School Improvement Plan
SY 2018-19

TOMLINSON ADULT LEARNING CTR

Michael A. Grego, Ed.D.
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:	**Godfrey Watson**

School Vision	100% student success.

School Mission	To provide a quality learning environment which enables adults to become literate, economically self-sufficient, and productive members of society.

School Data

Age Breakdown:					
Total School Enrollment	**16-18**	**19-24**	**25-44**	**45-59**	**51+60+**
1978	231	651	698	403	120

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	39	31	58	47	39	28	39	54	5	22	2	11

School Leadership			
Position/Role	**First Name**	**Last Name**	**Years at Current School**
Administrator	Godfrey	Watson	1-3 years
Coordinator, if applicable	Patrick	Jennings	4-10 years
Lead Teacher	Donna	Lawless	4-10 years
Lead Teacher	Tanja	Vurunic	4-10 years
504 Liaison	Patty	Brewer	1-3 years
Other			

Total Instructional Staff:	FT: 23	PT: 36
Total Support Staff:	FT: 7	PT:

B. Improvement Priorities

Choose three priorities for improvement ("Big Rocks") that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

> *EXAMPLE THEORY OF ACTION*: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving gains will increase from55Click or tap here to enter text. to 70%.

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based planning, then the percent of   all students earning LCPs will increase increase from 41% to 43%

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 percent of all students earning LCPs will increase from 41% to 43%.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Student-Centered with Rigor, then the percent of all students earning LCPs will increase from 41% to 43%.

C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school's common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school's improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

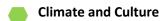|	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
	EXAMPLE: Leadership Team	All Priorities	*Monitor instructional implementation of grade-level standards to increase student FSA proficiency*	• *Training on Lesson Planning Resources,* • *Preconference,* • *Weekly instructional reports,* • *Prep PLC agendas*	*Principal*	*Assistant Principal(s)*	*Weekly on Tuesdays*	• *Lesson plans aligned to standards, with targets and performance scales,* • *Planned and completed student work requiring practice with complex text and its academic language*
1.	Leadership Team	All Priorities	Maximize student success	• Marzano training and implementation • PLC Coordination	Administrator Coordinator	Administrator Coordinator	Bi-weekly	• Lesson plans aligned to standards, with targets and performance scales

	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
				• Walk-throughs instructional feedback				
2.	Content Area Leaders	All Priorities	Maximize student success	• PLC Coordination	Lead Teachers	All Staff	Monthly	• Instruction delivery is aligned with best practices • Lesson plans aligned to standards, with targets and
3.	Instructional Staff	All Priorities	Maximize student success Adult High School performance declined in 2017-2018	• PLC Coordination • Planning time • Articulation meetings • Provide human resources to address AHS barriers	Lead Teachers AHS Teacher	Instructional Staff Admin team	Monthly PLC and ongoing collaboration during planning time.	• Walk-throughs are aligned with expectations • Lesson plans aligned to standards, with targets and performance scales
4.	504 Team	All Priorities	Maximize student success	• 504 Meetings	504 Coordinator	Instructional Staff Students 504 Committee	Bi-Weekly as needed	• Lesson Plans and Instruction delivery are aligned to include 504 accommodations

Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Only 80% of students Agreed or Strongly Agreed with Item 31 (My school considers students' opinions when planning ways to improve the school) in our 2017-2018 AdvanceED Student Satisfaction Survey.
2. The problem/gap in student satisfaction is we need to improve our openness to student input when planning school improvement.
3. By soliciting and implementing student input regarding school improvement, we expect our performance level to be 90% in the 2018-2019 AdvanceEd survey.
4. We will analyze and review our data for effective implementation of our strategies upon receipt of the 2018-2019 AdvanceEd survey.

5. **GOAL:**

The percent of students choosing Agree and Strongly Agree on Item 31 will increase from 80% to 90%, as measured by AdvanceEd.

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.

☒ Provide effective intake and orientation.

☒ Engage all staff in increasing customer service.

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?
Improve our Student – School communication channels (e.g. suggestion box)	Administrator/Guidance Counselor/Teachers	• Monthly
Increase student awareness of our communication channels	Administrator/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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Conduct sensitivity training using activity protocols from Lastinger Institute Training	All support instructional and administrative staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is mostly affected by the lack of student retention protocol. We expect our attendance/retention performance level as evidence by completions, to improve by implementing new strategies and processes .

2. The problem/gap in attendance/retention is occurring due to the need to analyze attendance retention data effectively.

3. If we monitor and analyze data and implement strategies, the attendance and completions will increase by 2%.

4. We will analyze and review our data for effective implementation of our strategies by having monthly attendance meetings.

