School Improvement Plan
SY 2019-20

CLEARVIEW ADULT EDUCATION 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:	Brenda Vlach

School Vision	100 % student success.

School Mission	The mission of Clearview Adult Education Center is to provide a learning environment for our diverse population which will empower them to reach personal, career and economic goals and become productive members of society.	

School Data

Age Breakdown:					
Total School Enrollment	**16-18**	**19-24**	**25-44**	**45-59**	**60+**
915	308	162	224	128	38

Adult Ed State Targets Met	2019 ☒Yes ☐ No	2018 ☒Yes ☐ No	2017 ☐ Yes ☐ No	2016 ☐ Yes ☐ No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled		AAAE	
	2019 %	2018 %	2019 %	2018 %	2019 %	2018 %	2018 %	2018 %	2019 %	2018 %	2019 %	2018 %
LCP	73	87	134	105	62	51	29	0	57	18	0	29

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Brenda	Vlach	1-3 years
Coordinator	Bridget	O'Donnell	1-3 years
Lead Teacher	Stephanie	Madrinan	1-3 years
Lead Teacher	Toni	Molinaro	1-3 years
504 Liaison	Stephanie	Madrinan	1-3 years
Other			

Total Instructional Staff:	FT: 3	PT: 24
Total Support Staff:	FT: 4	PT: 0

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%.

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1. Priority 1: Conditions for learning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction   , then the number of all students who enroll will increase from 1018 to 1049.

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 who earn an LCP will increase from 71% to 74%

3. Priority 3: Transition to Career Training

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Transition to Career Training   , then the number of Choose an item. students who attend a "Meet and Greet" at PTC will increase from 30 to 35 an increase of 15%.

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*
1.	Leadership Team	All Priorities	*Monitor instructional implementation of curriculum frameworks to increase enrollment, LCPS, and transition to PTC.*	• *Training on Marzano* • *Training on Curriculum Frameworks* • *Monthly LT & Faculty Meetings* • *Weekly Data review*	Administrator	Coordinator, Lead Teachers, 504 Liaisons	Weekly	• Marketing Materials • Student Prescriptions • ACP Folders • PTC Sign in sheets • Faculty & Staff Meeting Minutes
2.	Content Area Leaders	Priority 2	Increase student achievement	• Implement a process for post testing • Weekly data review • Aligning instruction to	Lead Teachers	Lead Teachers, Teachers, Testers, DMTs	Daily, Weekly, Monthly	• CASAS and TABE testing reports • Department meeting minutes • FOCUS LCP reports • Administrator Evaluations

	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
				curriculum frameworks				
3.	Completers (AHS)	Priority 3	Increase student exposure and transition to career training	• ACP Folders • Journey/Career Exploration • Referrals to Occupational Specialist	Administrator, Coordinators, Teachers	Teachers	Daily, Weekly, Monthly	• Diplomas • PTC Tour sign in sheets • Occupational Specialist reports
4.	504 Team	Priority 2	Increase services to eligible adult learners	• Training faculty and staff • Communicating with students • Reaching out to partner services	504 Liaisons	Administrator, Coordinator, Teachers, Staff	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 4.52. We expect our performance level to be 4.65 by the end of 2019-2020.
2. The problem/gap in student satisfaction is occurring because lack of opportunities for involvement of families and community members.
3. If an increase in opportunities for family and community involvement would occur, the problem would be reduced by 3%, as evidenced by an increase in area G1: My school shares information about school success with my family and community members, as evidenced by number of community related activities and family outreach activities.
4. We will analyze and review our data for effective implementation of our strategies by review of Advanced Survey results.

5. **GOAL:**

> EXAMPLE: The Climate Survey of all students will show positive growth from 3.2 to 3.8 on a scale of 1.0 to 5.0, as evidenced by AdanceED Survey Response rates.

The Climate Survey percent of all students will show positive growth from 4.52 to 4.65 on a scale of 1.0 to 5.0, as evidenced by AdvancED Survey Responses.

