



School Improvement Plan SY 2019-20

DIXIE HOLLINS ADULT EDUCATION CTR

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Continuous Improvement

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

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

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

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



Vision and Direction

School Improvement Plan 2019 - 20

Administrator:	Brenda Vlach
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School Vision	100 % student success.
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School Mission	The mission of Dixie Hollins 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.
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School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
2016	389	419	661	399	139

Adult Ed State Targets Met	2018 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2017 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2016 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled	
	2019 %	2018 %	2019 %	2018 %	2019 %	2018 %	2019 %	2018 %	2019 %	2018 %
LCP	46	80	137	108	46	49	94	71	113	53

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Brenda	Vlach	11-20 years
Coordinator	Bridget	O'Donnell	4-10 years
Lead Teacher	Phil	Wolfe	4-10 years
Lead Teacher	Inguna	Ozols	4-10 years
504 Liaison	Jeani	Chua	4-10 years
Other			
Total Instructional Staff:	FT: 11	PT: 38	
Total Support Staff:	FT: 3	PT: 2	



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 from 55 Click or tap here to enter text. to 70%.

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 2016 to 2116.

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 63% to 68%

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 all students who attend “Meet and Greets” at Pinellas Technical College will increase by 10% from 70 to 77.



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
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	Leadership Team	All Priorities	<i>Monitor instructional implementation of curriculum frameworks to increase enrollment, LCPS, and transition to PTC.</i>	<ul style="list-style-type: none"> • Training on Marzano • Training on Curriculum Frameworks • Monthly LT & Faculty Meetings • Weekly Data review 	Administrator	Coordinator, Lead Teachers, 504 Liaisons	Weekly	<ul style="list-style-type: none"> • Marketing Materials • Student Prescriptions • ACP Folders • PTC Sign in sheets • Faculty & Staff Meeting Minutes
2.	Content Area Leaders	Priority 2	Increase student achievement	<ul style="list-style-type: none"> • Implement a process for post testing • Weekly data review • Aligning instruction to 	Lead Teachers	Lead Teachers, Teachers, Testers, DMTs	Daily, Weekly, Monthly	<ul style="list-style-type: none"> • CASAS and TABE testing reports • Department meeting minutes • FOCUS LCP reports • Administrator Evaluations



Continuous Improvement

	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	<ul style="list-style-type: none"> • ACP Folders • Journey/Career Exploration • Referrals to Occupational Specialist 	Administrator, Coordinators, Teachers	Teachers	Daily, Weekly, Monthly	<ul style="list-style-type: none"> • Diplomas • PTC Tour sign in sheets • Occupational Specialist reports
4.	504 Team	Priority 2	Increase services to eligible adult learners	<ul style="list-style-type: none"> • Training faculty and staff • Communicating with students • Reaching out to partner services 	504 Liaisons	Administrator, Coordinator, Teachers, Staff	Daily	<ul style="list-style-type: none"> • 504 Meeting Minutes • 504 FOCUS Reports • 504 Plans • Sign in sheets from 504 trainings



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide student satisfaction is 4.38. We expect our performance level to be 4.59 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 5%, 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 AdvanceED Survey Response rates.

The Climate Survey percent of all students will show positive growth from 4.38 to 4.59 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?
Implement marketing strategies by sharing flyers and newsletter with community	<ul style="list-style-type: none"> • Administrator/Coordinator/T eachers 	<ul style="list-style-type: none"> • Monthly
Hold annual talent show inviting families and community partners	<ul style="list-style-type: none"> • Administrator/Coordinator/T eachers 	<ul style="list-style-type: none"> • Annually
Provide meeting space for Lealman Area community leaders	<ul style="list-style-type: none"> • Administrator/Coordinator 	<ul style="list-style-type: none"> • As needed on an individual basis

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	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Provide instructors with opportunities to research resources to enable students to be successful	20 Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Instructions

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

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

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

GOALS: Write your goals as goals to be Specific, 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 93 LCPs, as evidenced in FOCUS.
2. We expect our performance level to be 97 LCPs by the end of 2019-2020.
3. The problem/gap is occurring because of increase in rigor in the new TABE 11/12 test when compared to the previous TABE 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 15% to 20%, as measured by FOCUS 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.
- Strengthen staff practice to utilize questions to help students elaborate on content.
- 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 Program 9900001 such as protractor or calculator training.	District CTAE staff, Administrator/Coordinator/Lead Teacher	Summer Symposium, DWT, Adult Trainings, Conferences

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	20 FT and PT Teachers, Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within Department focusing on curriculum frameworks	20 FT and PT Teachers, Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals



B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 102, as evidenced in FOCUS.
2. We expect our performance level to be 112 by end of 2019-2020.
3. The problem/gap is occurring because of the change in TABE test and the new scores required to enroll in GED Course 9900130.
4. If an increase in teacher training and amount of post testing would occur, the problem would be reduced by 10% and student learning gains would increase by 10%.

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 54% to 64%, 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 schedule posttest date during orientation to set the post testing expectation and timeline for the student.	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	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within Department focusing on curriculum frameworks	14 FT and PT Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ESOL Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 185 LCPS, as evidenced in FOCUS.
2. We expect our performance level to be 194 LCPS 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 5% and student learning gains would increase by 5%.

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 42% to 47%, 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, As needed on individual basis
Identifies 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	14 Administrator/Coordinator/FT/PT Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within Department focusing on curriculum frameworks	14 FT and PT Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs with Night ESOL Staff to establish continuity of curriculum and post testing schedule.	14 FT and PT Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 5, as evidenced in FOCUS data.
2. We expect our performance level to be 8 by the end of 2019-2020.
3. The problem/gap is occurring because of lack of AHS students.
4. If an increase in AHS enrollment would occur, the problem would be reduced by 50% and student learning gains would increase by 50%.

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 5 to 8, 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

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	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teacher participates in ACT/SAT district training and shares with AHS teachers.	4 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Track Non Grads from the K12 who have enrolled and help transition to AHS.	4 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Co-Enrolled Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 46%, as evidenced in FOCUS Data.
2. We expect our performance level to be 49% 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 3% and student learning gains would increase by 3%.

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. f

The percent of all students who earn an LCP will increase from 46% to 49%, 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 in the 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	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Creation and sharing of Learning resources specific to Co-enrolled curriculum	8 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> 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 in newly established Wellness Champion.
2. We expect our performance level to be to implement Wellness Activities at 3 faculty & staff meetings by the end of 2019-2020.
3. The problem/gap was occurring because we lacked a Wellness Champion.
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 **Utilize Wellness Champion to increase Wellness Activities at Faculty and Staff Meetings.**
- 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 will implement healthy activities with faculty and staff	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	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Use Wellness money to benefit teachers	30 Administrators, Faculty and Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

Subgroups

A. 504 Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 32%, as evidenced in FOCUS Data.
2. We expect our performance level to be 37% by the end of 2019-2020.
3. The problem/gap is occurring because students who self-identify.
4. If an increase in students who self-identify would occur, the problem would be reduced by 3%.

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 32% to 37%, 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		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
504 Coordinator attending 504 committee meetings as available		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Referrals to partnering agencies and postsecondary institutions		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

