School Improvement Plan
SY 2018-19

PALM HARBOR COMMUNITY

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Superintendent
Pinellas County Schools
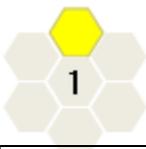
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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented, and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.

Administrator:	Anne Januario

School Vision	100% Student Success.

School Mission	To educate and prepare each student for college, career and life. Principal: Anne Januario SAC Chair: Scott Eline

School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	51+60+
1444	598	370	295	115	66

Adult Ed State Targets Met	2018 ☐ Yes ☒ No	2017 ☐ Yes ☒ No	2016 ☐ Yes ☒ No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled		AAAE	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
LCP	76	77	66	54	34	47	100	80	21	33	0	n/a

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Anne	Januario	4-10 years
Lead ESOL Teacher	Angela	Faiola	1-3 years
Lead ABE/GED Teacher	Cindy	Glenn	1-3 years
504 Liaison	Meg	Baker	4-10 years
Guidance Counselor	Scott	Eline	11-20 years
Total Instructional Staff:	FT: 5	PT: 40	
Total Support Staff:	FT: 2	PT: 0	

B. Improvement Priorities

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percent of ELL students earning a Literacy Completion Point (LCP) will increase from 34% to 42%.

2. Priority 2: Transition to Career Training

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Transition to Career Training, then the percent of all students referred and attending a PTC Meet-and-Greet will increase from 2% to 5%.

3. Priority 3: Conditions for learning

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Conditions for learning, then the percent of all students earning an Adult High School Diploma will increase from 60% to 75%.

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	All Priorities	Monitor instructional implementation of Adult Ed. ESOL standards to increase student eCASAS proficiency	• Walkthroughs, observations, and informal conversations with ESOL Team. • Preconference	Administrator	Teachers, Staff, Guidance	Daily, weekly	• Lessons aligned to state standards, with targets and performance scales • FOCUS LCP Reports • eCASAS Reports
2.	Content Area Leaders	Priority 1	Increase the number of ESOL students earning an LCP	• Alignment of instruction to standards • Daily, weekly walkthroughs/observations/informal conversation • Tracking of student hours and post-testing dates	Lead Teachers	Lead Teachers, Teachers	Daily, Weekly	• FOCUS LCP Reports • eCASAS Reports • Teacher tracking documents
3.	Completers (AHS)	Priority 3	Improve the learning conditions for students earning an Adult High School Diploma	• Collaboration with partnering high schools to identify the previous year's non-completers • Communication of PHCS's AHS program to non-completers and their families	Administrator	Guidance, Apex Faculty	Daily, Weekly	• FOCUS AHS Reports • AHS Diplomas issued
4.	504 Team	Priority 2	Increase services to eligible adult learners	• Training faculty and staff • Communicating with students • Reaching out to partner services	504 Liaison	Administrator, Teachers, Staff, Guidance	Daily	• 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 4.34 out of 5.0. We expect our performance level to be 4.4 by March, 2019.
2. The problem in student satisfaction is occurring because 46% of 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% (from 51% to 61%), 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. **A student's first day is the perfect time to ask them 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?
Encourage all students to Like PHCS on Facebook	• All Faculty/Staff	• Daily
Continue share and upload success stories on Facebook	• All Faculty/Staff • Dave Reid	• 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 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	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Career Pathways Training	All ABE/GED & ESOL full-time teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate shows that 57% of students withdrew prior to earning an LCP in 2017-18. We expect our performance level to be 50% of students withdrawing prior to earning during the 2018-19 school year.
2. The problem in attendance is occurring because students withdraw for many reasons before earning an LCP.
3. If a data tracking system is implemented that involves weekly, school-wide monitoring of each student's curriculum track and timely post-testing, the problem would be reduced by 7%.
4. We will analyze and review our data for effective implementation of our strategies by May 31, 2019.

5. **GOAL:**

EXAMPLE: The percent of all students withdrawing prior to achieving a student gain will decrease from 31% to 25%, as evidenced by withdrawal codes and LCP Post Test data.

The percent of all students withdrawing prior to achieving a student gain will decrease from 57% to 50%, as evidenced by withdrawal codes and FOCUS LCP Post-test data.