5. **GOAL:**

The percent of all students attending long enough to become a 'completer' will increase from 41% to 43%, as evidenced by withdrawal codes and 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 3 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?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Leadership Team	Monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Team Leaders/Leadership team	Ongoing
Develop and implement attendance incentive programs and competitions.	All staff	Ongoing
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Leadership Team	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Team Leaders/Leadership team	Monthly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Team Leaders	Ongoing
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	All staff	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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Conduct sensitivity training using activity protocols from Lastinger Institute Training	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ 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 only 39% of ABE students earned an LCP as evidenced in FOCUS CTAE.
2. We expect our performance level to be 41% by the end of the 2018-2019 reporting year.
3. The problem/gap is occurring because of difficulties in administering TABE post testing.
4. If increased post testing in TABE would occur, the problem would be reduced by 2% and student learning gains would increase by 2% of students being eligible for the GED test(s).

5. **GOALS:**

To increase the number of students who are eligible to take one or more of the GED subject area tests.

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 ability to engage students in complex tasks.

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
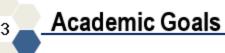
7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
In new Focus attendance program, hours of attendance are cumulative. Teachers will monitor hours to assure post testing.	All ABE Instructional Staff	Weekly

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

☒ Priority 1   ☒ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
TABE 11 & 12 Review Sessions in PLC	ABE Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano trainings	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance in the 2017-2018 school year was 26% TALC students either attended a meet and greet or worked individually with the Adult Ed PTC Occupational Specialist to explore technical programs at PTC.
2. We expect our performance level to be increased to 31% during 2018-2019 reporting year.
3. The problem/gap is occurring because referral process was not implemented at the beginning of the 2017-2018 school year.
4. If Kuder Lab personnel and GED teacher collaboration would occur, the problem would be reduced by the end of the 2018-2019 reporting year and student referrals would increase to 31%.

5.   **GOALS:**

| GED candidates and graduates will receive PTC orientation through the PTC Adult Ed Occupational Specialist. |

The percent of all students being referred to PTC will increase from 26% students to 31%, as measured by Meet and Greet spreadsheet provided by PTC Occupational Specialist.

6.   **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Intensify supports for students in obtaining industry certification.
☒ Strengthen staff ability to engage students in complex tasks.
☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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?
When GED students have successfully completed three GED tests, their name and contact information will be emailed to AE CTE Occupational Spec.	All GED Instructional Staff Career Lab Counselor Coordinator	Bi-weekly 2018-2019 school year

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
Occ Spec Presentation at PLC	Instructional Staff, Career Lab Counselor, AE PTC Occ Spec	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Site-based Marzano Training	ABE/GED Instructional Staff Career Lab Counselor	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. ESOL Goal

DATA SOURCES TO REVIEW:

1. Our current level of performance is 36% of 862 unduplicated ESOL enrollments earned CASAS LCPs, as evidenced in the 2017-18 WDIS report.
2. We expect our performance level to improve by 2% by the end of 2018-2019 school year.
3. The problem/gap is occurring because of the difficulties in CASAS post testing in listening skills.
4. If increased post testing and implementation of listening instructional strategies would occur, the student learning gains would increase by 2%.

5. **GOALS:**

To increase the number and/or percent of ESOL students earning CASAS LCPs

The percent or number of students post testing in CASAS will increase from 2017 – 18 student post testers to by 2%, as measured by CASAS posttest records in Focus CTAE.

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.

☒ 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?
1. Schedule students to take posttest before departing.	Guidance Counselor ESOL teachers Data Entry Clerk	2018-19 school year
2. Implement instructional strategies to improve CASAS listening skills for ESOL students.	ESOL teachers School Director	2018-19 school year
3. Implement new FDOE Adult ESOL Frameworks	ESOL teachers ESOL Coordinator	2018-19 school year
4. Promote ESOL Distance Online Program to departing daytime ESOL students.	ESOL Distance Online Program teacher Guidance Counselor ESOL teachers	2018-19 school year

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
Burlington English coaching and mentoring	ESOL Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Review new FDOE adult ESOL frameworks training	Team Leader, ESOL Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is: We served 66 unique students of whom 39% earned an LCP, as evidenced in WDIS reporting.
2. We expect our performance level to show a growth rate of 5% for the 2018-2019 school year.
3. The problem/gap is occurring because too many students do not complete. Currently, 39% of our AHS completed a subject and earned a half-credit.
4. If our completion performance climbed 5%, to 44%, the problem would be reduced by 5% and student-learning gains would increase by 5%.

5. **GOALS:**

The percent of all students earning LCPs and earning a gain (0.5 credits) will increase from 39% to 44% as evidenced in WDIS 2018-2019 reporting.

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

☒ The teacher will use best practices, both interpersonal and pedagogical, to effectively facilitate learning.

☒ Processes will be managed for post-testing registered students to prepare for statewide FSA exams. We will ensure all students will be post-tested before they take the FSA exam**.**

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?
Evaluate transcript to determine student needs.	AHS Teacher / Guidance	At student intake
Place student in appropriate class(es) with curriculum as needed (e.g. APEX / traditional text)	AHS Teacher / Guidance	At student intake
Define and implement the post-testing process for FSA Test Prep students.	AHS Teacher	Sept. 2018 / ongoing in alignment with State testing

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**
Marzano training	Instructional staff Guidance Counselor	☒ 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 baseline, as evidenced in Tomlinson not participating in 2017-2018 Summer CR. In 2018-2019, Summer CR could account for 90% or our co-enrolled program.
2. We expect our performance level to be baseline in both enrollment numbers and completions as evidenced in Focus reporting.
3. The problem/gap is unknown until we identify how our programs performed relative to our own goals as well district expectations.
4. If enrollment or completions fall short of expectation, the problems would be reduced through improved instruction and retention practices and student learning gains would increase by 2%.