6. **STRATEGIES:**

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

☒ Choose Climate and Culture Strategy **Increase targeted outreach to area elementary schools in our service area**

☒ Choose Climate and Culture Strategy **Hold open house and talent show for our students open to families and community partners**

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?
Send targeted letters to ESOL Lead teachers in neighboring schools	• Administrator/Coordinator/Lead Teacher/Teachers	• Semi-annually
Implement ESOL classes at partner Elementary schools for parents of elementary ESOL students	• Administrator/Coordinator/Lead Teacher/Teachers	• 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

Provide opportunities for staff to attend technology training	2 Staff	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Provide instructors with opportunities to research resources to enable students to be successful	14 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current rate of 504 students withdrawing prior to earning an LCP is 62%. We expect our performance level to be 47% by end of 2019-2020.
2. The problem/gap in attendance is occurring because students with a 504 may need additional support.
3. If additional training for teachers was provided to better meet the needs of students with a 504 would occur, the problem would be reduced by 15%.
4. We will analyze and review our data for effective implementation of our strategies by updating the tracking sheet and meeting monthly with the 504 team.

5.   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 with a 504 withdrawing prior to achieving a student gain will decrease from 62% to 47%, as measured by FOCUS data.

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

☒ **Train staff to identify and provide accommodations appropriate to each student's situation**

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.	Administrator/Coordinator/Teacher	Monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Administrator/Coordinator/Teacher	Monthly
Develop and implement attendance incentive programs and competitions.	Administrator/Coordinator/Teacher	Monthly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Administrator/Coordinator/Teacher	Monthly, as needed on individual basis
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Administrator/Coordinator/Teacher/504 Committee	Bi-weekly
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Administrator/Coordinator/Teacher/504 Committee	Monthly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administrator/Coordinator/Teacher/DMT	Daily

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, Measurable, Actionable, Realistic, and Timely.

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.

A. ABE Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 46 LCPs earned in ABE Math, as evidenced in FOCUS.
2. We expect our performance level to be 48 by the end of 2019-2020.
3. The problem/gap is occurring because of the increase in rigor in the new TABE 11/12 TABE test compared to the previous 9/10 test.
4. If post testing and additional math focused training would occur, the problem would be reduced by 5% and student learning gains would increase by 5%.

5. **GOALS:**

> EXAMPLE: The percent of all students achieving a student gain (LCP) in ABE Program 9900000 will increase from 55% to 70% as measured by TABE Post Test Data

The percent of all students making a learning gain (LCP) in ABE Math Program 9900001 will increase from 25% to 28%, as measured by FOCUS enrollment data.

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

☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Training staff on Program Content and curriculum frameworks.	Administrator/Coordinator/Lead Teacher	Monthly Faculty Meetings, New Teacher Training, In Service Days
Providing opportunities for training by vendors on devices and materials aligned to ABE Math Program 9900001 such as protractor, calculator, and formula sheet training.	District CTAE staff, Administrator/Coordinator/Lead Teacher	Summer Symposium, DWT, Adult Trainings, Conferences
Survey teachers on most missed math TABE items and design trainings to focus on math weaknesses.	Administrator/Coordinator/Lead Teacher	Monthly Faculty Meetings, New Teacher Training, In Service Days

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

   ☒ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	14 FT and PT Teachers, Staff	☒ Priority 1

| PLCs within Department focusing on curriculum frameworks | 14 FT and PT Teachers, Staff | ☒ Priority 2 |
| Implement teacher level tracking system for monitoring of math post testing and lcps. | 14 FT and PT Teachers, Staff | ☒ Priority 1
☒ Priority 2 |

3 Academic Goals

B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 20, as evidenced in FOCUS.
2. We expect our performance level to be 24 by end of 2019-2020.
3. The problem/gap is occurring because of the change from TABE 9/10 to TABE 11/12 and the requirement to have a level 5 score to enroll in the GED Program.
4. If an increase in enrollment in the GED Program would occur, the problem would be reduced by 20% and student learning gains would increase by 20%.

