



School Improvement Plan 2018-19

Clearwater Adult Education Center

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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

School Improvement Plan 2018 - 19

Administrator:	James M. Joyer
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School Vision	100% Student Success
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School Mission	To prepare our students for the workforce Principal: James M. Joyer SAC Chair: Marilyn Hourdas
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School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
2,188 Unique Students	568	575	903	55	87
2,579 Students					

Adult Ed State Targets Met	2018 <input type="checkbox"/> Yes <input type="checkbox"/> No	2017 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2016 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled		AAAE	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
LCP	83	76	59	58	51	36	46	54	35	34	22	11

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	James	Joyer	1-3 years
Lead ESOL Teacher	Yllka	Bejo	1-3 years
Lead ABE/GED Teacher	Amy	Canavan	1-3 years
504 Liaison	Marilyn	Hourdas	4-10 years
Total Instructional Staff:	FT: 11	PT: 43	
Total Support Staff:	FT: 3	PT: 0	



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 percentage of all ABE/GED and ELL students earning a Literacy Completion Point (LCP) and being calculated as a program completer will increase from 42% to 45%.

- 2017 – 2018 Data (ESOL + ABE/GED)
 - Total: 581 Completers/1367 Enrolled = 42% Completion Rate

Priority 2a: Standards-based instruction

Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percentage of all ELL students earning a Literacy Completion Point (LCP) and being calculated as a completer will increase from 44% to 50%.

- 2017 – 2018 Data (ESOL)
 - ESOL: 399/902 = 44% Completion Rate
 - 252/452 (56%) Day Session
 - 147/445 (33%) Night Session

Priority 2b: Standards-based instruction

Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percentage of all ABE/GED students earning a Literacy Completion Point (LCP) and being calculated as a completer will increase from 20% to 30%.

- 2017 – 2018 Data (ABE/GED)
 - ABE/GED: 182/465 = 39% Completion Rate
 - 99/317 (31%) ANNEX
 - 52/92 (57%) SPC
 - 19/30 (63%) Coachman
 - 8/20 (40%) Martin Luther King Jr.
 - 4/9 (44%) Kimberly Home

3. Priority 3: Conditions for learning

Theory of Action: If we effectively implement high leverage strategies which support Standards-based instruction, then the percent of all 504 students who earn a completion LCP will increase from 52% to 60%.

- 2017 – 2018 Data 504
 - 504: 11/21 = 52% Completion Rate



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	<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 2a	Increase the percentage of ESOL students earning an LCP and being calculated as a completer for 2018/2019 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 Monitoring Global Reports All ESOL Students completing "Success Class" 	Lead Teacher, Success Teacher	Lead Teacher, Coordinator, Administrator	Daily, Weekly	<ul style="list-style-type: none"> FOCUS LCP Reports eCASAS Reports Teacher tracking documents Global Report Students progressing from one CASAS level to the next Success Class LCP Report
3.	ABE/GED Team	Priority 2b	Increase the percentage of ABE/GED students earning an LCP and being calculated as a completer for 2018/2019 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 Monitoring Global Reports 	Administrator, Lead Teacher	ABE/GED Lead Teacher, Teachers, Administrator, Coordinator	Daily, Weekly	<ul style="list-style-type: none"> Increase in students being LCP completers Increase in number of LCP's Global Report Increase in students progressing in program



	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"> Daily Lesson Presentation (Math, Science, Social Studies, Language Arts) 				
4.	504 Team	Priority 3	Increase services to eligible adult learners	<ul style="list-style-type: none"> Training faculty and staff Communicating with students Reaching out to partner services 	504 Liaison	Administrator, Teachers, Staff, 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 school-wide student satisfaction is 4.19 out of 5.0. We expect our performance level to be 4.3 by March, 2019.
2. 27% our students surveyed in 2017-18 did not agree that our school shares information about school success with their family and community members.
3. If more students would “Like-Us” on Facebook, the problem would be reduced as more family and community members would learn about our students’ successes, as evidenced by the Climate Survey to be administered early 2019.
4. We will analyze and review our data for effective implementation of our strategies by March, 2019.
5. **GOAL:** The percent of all students who Agree or Strongly Agree that our school shares information about school success with their family and community members, will increase in 2018-19 by 10%, as evidenced by AdvancEd Survey Response rates.