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?
Implement data tracking system that monitors completers and utilize data to decrease number of non-completer withdraws	Administrator	Weekly, Monthly, Yearly
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Administrator, DMT, Lead Teachers	Daily, Weekly, Monthly
Develop and implement attendance incentive programs and competitions.	Administrator	Monthly, Yearly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administrator, DMT	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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	Administrator All full and part-time faculty	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLCs	Administrator, All full-time, some part-time	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

Academic Goals

Instructions

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

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

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

GOALS: Write your goals as goals to be Specific, 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 is baseline on the TABE 11/12, as the implementation of this new test begins this August.

2. We expect our performance level to be baseline year data for the 2018-19 school year.

3. We will monitor the implementation of the TABE 11/12 and determine any potential issues deterring our students from completing the test due to multiple factors; the TABE 11/12 is a longer, more rigorous test than the current TABE 9/10.

4. If ABE students find the TABE 11/12 much more difficult than the previous TABE 9/10, our school's average of 76% (224 LCPs earned/294 students enrolled) for ABE LCPs could potentially be negatively affected.

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	5 full-time and 15 part-time teachers Administrator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 60 GED Diplomas earned in 2017-18, as evidenced in FOCUS Reports.
2. We expect our performance level to increase by 10% to 66 GED Diplomas by May 31, 2019 for the 2018-19 school year.
3. The gap is occurring because students are leaving prior to completing the course.
4. If an increase in student retention would occur, the problem would be reduced by 10% and student learning gains would increase by 10%.
5. **GOALS:** The percent of all students GED students who make a learning gain (LCP) or earn a diploma (W45) in course 9900130 will increase from 25% to 35%, as measured by FOCUS Advance 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.)*

☒ 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 within Department focusing on curriculum frameworks and providing a Train the Trainor opportunity for staff who have attended conferences.	3 Full-time and 3 Part-time teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Teacher training is provided from GED assessments taken by teachers.	3 Full-time and 3 Part-time teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3

C. ESOL Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 34% of enrolled students earned an LCP in 9900040 in 2017-18, as evidenced in FOCUS reports.
2. We expect our performance level to increase to 42% of enrolled students earning 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 an eCASAS post-test.
4. If all students were monitored more closely using our school-wide Completer Tracking report, and are placed on a specific testing schedule and the curriculum in all ESOL classes aligned with the standards for eCASAS testing, learning gains, as measured by LCPS, would increase by 8%.

5. **GOALS:** The percent of all students earning and LCP in 9900040 will increase from 34% to 42%, as measured by eCASAS Post-test during the 2018-19 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	Administrator Lead Teacher	Ongoing throughout the school year.
Closer monitoring of student progress using the Completer Tracking Report		Daily
Timely post-testing		Daily
Student results being analyzed by ESOL Department.		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 (2 Full-Time, 8 Part-Time Teachers)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
District Trainings	Lead ESOL Teacher,	
Weekly ESOL PLCs	ESOL Team (2 Full-Time, 8 Part-Time Teachers)	

D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 6 LCPs earned, as evidenced in FOCUS Reports.
2. We expect our performance level to be 9 LCPs earned by May 31, 2019.
3. The problem is occurring because of a lack of AHS students.
4. If an increase in AHS students would occur, the problem would be reduced by 50% and student learning gains would increase by 50%.
5. **GOALS:** The number of all students who make a learning gain or complete 9900010 and earn a diploma will increase from 6 to 9, 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 **monitor AHS progress and create a system to reach out to withdrawn students or students making slow progress.**

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?
APEX teachers will work with subject area PLCs sharing content and revisions and curriculum updates in order to increase student achievement.	Administrator Teachers	Weekly Monthly
Implemented Intensive Reading course to enhance reading skills needed to earn concordant scores for Certificate of Completion students	Administrator Teachers	Daily
Utilize guidance counselors to reach out to non-graduates in our zip code.	Administrator Guidance Counselors	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	7 Teachers Guidance Counselors	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Teacher participates in ACT/SAT district training and shares with AHS teachers.	2 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Creation and sharing best practices for curriculum and program delivery specific to Adult High School Curriculum	2 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Ongoing Apex Training for all new teachers and updates for current teachers	Administrator All Apex Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

E. Co-Enrolled Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 21% of students enrolled in 9900099 earned an LCP in 2017-18, as evidenced in FOCUS reports.

