School Improvement Plan
2019-20

Clearwater Adult Education Center

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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:	James M. Joyer

School Vision	100% Student Success

School Mission	Mission: To prepare our students for the workforce Principal: James M. Joyer SAC Chair: Amy Canavan

School Data

Age Breakdown:					
Total School Enrollment	**16-18**	**19-24**	**25-44**	**45-59**	**60+**
2,178	612	582	863	41	80

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

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled		AAAE	
	2019 %	**2018 %**	**2019 %**	**2018 %**	**2019 %**	**2018 %**	**2019 %**	**2018 %**	**2019 %**	**2018 %**	**2019 %**	**2018 %**
LCP	49	83	71	59	49	51	55	46	55	35	0	22

School Leadership			
Position/Role	**First Name**	**Last Name**	**Years at Current School**
Administrator	James	Joyer	4-10 years
Lead ESOL Teacher	Yllka	Bejo	4-10 years
Lead ABE/GED Teacher	William "Andy"	Shaw	1-3 years
504 Liaison	Amy	Canavan	1-3 years

Total Instructional Staff:	FT: 11	PT: 62
Total Support Staff:	FT: 3	PT: 0
Counselor	FT: 0	PT: 3

B. Improvement Priorities

Priority 1: Standards-based instruction

Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percentage of all Clearwater Adult Education Center students earning a Literacy Completion Point (LCP) as calculated by LCP's earned/unduplicated enrollment will increase from 60.2% to 65% for the 2019-2020 school year.

- 2018 – 2019: Total 1311 LCP's earned/2,178 unduplicated enrolled students = 60.2% proficiency rate
- 2017 – 2018: Total 1461 LCP's earned/2188 unduplicated enrolled students = 66.7% proficiency rate

Priority 2: Standards-based instruction
Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percentage of all ELL students earning a Literacy Completion Point (LCP) and being calculated as a completer will increase from 47.2% to 52.2% for the 2019 – 2020 school year. Click or tap here to enter text**....**

- 2018 – 2019 ESOL Completers: 379/803 = 47.2%
    - 258/441 = (59%) Day Session
    - 121/362 = (33%) Night Session

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

Priority 2b: Standards-based instruction

Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percentage of all ABE/GED students earning a Literacy Completion Point (LCP) and thereby being calculated as a program completer will increase from 125/392 (31.9%) to 40% for the 2019 – 2020 school year.

- 2018 – 2019 (ABE/GED)
    - ANNEX (ABE/GED) 81/293 = 27.6%
    - SPC ABE/GED 22/65 =
    - Satellites (ABE/GED) 16/24 = 66.7%
    - Total ABE/GED = 125/392 = 31.9
    -
- 2017 - 2018 (ABE/GED)
    - ANNEX (ABE/GED) 99/317 = 31%
    - SPC ABE/GED 52/92 = 56.5%
    - Satellites (ABE/GED) 16/24 = 66.7%
    - Total ABE/GED = 182/465 = 39%

3. Priority 3: Conditions for learning

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

- o   2018 – 2019
  - ▪   504: 6/15 = 40% Completion Rate
- o   2017 – 2018
  - ▪   504: 11/21 = 52% Completion Rate

School Culture for Learning

🟡 **C. Monitoring and Achieving Improvement Priorities**

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
1.	Leadership Team	Priority 1	Monitor instructional implementation of Adult Ed. ESOL standards to increase student eCASAS proficiency	• Walkthroughs, observations, and informal conversations with ESOL Team. • Preconference	Administrator	Teachers, Staff, Coordinator, Lead Teachers	Daily, weekly, Terms	• Lessons aligned to state standards, with targets and performance scales • FOCUS LCP Reports • eCASAS Reports • Success Class Reports
2.	ESOL Team	Priority 2a	Increase the percentage of ESOL students earning an LCP and being calculated as a completer for 2019/2020 school year	• Alignment of instruction to standards • Daily, weekly walkthroughs/observations/informal conversation • Tracking of student hours and post-testing dates • Monitoring Global Reports • All ESOL Students completing "Success Class"	Lead Teacher, Success Class Teacher	Lead Teacher, Coordinator, Administrator	Daily, Weekly	• FOCUS LCP Reports • eCASAS Reports • Teacher tracking documents • Global Report • Students progressing from one CASAS level to the next • Success Class LCP Report
3.	ABE/GED Team	Priority 2b	Increase the percentage of ABE/GED students earning an LCP and being calculated as a completer for 2018/2019 school year	• Alignment of instruction to standards • Daily, weekly walkthroughs/observations/informal conversation • Tracking of student hours and post-testing dates • Monitoring Global Reports	Administrator, Lead Teacher	ABE/GED Lead Teacher, Teachers, Administrator, Coordinator	Daily, Weekly	• Increase in students being LCP completers • Increase in number of LCP's • Global Report • Increase in students progressing in program