6. STRATEGIES:

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

- Engage all staff in increasing customer service. **Many students have active Facebook accounts and are open to receiving school updates and having their school’s successes highlighted on social media.**
- Provide effective intake and orientation. **Our intake and orientation session is very comprehensive and includes; program overview, hours, staff, career pathways, and for the 2018-2019 school year we will request students to Like-Us on Facebook.**

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>Encourage all students to Like CAEC on Facebook</i>	<ul style="list-style-type: none"> • Orientation Teacher 	<ul style="list-style-type: none"> • Daily
<i>Continue share and upload success stories on Facebook</i>	<ul style="list-style-type: none"> • All Faculty/Staff • Amy Canavan 	<ul style="list-style-type: none"> • 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
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
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B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate shows that 58% of students withdrew prior to earning an LCP in 2017-18. We expect our performance level to improve and by implementing specific practices we expect 60% of our students being calculated as a completer prior to withdrawing from the 2018-2019 school year.
2. The problem in attendance is occurring because students withdraw for many reasons before earning an LCP including moving out of the area, feeling a lack of support, employment conditions changing, family issues.
3. In order to improve our monitoring of student completion rates we previously developed a student LCP data tracking system and will continue to use this system to monitor student progress daily, weekly and during each term. and expect this monitoring would reduce non-completion rate by 18%.
4. We will analyze and review our data for effective implementation of our strategies by May 31, 2019.
5. **GOAL:** The percent of all students withdrawing prior to achieving a student gain will decrease from 58% to 40%, as evidenced by withdrawal codes and FOCUS LCP Post-test data. This data has been shared with all faculty and posted on CAEC Global Chart and referenced at PLC, SBLT and Faculty meetings.

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

- Strengthen the attendance problem-solving process to address and support the needs of students across all students on an ongoing basis.
- Strengthen the implementation of interventions to address and support the needs of students who miss more than 5 days.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Continue to improve and monitor data tracking system that monitors completers and utilize data to decrease number of non-completer withdraws</i>	Administrator	Weekly, Monthly, Yearly
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Administrator, DMT, Lead Teachers	Daily, Weekly, Monthly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Administrator	Monthly, Yearly

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	Administrator Faculty Support Personnel	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs	Administrator, All full-time, Some part-time	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" 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, Measureable, 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 will be baseline utilizing the TABE 11/12, as the implementation of this new test begins this August.
2. Our performance level will be baseline year data for the 2018-19 school year.
3. We will monitor the implementation of the TABE 11/12 test and determine any potential issues deterring our students from completing the test due to multiple factors including; the TABE 11/12 is a longer, a more rigorous test than the current TABE 9/10, teachers will not administer test to their own students, minimum baseline data to base student results.
4. If ABE students find the TABE 11/12 much more difficult than the previous TABE 9/10, our school's average of 83% (445 LCP's earned/532 Students enrolled) for ABE LCPs could potentially be negatively impacted.
5. **GOALS:** The percent of all students achieving a student gain (LCP) in ABE Program 9900000 will be determined as this is a baseline year for the new TABE 11/12. Test data will be monitored through FOCUS reports . Choose an item.
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.
 - 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.

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?
Marzano Teacher Training	District Administrator	Monthly, Ongoing
Curriculum Standards Training	District Administrator, Lead Teachers	DWT, Monthly Faculty Meetings, PLCs
TABE 11/12 Training	District	DWT, Fall, Spring

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
Faculty Meetings	10 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 74 GED Diplomas earned in 2017-18, as reported in FOCUS Reports.
2. We expect our current performance level of (21%) of our students earning a GED to increase to a minimum of 30% of all students earning a GED Diploma by May 31, 2019 for the 2018-19 school year.
3. The gap occurred for a multitude of reasons including:
 - o Lack of students completing ABE requirements
 - o Incomplete monitoring of students working at GED level
 - o Students not recording CAEC as school of contact when taking the GED exam
4. When FOCUS Reports are pulled at the end of the 2018-19 school year, we expect our number of GED's earned will increase a minimum of 25% (92 GED's earned).
5. **GOALS:** The percent of all GED students (GED students who complete course 9900130 during the same program year and earn a diploma (W45) will increase from current performance of 21% (74/359) to 30% of the total enrolled students as measured by FOCUS Advance Reports.
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.
 - Strengthen staff practice to utilize questions to help students elaborate on content.