2. We expect our performance level to be 30% 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 9% and learning gains would increase by 9%.

5. **GOALS:** The percent of all students who earn an LCP for completing .5 credit in 9900099 will increase from 21% to 30%, 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?
Meeting with co-enrolled teachers, guidance counselors, and high school administrators to implement best practices and processes and procedures to reach out to students after third absence in order to increase retention.	Administrator High School Administrators Guidance Counselors Apex teachers	Monthly
Apex Training for all new teachers and updates for current teachers	Administrator Teachers	Monthly
Apex PLCs	Administrator Teachers	Monthly Ongoing

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	PHCS Administrator, High School Administrators, High School Guidance Counselors	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
PLCs within Department focusing on state standards	16 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Creation and sharing of best practices for the delivery of Co-enrolled program	16 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

F. AAAE Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 1 student enrolled in AAAE during the 2017-18 school year and did not earn an LCP, as evidenced in FOCUS Reports.
2. We expect our performance level to be 10 students enrolled and 5 earning an LCP by May 31, 2019.
3. The gap is occurring because not all students are aware that this program is offered.
4. If more students were made aware that this program is available and teachers provide a specific course structure and checklist for meeting course requirements, ten times more students would enroll and at least 50% would earn an LCP during the 2018-19 school year.

5. **GOALS:** The number of all students enrolling in AAAE will increase from 1 to 10, and the percent of students earning an LCP in this course will increase from 0 to 50% as measured by FOCUS Reports.

6. **TRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Write Strategy **improved lines of communication among all teachers and their students to allow more interested students to be referred to PTC Meet-and-Greets.**
☐ 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?
Attending Marzano training to include specific higher order thinking skills of Domain 2 such as helping students engage in cognitively complex tasks	Administrator	Monthly
Implementing Train the Trainer model for Lead Teachers to train full and part time staff on Domain 2 so that students can achieve individual learning targets	Administrator Lead Teachers	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
Career Pathways Training	5 Full-time and 15 Part-time teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Administrator attends Marzano Training	1 Administrator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Lead Teachers, Coordinator and Administrator attend side by side Marzano Training	1 Administrator 2 Lead Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Include Occupational Specialist to enhance transition opportunities for AAAE students	1 Administrator 2 Lead Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

G. Healthy Schools Goal

Exemplar

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70% involvement in Wellness Champion sponsored activities, as evidenced in Faculty/Staff sign-in logs.
2. We expect our performance level to be 80% by May 31, 2019.
3. The problem/gap is occurring because not all staff are able to attend all activities and because not all topics are of interest to all staff.
4. If activities were tailored to scheduling needs and interests of more staff, the problem would be reduced by 10%.

5. **SMART GOALS:** The percent of all staff involved in Wellness Champion sponsored activities will increase from 70% to 80% 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 and to survey topics of interests.	Wellness Champion	August, 2018
Adjust Wellness events to meet the scheduling needs and interests of the majority	Administrator, Wellness Champion	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
Wellness Luncheons, speakers, activities	5 Full-time Teachers, 15 Part-time Teachers, 2 Support Staff, Administrator	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 55% 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 has yet to be implemented.
4. If specialized success tracking of students with 504 Plans would occur, the problem would be reduced by 5%.

5. **SMART GOALS:** The percent of 504 students receiving accommodations through a 504 Plan who will achieve an LCP will increase from 55% 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 with 504 Plans will be monitored closely to assure an increase in completions.**

-Provide trainings to faculty and staff on the 504 process

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?
Formed 504 Committee to inform and train teachers on resources available for students with a 504 plan	504 Liaisons	Monthly
Trained teachers on the process and procedures for creating and developing a 504 plan	504 Liaisons Faculty	Monthly Weekly
Trained teacher mentors to support other classroom teachers working with possible or identified 504 students	504 Liaisons Faculty DMT	Monthly Weekly

1. **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

2. **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	Administrator All Faculty	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
504 Coordinator attending 504 committee meetings as available	Administrator Faculty	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Referrals to partnering agencies and postsecondary institutions	Administrator All Faculty	☒ Priority 1 ☐ Priority 2 ☐ Priority 3