School Culture for Learning

	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
				• Daily Lesson Presentation (Math, Science, Social Studies, Language Arts)				
4.	504 Team	Priority 3	Increase services to eligible adult learners	• Training faculty and staff • Communicating with students • Reaching out to partner services	504 Liaison	Administrator, Teachers, Staff, 504 Liaison	Daily Weekly Term	• 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):
Our current level of performance in school-wide student satisfaction is 4.29 out of 5.0. This is an increase from the 2017/2018 school year of .10. We expect our performance level to be 4.4 by March 2020.
3.78/5.0 of our students surveyed in 2018-2019 agreed that our school shares information about school success with their family and community members.

During the 2019 - 2020 school year we have set the goal of 4.0/5.0 of students surveyed will agree with statement.

1. 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 2020.

2. We will analyze and review our data for effective implementation of our strategies by March, 2020.

3. **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 2019-2020 by 10%, as evidenced by AdvancEd Survey Response rates.

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

☒ Engage all staff in increasing customer service. **Many students have active Facebook accounts and are open to receiving school updates and having their school's successes highlighted on social media.**

☒ Provide effective intake and orientation. **Our intake and orientation session is very comprehensive and includes; program overview, hours, staff, career pathways, and for the 2018-2019 school year we will request students to Like-Us on Facebook.**

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Encourage all students to Like CAEC on Facebook	• Orientation Teacher	• Daily
Continue share and upload success stories on Facebook	• All Faculty/Staff • Amy Canavan	• Weekly

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	All Faculty & Staff	☒ Priority 1

	Administrator	☒ 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 52% (ELL) and 68% (ABE/GED) students withdrew prior to earning an LCP in 2018-19 school year. We expect our performance level to improve by implementing specific practices we expect 60% of our students being calculated as a completer prior to withdrawing from the 2019-2020 school year.

2. Our students withdraw for many reasons before earning an LCP including; moving out of the area, feeling a lack of support, employment conditions changing, family issues.

3. In order to improve our student completion rates we developed a student LCP data tracking system and will continue to use this system to monitor student progress daily, weekly and during each term, direct phone contact with student who miss three consecutive days and text messages prior to withdrawing student on day seven 7.

4. We will analyze and review our data for effective implementation of our strategies by May 31, 2020.

5. **GOAL:** The percent of all students withdrawing prior to achieving a student gain will decrease from 58% to 40%, as evidenced by withdrawal codes and FOCUS LCP Post-test data.

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?
Continue to improve and monitor 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
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Administrator, teachers	Daily, weekly, monthly
Share data with faculty during all PLC meetings	Administrator, Lead Teacher	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 learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	Administrator Faculty Support Personnel	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
PLCs	Administrator, All full time teachers	☒ 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, 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. CAEC's 2018-2019 level of performance was 193/1796 total ABE LCP's earned (10.6%) of the district
2. Our expected (2019-2020) level of performance include both an overall increase from 190 to 300 total LCP's

GOALS: 40 percent of all ABE students will earn an LCP and course 990000 Choose an item.

3. **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.