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 rigorous instruction based on state standards tailored to GED curriculum.	GED Lead Teacher	Daily, Weekly
Enhanced marketing strategies aimed at recruiting non-diploma-holding adults, including newsletters, website features, flyers, and networking.	Administrator, Media Staff, Teachers	Weekly, Monthly
Closer monitoring of student progress through database tracking	Administrator, Teachers	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
Weekly GED PLCs District trainings ACE Conference Professional journals	3 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. 44% of students enrolled in 9900040 for the 2017-2018 school year earned an LCP.
2. It is our professional expectation that 50% of enrolled students will earn an LCP in 9900040 by May 31, 2019.
3. The gap is occurring because students either left the program before earning an LCP or were unable to reach the appropriate level to earn an LCP on a eCASAS post-test.
4. By students attending our Success Class, being monitored more closely using our Global report, and being placed on a specific testing schedule and the curriculum in all ESOL classes being aligned with the standards for eCASAS testing, learning completion LCP's will increase by 6%.

4b Students enrolling in course 9900051 have previously had less than 3% completion rate. Analyzing this issue we have been able to determine the reasons include lack of monitoring, lack of a completion checklist and deficient completion plan.

5. **GOALS:** The percent of all students earning a completion LCP in 9900040 will increase from 44% to 50%, as measured by eCASAS Post-test results and 80% of all students enrolled in 9900051 will earn a completion LCP during the 2018-2019 school year.

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 using the Global system, students being enrolled in Success class, timely post-testing, student results being analyzed by ESOL Success Team	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 68% (74 out of 109) of Adult High School Students earned an Adult High School Diploma in 2017-18, as evidenced in FOCUS Reports.
CAEC was impacted by a number of students who enrolled in CAEC AHS program who only needed 1 credit and therefore completed their diploma and received their home high school diploma and were considered non-completers for our program.
2. We expect our performance level to increase to 75% by May 31, 2019.
3. The problem is occurring because students leave the program before earning their diploma, or do not complete within the program year (but continue into the current program year).
4. Upon enrolling in the program; students will meet with counselor, discusses courses needed for completion, develop a timeline and action plan, schedule future conference dates, review progress and determine future needs assessment. As a motivational tool students will be provided 'next steps' PTC and career options.
5. **GOALS:** 75% of all students enrolled in the CAEC AHS will earn their high school diploma or make appropriate progress during the school year. Students will earn their diploma and/or progress by participating in our AHS Success Program. This program includes the student will meeting with counselor, discussing courses needed for completion, developing a timeline and action plan, scheduling future conference dates, reviewing quarterly progress and determining future needs assessment. As a motivational tool students will be provided 'next steps' PTC and career options.

We expect the percent of all students who earn their AHS will increase from 68% to 75%, as measured by FOCUS Reports.

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

Write Strategy:

Students enrolling in CAEC AHS program will meet with counselor, discusses courses needed for completion, develop a timeline and action plan, schedule future conference dates, review progress and determine future needs assessment. As a motivational tool students will be provided 'next steps' PTC and career options.

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?
Students will meet with counselor, discusses courses needed for completion, develop a timeline and action plan, schedule future conference dates, review progress and determine future needs assessment. As a motivational tool students will be provided 'next steps' PTC and career options.	Administrator Counselor	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
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 meet with Andy Shaw to discuss student progress and provide report to Administrator Counselor will communicate with PTC recruiting personnel and counseling office.	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 35% of students enrolled in 9900099 earned an LCP in 2017-18, as evidenced in FOCUS reports.
2. We expect our performance level to be 40% by May 2018-19.
3. The gap is occurring because students are not attending class on a regular basis.
4. This problem will be reduced by 5% and student learning gains will increase by 5%.
5. **GOALS:** The percent of all students who earn an LCP completing .5 credit in 9900099 will increase from 35% to 40%, as measured by FOCUS Reports.

