



School Improvement Plan SY 2019-20

LAKWOOD COMMUNITY

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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:	Harriet Davis
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School Vision	Prepare and educate students for employment leading to self-sufficiency.
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School Mission	To educate and prepare each student for career exploration, workforce readiness, and higher education.
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School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	51+60+
691					

Adult Ed State Targets Met	2019 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2018 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2017 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled		AAAE	
	2019 %	2018 %	2019 %	2018 %	2019 %	2018 %	2019 %	2018 %	2019%	2018 %	2019 %	2018 %
LCP		82		92%		10	50%	112%	91%	55%	NA	50%

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Harriet	Davis	1-3 years
Coordinator, if applicable			
Lead Teacher	Maria	Wallen	4-10 years
Lead Teacher			
504 Liaison	Diana	Keller	1 year
DRC	Sharyn	Jacob	1-3 years
Total Instructional Staff:	FT: 5	PT: 7	
Total Support Staff:	FT: 2	PT:	



B. Improvement Priorities

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

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies, which support standards-based instruction, then the percent of all students achieving gains will increase from 55 [Click or tap here to enter text.](#) to 70%.

1. Priority 1: Formative Assessment

Priority 1 Theory of Action

LCS will implement the new TABE test procedure, whereby the TABE tester provides the teacher with a locator report. This will allow both teacher and student to decide the level and subject area the student will initially take; the student can then achieve the highest success. This will help to retain students that were previously lost from being overwhelmed with the current TABE tests.

Formative Assessment percent of all students enrolled in ABE/GED, helping them increase ns [Click or tap here to enter text.](#)

2. Priority 2: Standards-Based Instruction

Priority 2 Theory of Action:

Weekly PLCS will enable teachers to create breakout lessons in all subject areas; this allows us to draw on the expertise of our staff. These PLCS will also include site wide data chats.

3. Priority 3: Transition to Career Training

Priority 3 Theory of Action: We are going to market the ABE/GED and ESOL programs to PTC, USF, and SPC to encourage enrollment in post -secondary education. If we effectively implement high-level strategies to support Transition to Career Training, then the percent of black students transitioning from ABE/GED to career training will increase from 2018-2019 level of 3% level to the 2019-2020 level of 5%.



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>
	<i>EXAMPLE: Leadership Team</i>	All Priorities	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency</i>	<ul style="list-style-type: none"> • Training on Lesson Planning Resources, • Preconference, • Weekly instructional reports, • Prep PLC agendas 	<i>Principal</i>	<i>Assistant Principal(s)</i>	<i>Weekly on Tuesdays</i>	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales, • Planned and completed student work requiring practice with complex text and its academic language
1.	Leadership Team Harriet Davis Diana Keller Sharyn Jacob Maria Wallen	All Priorities	Monitoring data such as LCP's/GED's and	<ul style="list-style-type: none"> • Weekly visits • Monitoring • Monthly lesson plans • Marzano training 	Administrator	All instructional staff members	Monthly and as needed	<ul style="list-style-type: none"> • Monthly meetings and leadership team minutes
2.	Content Area Leaders	All Priorities	Facilitate the use of best practices	<ul style="list-style-type: none"> • Weekly PLC meetings 	Administrator and Lead teacher and	All instructional	Monthly and as needed	<ul style="list-style-type: none"> • Meeting agenda and correlating



	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
			by teachers in all content areas.		content expertise teachers	staff members		instructional documents.
3.	Completers (AHS)	Priority 2	To ensure that Adult high students are receiving Standard Based instruction	<ul style="list-style-type: none"> By helping students track their progress and gains. 	Sharyn Jacob	Sharyn Jacob and Diane Keller	daily	<ul style="list-style-type: none"> Student completers of APEX courses
4.	504 Team	Priority 3	To ensure student are receiving services that are self-reported	Through the registration forms	Diana Keller	Administrator Guidance and Instructional staff	When necessary	<ul style="list-style-type: none"> By the 504 plan and once it is coded in FOCUS by the DMT and Counselor
5	Co-enrolled students	All priorities	To improve graduation rate	Market to high schools and others	Wayne McKnight	Administrator Guidance and Instructional staff	Daily	<ul style="list-style-type: none"> Grade data from Focus
6	ESOL	All priorities	Build enrollment in the ESOL program	Marketing to hotels, churches and other areas	Mrs. Rodriguez	All staff	Monthly	<ul style="list-style-type: none"> Attendance in Focus



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 4.25. Our score included questions that are not applicable to adult education. For example, one question was refers to having family involved in school activities. In spite of, we are still above the county average. We expect our performance level to be 4.65 by end of the next school year
2. Twice a year LCS will have career planning and post-secondary education program presentation. We will also assist with the FAFSA Application process.
3. Each site will have their own individual LCP goals, which will be monitored by the administrators throughout the year.
4. We will continue to analyze and review our data for effective implementation of our strategies by prescriptive use and group lessons as needed.