4. **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 ABE/GED teachers to discuss 2018-2019 performance Providing teachers with specific goals (5 LCP's per week per teacher)	Administrator	August 2019
Curriculum Standards Training TABE interpretation review Prescription writing and interpretation PAXON material training PAXON Assessment	District Administrator, Lead Teacher	August PLC's Weekly meeting with administrator
Lesson plans from Paxon material aligned with student needs Weekly monitoring of student progress Reviewing of lessons, student prescriptions, student progress weekly at PLC's	Administrator, Lead Teacher	Weekly

5. **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

6. **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
PLC (ABE/GED) Individual meetings with Lead Teacher/Teacher Meeting with Administrator and teacher	4 full-time teachers Administrator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

Performance for 2018-2019 school year CAEC earned 113 LCP's in course 9900130 GED Preparation. This is a decrease from the 2017-2018 school year of 188 LCP's (301).

1. The gap occurred for several reasons:
    - o   Lack of students completing ABE requirements
    - o   Decrease in GED enrollment at SPC location
    - o   Incomplete monitoring of students working at GED level
    - o   Students not recording CAEC as school of contact when taking the GED exam
    - o   Lack of testing coordinator on-site at SPC

GOALS: percent

CAEC students will earn a total of 335 LCP's

2. **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.

3. **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 ABE/GED teachers to discuss 2018-2019 performance Providing teachers with specific goals, material, training and expectations	Lead Teacher, Administrator	Daily, Weekly
Curriculum Standards Training TABE Prescription writing and interpretation PAXON material training PAXON Assessment	Administrator, Media Staff, Teachers	Weekly, Monthly
Closer monitoring of student progress through database tracking	Administrator, Teachers	Daily, weekly, Monthly

4. **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

5. **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
PLC (ABE/GED) Individual meetings with Lead Teacher/Teach	4 Full-time and 2 Part-time teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

C. ESOL Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. 44% (381/872) ESOL students enrolled in 9900040 for the 2018-2019 school year earned an LCP and earned "Completer Status"

2. It is our professional expectation that 50% of enrolled students will earn an LCP in 9900040 and be classified "Completer"

3. The gap is occurring because students exited the program prior to earning an LCP or enrolled in the program too late to receive the training needed to earn an LCP.

4. By students attending our Success Class, being monitored more closely using our Global report, and being placed on a specific testing schedule and the curriculum in all ESOL classes being aligned with the standards for eCASAS testing, LCP's will increase by 6%.

5. **GOALS:** The percent of all ESOL students earning a completion LCP in 9900040 will increase from 44% to 50%, as measured by eCASAS Post-test results.

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

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

☒ Strengthen staff practice to utilize questions to help students elaborate on content.

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide teachers additional training on curriculum frameworks for Adult ESOL, closer monitoring of student progress using the Global system, students being enrolled in Success class, timely post-testing, student results being analyzed by ESOL Success Team	Administrator Lead Teacher Testing Coordinator Program Coordinator	Daily Weekly Monthly

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

☒ Priority 1   ☐ Priority 2   ☐ Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty meetings to discuss curriculum frameworks and address student progress across all ESOL classes District Trainings Weekly ESOL PLC	Administrator, Lead ESOL Teacher, ESOL Team	☒ 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 57% (40/70) of Adult High School Students earned an Adult High School LCP during the in 2018-2019, as evidenced in FOCUS Reports.

   CAEC was impacted by a number of students who enrolled in CAEC AHS program who only needed 1 credit and therefore completed their diploma and received their home high school diploma and were considered non-completers for our program.

2. We expect our performance level to <u>increase to 60%</u> by <u>May 31, 2020.</u>

3. The problem is occurring because students leave the program before earning their diploma, or do not complete within the program year (but continue into the current program year).

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

5. **GOALS:** 60% of all students enrolled in the CAEC AHS will earn their high school diploma or make appropriate progress during the school year. Students will earn their diploma and/or progress by participating in our AHS Success Program. This program includes the student will meeting with counselor, discussing courses needed for completion, developing a timeline and action plan, scheduling future conference dates, reviewing quarterly progress and determining future needs assessment. As a motivational tool students will be provided 'next steps' PTC and career options.

   We expect the percent of all students who earn their AHS will increase from 57% to 60%, as measured by FOCUS Reports.