5. **GOALS:**

> EXAMPLE: The percent of all GED students who complete course 9900130 during the same program year and earn a diploma (W45) will increase from 37% to 44% as measured by FOCUS Advance Reports and Pearson Vue Site Manager Data

The percent of all students who earn a diploma (W45) who complete course 9900130 will increase from 33% to 53%, as measured by FOCUS Advanced Reports and Pearson Vue Site Manager Data.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Strengthen staff ability to engage students in complex tasks.
☐ Choose Strategy
☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide targeted training to teachers on GED content to all teachers	Administrator/Coordinator	Monthly, As needed on an individual basis
Provide training to teachers that integrate multiple content areas	Administrator/Coordinator/Lead Teachers	Monthly, Semi-annually
Teachers will reach out to students after third absence to encourage continued enrollment	Lead Teachers/Teachers	Daily

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):
    ☐ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teacher training is provided from GED assessments taken by teachers.	14 FT and PT Teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLCs within Department focusing on curriculum frameworks	14 FT and PT Teachers	☐ Priority 1 ☒ Priority 2 ☐ Priority 3
PLCs within Department to target under 18 students to assist them in reaching level 5 score to enroll in GED course	14 FT and PT 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 62%, as evidenced in FOCUS.
2. We expect our performance level to be 65% by the end of 2019-2020.
3. The problem/gap is occurring because of lack of post testing.
4. If more post testing would occur, the problem would be reduced by 3% and student learning gains would increase by 3%.

5. **GOALS:**

EXAMPLE: The percent of all students earning an LCP in 9900040 or 9900051 will increase from 55% to 70% as measured by eCASAS Post Test results and CCR Standards Checklist

The percent of all students earning an LCP in 900040 or 9900051 will increase from 62% to 65%, as measured by eCASAS Post Test results and CCR Standards Checklist.

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

☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

☐ Choose Strategy

☐ Choose Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teaching teachers the ESOL state standards and how they align to the curriculum.	Administrator/Coordinator	Monthly
Identify materials needed to teach state standards	Administrator/Coordinator	Weekly, Monthly
Integrated software such as Burlington to target CASAS competencies	Administrator/Coordinator/Lead Teacher	Daily

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

☐ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings		☒ Priority 1 ☒ Priority 2 ☐ Priority 3
PLCs within Department focusing on curriculum frameworks	14 FT and PT Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Include PTC Transition information in the ESOL transition class. Provide opportunities for PTC representatives and Career Source staff to speak with ESOL Transition students.		☐ 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 2, as evidenced in FOCUS data.
2. We expect our performance level to be 4 by the end of 2019-2020.
3. The problem/gap is occurring because of lack of enrollment in AHS students.
4. If an increase in AHS enrollment would occur, the problem would be reduced by 100% and student learning gains would increase by 100%.

5.   **GOALS:**

> EXAMPLE: The percent of all students who are withdrawn prior to achieving a student gain (.5 credit) in program 9900010 will decrease from 28% to 15% as measured by FOCUS Reported Inactive Unduplicated students who achieved one or more LCPs.

The percent of all students who will complete 9900010 and earn a diploma will increase from 2 to 4, as measured by FOCUS data.

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

☒ Write Strategy **Strength staff ability to engage in complex tasks**

☐ Write Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize guidance counselors to reach out to non-graduates in our zip code.	Administrator/Coordinator/Guidance Counselors	Daily
Implemented Intensive Reading course to enhance reading skills needed to earn concordant scores for Certificate of Completion students.	Administrator/Coordinator/Teachers	Daily
Outreach to community to assist with paying the testing fees for AHS students enrolled in the Intensive Reading Course.	Administrator/Coordinator/Teachers	Daily

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

   ☒ Priority 1   ☒ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLCs within Department focusing on curriculum frameworks	6 Teachers/Guidance Counselors	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Teacher participates in ACT/SAT district training and shares with AHS teachers.	4 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Creation and sharing of Learning resources specific to Adult High School Curriculum	4 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 38%, as evidenced in FOCUS Data.
2. We expect our performance level to be 41% by the end of 2019-2020.
3. The problem/gap is occurring because of student retention.
4. If an increase of student retention would occur, the problem would be reduced by 5% and student learning gains would increase by 5%.