5. **GOALS:**

The percent of all co-enrolled students who earn at least 0.5 credits will meet district expectations or increase by 2% (whichever is greater) as reported in 2018-2019 Focus.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Identify and expand utilization of Apex instructional best practices.
☒ Coordinate with each high school's Summer CR Administrator to optimize program effectiveness and staffing of Summer CR.

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?
Communicate with each HS team to identify successful practices in Apex instruction and opportunities for improvement.	Coordinator	August / September 2018
Incorporate lessons learned into next year's Summer CR	Coordinator	Oct 2018 - June 2019
Develop and distribute a Summer CR satisfaction survey for high school leadership and faculty.	Coordinator	August 2018

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
Marzano Training	HS Instructional Staff Coordinator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AHS and HSC PLC emphasis on Apex best practices	HS Instructional Staff Coordinator	☒ 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 2% of students enrolled in the 2017-2018 school year earned the LCP, as evidenced in Focus CTAE.
2. We expect our performance level to be increased by 5% in the 2018-2019 reporting year.
3. The problem/gap is occurring due to the breadth of basic skills students need, in addition to advanced computer technology skills required in the contemporary workplace.
4. If increased integration of computer technology skills into student learning plans were to occur, the problem would be reduced by 5% and student-learning gains would increase by 5%.

5. GOALS:

By increasing the integration of computer technology skills into basic CTE and workplace preparation instruction, 7% of AAAE students will complete and earn the LCP.

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

☒ Increase integration of technology skills into basic employability skills instruction.

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?
Identify student employment and/or educational goals	ABE/GED Instructor Career Lab Counselor	Within two weeks of intake
Identify gaps in student employability or CTE program readiness	ABE/GED Instructor Career Lab Counselor	Within two weeks of intake
Design and implement learning plan to integrate employability skills development and computer technology skills.	ABE GED Instructor	Within two weeks of intake

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
Conduct sensitivity training using activity protocols from Lastinger Institute Training	ABE/GED Instructional Staff Career Lab Counselor	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano Training	ABE/GED Instructional Staff Career Lab Counselor	☒ 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 30% staff participation, as evidenced in participation in our wellness activities.
2. We expect our performance level to be 50% by June 2019.
3. The problem/gap is occurring because a lack of awareness of motivational activities.
4. If increased awareness would occur, the participation will increase from 30% to 50%.

5. **SMART GOALS:**

The percent of all staff involved in a monthly Wellness Champion sponsored activity will increase from 30% to 50% as measured by participation in sponsored activities.

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

☒ We will continue to have seminars and workshops to promote our Healthy School Goals

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?
Promoting wellness activities at staff meeting and PLCs	Wellness Champion	Monthly
Highlight incentive program	Wellness Champion	Monthly
Current participants will recruit new participants	2017-2018 Participants	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
District wellness personnel will conduct Information Sessions	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Outside agency training	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

A. 504 Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our level of performance regarding 504 Plans as of June 4, 2018: 10 students have active and current 504 Plans, as evidenced in FOCUS/ PORTAL. Our 2017-2018 number of students identified with 504 Plans was 0.
2. We expect our number of students with current and active 504 Plans to be increased to 15 by June of 2019, which is a 50% increase.
3. The problem is occurring because there are students who might qualify for 504 Plans, but they aren't identified at intake and/or don't have the documentation necessary for us to write up the plans so they aren't getting their accommodations, guaranteed to them by law, which would allow them to be successful.
4. If 504 Plans would be written for all students who qualify, the school would be in compliance with ADA and IDEA and generate funding from the state.

5. **SMART GOALS:**

Increasing the identification and accommodation of students who have learning disabilities, will increase their achievement and the number of LCPs they earn.

6. **STRATEGIES:**

☒ The 504 team will meet bi-weekly to review our intake data to make recommendations for further processing.

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?
Conversations with incoming students, which gives them opportunities to self-disclose about disabilities or past difficulties regarding learning	Guidance Counselor	At Intake
Paperwork is immediately given to student for signatures on Student Rights and Responsibilities, Authorization for Release and/or Request for Information, so the information can be gathered for student support	Guidance Counselor	At Intake or soon after testing
Set up the 504 Team Meeting as soon as the documentation is back to develop interventions and accommodations appropriate for student support and achievement. Create the Funding Matrix and 504 Plan so that it can be input into FOCUS, available to all teachers of the student	Guidance Counselor and members of the GED team or ESOL team as needed	Initially, when documentation arrives; annual reviews, thereafter

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
Conferences and emails with Adult Ed 504 Facilitator	Guidance Counselor and other members of the 504 Team	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3