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

☒ Write Strategy:

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

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Students will meet with counselor, discusses courses needed for completion, develop a timeline and action plan, schedule future conference dates, review progress and determine future needs assessment. As a motivational tool student will be provided 'next steps' PTC and career options.	Administrator Counselor	Daily Weekly, Monthly

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

   ☐ Priority 1   ☐ Priority 2   ☒ Priority 3

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

Professional Learning Description	Participants	Priority Alignment

	(number and job titles)	
Counselor will attend DWT and professional trainings in order to keep current with high school graduation requirements, programs available and APEX AHS updates. Counselor will meet with Andy Shaw to discuss student progress and provide report to Administrator Counselor will communicate with PTC recruiting personnel and counseling office.	Administrator, CAEC Guidance Counselor PTC Counselor APEX Teacher	☐ 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 58% of students enrolled (435/753) in 9900099 earned an LCP in 2018-2019, as evidenced in FOCUS reports.
2. The majority of our co-enrolled LCP's (80%) are earned during the months of June and July.
3. We expect our performance level to be 60% by May 2019-2020.
4. The gap is occurring because students are not attending class on a regular basis.
5. This problem will be reduced by 3% and LCP completion rate will increase by 3%. .

6. **GOALS:** The percent of all students who earn an LCP completing .5 credit in 9900099 will increase from 58% to 61%, as measured by FOCUS Reports.

7. **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.**

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Collaborating with local high schools to discuss: 1: Daily Attendance and how program is monitored 2: Regular Participation in program 3: Weekly monitoring of student progress 4: Providing data to all stakeholders 5: Monitoring completion LCP's	CAEC Administrator, High School Principals, Guidance Counselors, Apex teachers	Daily, Weekly, Monthly

9. **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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly collaborative meetings with high school partners	CAEC Administrator, 4 High School Principals, 4 High School APCs, 4 Teachers	☒ 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 0% involvement in Wellness Champion sponsored activities. We did not have a Wellness Champion during the 2018-19 school year. Amy Canavan will take over this role in August.
2. We expect our performance level to be 80% by May 31, 2020.
3. The problem/gap is occurring because we did not have a Wellness Champion last year.
4. If activities were tailored to scheduling needs of more staff, the problem would be reduced by 80%.

5. **SMART GOALS:** The percent of all staff involved in Wellness Champion sponsored activities will increase from 80% to 85% as measured by participation in sponsored engagements.

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

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

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Survey Staff to find best time to hold Wellness activities	Wellness Champion	September 2019
Adjust Wellness events to meet the scheduling needs of the majority	Administrator, Wellness Champion	Monthly
Survey staff to determine wellness areas, specific areas of need	CAEC staff	

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

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

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Wellness Luncheons, speakers, activities	10 Full-time Teachers 3 Support Staff Administrator	☒ 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 40% (6/15) of students with 504 Plans earned at least 1 LCP in 2018-19, as evidenced in FOCUS Reports.
2. We expect our performance level to be 60% by May 31, 2020.
3. The gap is occurring because specialized success tracking of students with 504 Plans have yet to be implemented.
4. After our specialized success tracking of students with 504 Plans occur, the problem will be reduced by 20%.

5. **SMART GOALS:** The percent of 504 students receiving accommodations through a 504 Plan who will achieve an LCP will increase from 40% to 60%, as measured by TABE or eCASAS Post-test Data or High School credits earned.

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

☒ Write Strategy **Students who have been self-identify as a student with a 504 history will be assessed by our counselor and will determine if the student needs a 504 plan. The plan will be written by the counselor, shared with the teachers, strategies written and success monitored.**

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
As part of this year's implementation of a completer's data tracking system, students with a 504 Plan will be monitored closely to assure an increase in completions. Monitoring includes discussing progress of all 504 students during weekly PLC meetings, monitoring student progress on Global chart, reporting out at both SBLT and overall progress given at Faculty meetings.	Administrator Coordinator/504 Liaison PLC Lead Teachers	Daily & Weekly & Monthly

2. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
504 training provided to all teachers by Coordinator/504 Liaison Students provided rationale and self-reporting procedures Reports given during PLC meetings.	10 Full-time Teachers 1 Coordinator/504 Liaison 1 Administrator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3