5. **GOALS:**

> EXAMPLE: The percent of all students who are withdrawn prior to achieving a student gain (.5 credit) in 9900099 will decrease from 28% to 15%, as measured by FOCUS Reported Inactive Unduplicated students who earned one or more LCPs.

The percent of all co-enrolled students who earn an LCP will increase from 38% to 41%, as measured by FOCUS Advanced Report.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Write Strategy **Strengthen staff ability to reach out to co-enrolled students and parents to communicate program availability**
☒ Write Strategy **Teachers follow up with students who are not attending or not progressing in the APEX program.**

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Meeting with co-enrolled teachers to implement best practices and processes and procedures	Administrator/Coordinator/Teachers	Monthly
APEX Training	Administrator/Coordinator/Teachers	Monthly
APEX PLCs	District Staff/ Administrator/Coordinator/Teachers	Monthly, Weekly during Summer

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 state standards	8 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Creation and sharing of Learning resources specific to Co-enrolled curriculum	8 Teachers	☒ Priority 1 ☒ Priority 2 ☐ Priority 3

F. Healthy Schools Goal

Exemplar

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is Baseline year, as evidenced newly established Wellness Champion.
2. We expect our performance level to be implement Wellness Activities at 3 faculty & staff meetings by end of 2019-2020.
3. The problem/gap is occurring because we lacked a Wellness Campion.
4. A Wellness Champion has been selected and will increase faculty and staff participation by 25%.

5. **SMART GOALS:**

EXAMPLE: The percent of all staff involved in monthly Wellness Champion sponsored activities will increase from 50% to 80% as measured by participation in sponsored engagements

The percent of all staff involved in monthly Wellness Champion sponsored activities will increase from baseline to 25%,.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Write Strategy **Select a Wellness Champion**
☒ Write Strategy **Wellness Champion will attend District Training**

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Wellness Champion has been established and will increase participation in wellness activities.	Wellness Champion	Monthly
Wellness activities will be included at 3 monthly faculty meetings.	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
Implement monthly wellness activities at faculty meeting such as guest speakers, time management, stress management	30 Administrators, Faculty and Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3
Use Wellness money to benefit teachers	30 Administrators, Faculty and Staff	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 29%, as evidenced in FOCUS Data.
2. We expect our performance level to be 35% by the end of 2019-2020.
3. The problem/gap is occurring because students who do not self-identify.
4. If an increase in students who self-identify would occur, the problem would be reduced by 5%.

5. **SMART GOALS:**

EXAMPLE: The percent of all students receiving accommodations through a 504 Plan who achieve a student gain (LCP) will increase from 55% to 70%, as measured by TABE or eCASAS Post Test Data or HSC credits earned.Click or tap here to enter text.

The percent Of 504 students receiving accommodations through a 504 Plan who achieve a student gain (LCP) will increase from 29% to 35%, as measured by TABE or eCASAS Post Test Data or HSC credits earned.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 504 learners and are in addition to the strategies and actions articulated with the content specific goals.)*

☒ Write Strategy **Provide trainings to faculty and staff on the 504 process**
☐ Write Strategy

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Formed 504 Committee	504 Liaisons	Monthly
Developed process and procedures for developing a 504 plan		

8. **MONITORING:**

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):   ☐ Priority 1   ☐ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Summer Symposium, DWT, monthly faculty meetings		☒ Priority 1 ☒ Priority 2 ☐ Priority 3
504 Coordinator attending 504 committee meetings as available		☒ Priority 1 ☒ Priority 2 ☐ Priority 3
Referrals to partnering agencies and postsecondary institutions		☐ Priority 1 ☐ Priority 2 ☐ Priority 3