachers, Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



**B. GED Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 51% of GED students earned a diploma, as evidenced in FOCUS.
2. We expect our performance level to be 56% of enrolled students by end of 2022-2023.
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 will reduce the problem by 5%.

**5. GOALS:**

EXAMPLE: The percent of all GED students who complete course 9900130 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 diploma (W45) and complete course 9900130 will increase from 56% to 61% as measured by FOCUS Advanced Reports and Pearson Vue Site Manager Data.

**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.
- 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?
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 assessments taken by teachers.	9 FT and PT Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within department focusing on curriculum frameworks	9 FT and PT Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within department to target level 1-4 students and assist them in reaching level 5 score to enroll in GED course	9 FT and PT Teachers	<input type="checkbox"/> Priority 1 <input checked="" 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 63% of all ESOL students earned an LCP, as evidenced in FOCUS.
2. We expect our performance level to be 68% of enrolled students by the end of 2022-2023.
3. The problem/gap is occurring because of lack of post testing.
4. If more post testing would occur, the problem would be reduced by 5% and student learning gains would increase 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 LCP in 900040 or 9900051 will increase from 63% to 68%, as measured by eCASAS Post Test results and CCR Standards Checklist.

**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.
- 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?
Teaching teachers the ESOL state standards and how they align to the curriculum.	Administrator/Coordinator/ Adult Ed District Coordinators/Vendors	Monthly
Identify materials needed to teach state standards	Administrator/Coordinator	Weekly, Monthly
Integrated software such as Burlington to target CASAS competencies	Administrator/Coordinator/Lead Teacher/Vendors	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
Monthly Faculty Meetings	All FT /PT ESOL	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within department focusing on curriculum frameworks	14 FT	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Include PTC transition information in the ESOL transition class. Provide opportunities for PTC representatives and Career Source staff to speak with ESOL Transition students.	All FT /PT ESOL	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> 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 earned a diploma, as evidenced in FOCUS data.
2. We expect our performance level to be 49% of enrolled by the end of 2022-2023.
3. The problem/gap is occurring because of lack of completion in AHS students.
4. If an increase in AHS completion would occur, the problem would be reduced by 5% and adult high school graduates would increase by 5%.

**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 students who will complete 9900010 and earn a diploma will increase from 44% to 49%, 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 **Strength staff ability to engage in complex tasks**  
 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?
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	Administrator/Coordinator/District Staff	Fall/Staff
Outreach to community to assist with paying the testing 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	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teacher participates in ACT/SAT district training and shares with AHS teachers.	4 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Creation and sharing of learning resources specific to Adult High School Curriculum	4 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> 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 56% completed a class/earned an LCP, as evidenced in FOCUS Data.
2. We expect our performance level to be 61% of enrolled students by the end of 2022-2023.
3. The problem/gap was identified specific to the African American subgroup.
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 learning gains will increase from 56% to 61%, as measured by FOCUS Advanced Report.

**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 APEX 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: <ol style="list-style-type: none"> <li>1. Attendance and program monitoring.</li> <li>2. Regular participation in the program.</li> <li>3. Weekly monitoring of student progress.</li> <li>4. Providing data to all stakeholders.</li> <li>5. Monitoring completion of LCPs.</li> </ol>	Administrator/Coordinator/High School Principals, Guidance Counselors, Apex 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)	<input checked="" type="checkbox"/> Priority 1 <input checked="" 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 four Wellness Activities per year, as established by our Wellness Champion. Teachers will also complete the Youth Mental Health Training.
2. We will have two additional activities for Staff Mental Health.
3. We have set a target goal of six 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 all staff involved in monthly Wellness Champion sponsored activities will increase from 25% to 50%,.

**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 2022
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	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
Implement monthly wellness activities at faculty meeting such as guest speakers, time management, stress management.	26 Administrators, Faculty and Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Use Wellness money to benefit teachers.	26 Administrators, Faculty and Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

**Subgroups**

**A. 504 Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem Solving):**

1. Our current rate of 504 students earning an LCP prior to withdrawing is 46%. We expect our performance level to be 51% of enrolled students by the end of 2022-2023.
2. We will monitor post test readiness to ensure students make necessary academic gains.
3. If additional training for teachers was provided to better meet the needs of students with a 504, LCP percentage would increase by 5%.
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.

**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 (LCP) will increase from 46% to 51%, as measured by CASAS GOALS, TABE, eCASAS Post Test Data, or HSC credits earned.

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**
- 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 monthly reports.	administration	Monthly
Increase opportunities to self-identify		

**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	26 FT/PT Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
504 Coordinator attending 504 committee meetings as available	2 504 Coordinators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Referrals to partnering agencies and postsecondary institutions	2 504 Coordinators	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