6. 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.**

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 local high schools to discuss: 1: Daily 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

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 high school partners	CAEC Administrator, 4 High School Principals, 4 High School APCs, 4 Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



F. AAE Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is only 1 out of 7 (14%) AAE students earned a completion LCP for the 2017-2018 school year.
2. We expect our performance level to be 75% by the end of the 2018-2019 school year.
3. The gap is occurring because the plan in place prior to the spring of 2018 did not meet the students' needs nor did it provide specific steps for a student to earn this LCP.
4. By providing a specific course structure and checklist 75% of our level 7 students will complete their level 7 LCP and continue their education endeavors at CAEC (ABE/GED) program, PTC (certification) program or join the workforce.
5. **GOALS:**
75% of all students enrolled in level 7 CASAS will complete the program and earn their completion LCP.

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

Write Strategy Students will enroll in Level 7 program. This is a specific checklist program including Career Skills, Aztec Computer Reading, Transition Class and Conversation Class. This students will be meet with our ESOL lead teacher and discuss future career plans, purpose of the courses and program outline. The students will be referred to PTC counselor for career advice and development. Student progress will be monitored using the Global chart. Results will be presented during ESOL PLC, SBLT and Faculty meetings.

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?
Students will enroll in Level 7 program. This is a specific checklist program including Career Skills, Aztec Computer Reading, Transition Class and Conversation Class. This students will be meet with our ESOL lead teacher and discuss future career plans, purpose of the courses and program outline. The students will be referred to PTC counselor for career advice and development.	Administrator ESOL Lead Teacher ESOL Career Skills Teacher PTC Counselor	Daily, Weekly, Monthly Term

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
The students will be monitored weekly during PLC meetings with the results being analyzed and strategies reviewed to increase student results. The results will be monitored using the CAEC Global chart and progress will be recorded monthly.	Administrator Coordinator ESOL Lead Teacher Success Class Teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. Healthy Schools Goal

Exemplar

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 80% involvement in Wellness Champion sponsored activities, as evidenced in Faculty/Staff sign-in logs.
2. We expect our performance level to be 85% by May 31, 2019.
3. The problem/gap is occurring because not all staff are able to attend all activities.
4. If activities were tailored to scheduling needs of more staff, the problem would be reduced by 5%.
5. **SMART GOALS:** The percent of all staff involved in Wellness Champion sponsored activities will increase from 80% to 85% 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	August, 2018
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	10 Full-time Teachers 3 Support Staff Administrator	<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 level of performance is 52% (11/21) of students with 504 Plans earned at least 1 LCP in 2017-18, as evidenced in FOCUS Reports.
 2. We expect our performance level to be 60% by May 31, 2019.
 3. The gap is occurring because specialized success tracking of students with 504 Plans have yet to be implemented.
 4. After our specialized success tracking of students with 504 Plans occur, the problem will be reduced by 8%.
5. **SMART GOALS:** The percent of 504 students receiving accommodations through a 504 Plan who will achieve an LCP will increase from 52% to 60%, as measured by TABE or eCASAS Post-test Data or High School 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 **Students who have been self-identify as a student with a 504 history will be assessed by our counselor and will determine if the student needs a 504 plan. The plan will be written by the counselor, shared with the teachers, strategies written and success monitored.**

1. 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?
As part of this year’s implementation of a completer’s data tracking system, students with a 504 Plan will be monitored closely to assure an increase in completions. Monitoring includes discussing progress of all 504 students during weekly PLC meetings, monitoring student progress on Global chart, reporting out at both SBLT and overall progress given at Faculty meetings.	Administrator Coordinator PLC Lead Teacher	Daily, Monthly, Yearly

2. 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

3. 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
504 training provided to all teachers by Counselor Students provided rationale and self-reporting procedures Reports given during PLC meetings.	10 Full-time Teachers 1 Coordinator 1 Administrator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3