5. GOAL:

EXAMPLE: The Climate Survey of all students will show 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 of all students will show growth from 4.62 to 4.65, which is a 3 percent increase.

6. STRATEGIES:

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

- Choose Climate and Culture Strategy
- Choose Climate and Culture Strategy

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?
All teachers will monitor and file student progress on prescriptive work.	<ul style="list-style-type: none"> • Instructional staff 	<ul style="list-style-type: none"> • Continuously from 9/1/18 to 6/30/18
All teachers will continue to monitor student work from Prescription to ensure student understanding and mastery of material.	<ul style="list-style-type: none"> • Instructional staff 	<ul style="list-style-type: none"> • Continuously from 9/1/18 to 6/30/18

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
Staff meeting discussions on best practices to share with colleagues	Administrator and instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Weekly PLCS meetings	Administrator and full-time instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
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B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate needs improvement. We expect our performance level to increase by next year.
2. The problem/gap in attendance is occurring because our students have out of school responsibilities including family obligations, work, etc., as well as loss of motivation and lack of funds for classes, testing, and transportation.
3. If we enact a proactive attendance process by calling students after the second absence, and logging reason for absence in a log journal, we will decrease absences.
4. We will analyze and review our phone logs throughout the school, using data from the logs to gauge effectiveness.
5. We will implement celebrations through the year for birthdays, holidays, and achievement events.

6. GOAL:

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

The percent of all students withdrawing prior to achieving gain will decrease because all instructional staff members will be calling students after the second absence and logging student responses starting in 9/1/19 and continue throughout the 19/20 school year.

- 7. 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 for all students on an ongoing basis.
- Choose Attendance Strategy

8. 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?	WHEN is it occurring?
<i>Develop an attendance log that all instructional staff members will use</i>	All instructional teachers	Monthly meetings
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	Administrator	As needed
<i>Develop and implement attendance incentive programs and competitions.</i>	All instructional staff	As needed
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	All instructional staff	Ongoing starting in August 2018
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	All instructional staff	Ongoing starting in August 2018
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	Instructional staff	As needed during monthly meetings.
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	All instructional staff	Daily

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 learning opportunities that support this goal. Add rows as needed.)*



Professional Learning Description	Participants (number and job titles)	Priority Alignment
Staff meeting sharing best practices and monthly meetings with instructional staff with their logs	All instructional staff/Administrator	<input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
District-wide trainings	All Instructional staff	<input checked="" type="checkbox"/> Priority 2 <input checked="" 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 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 not known because we have not implemented the new 11-12 TABE.
2. We expect our performance level to be maintained, and not decrease as a result of implementing the TABE 11-12.
3. The concern is that because of rigor and length of the new 11-12 TABE that the level of performance might be effected
4. If sufficient training should occur, the student level of performance will be maintained by ongoing instructional training, and regular discussions to solve problems as they occur. The staff has to be proactive in solving problems.

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

All newly enrolled students will locate only and then participate in choosing the level and subject area that they will be tested on.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school 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.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

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?
Implementing the new TABE 11-12 testing procedures	All instructional staff and testers	Monthly staff meetings
Students will have data chats to allow them to be a stakeholder in the process of selecting the test and courses and the order in which they take them.	Instructional staff And testers	Daily
Full time teachers will attend PLCS to discuss data and create high impact lessons.	All full time instructional staff and administrator	Weekly

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
TABE training and in house training PLCs during staff meetings	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Districtwide training	All instructional staff	<input checked="" type="checkbox"/> Priority 1



		<input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional Learning Community meetings regularly	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 30 diplomas, as evidenced in FOCUS.
2. We expect our performance level to increase by 10%.
3. The problem/gap is occurring because the program is not consistently monitored.
4. If consistent implementation would occur, the problem would be reduced by allowing students to navigate the program efficiently; 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 number of students achieving a level 5 in either reading or math will increase, so that they can be enrolled in a GED prep course.

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

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- 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?
Utilize KET, Kaplan Pre and Post Test, and GED Ready to determine student readiness for GED	All instructional staff	Teachers will determine an effective schedule with individual students continuously
Continue working with students on areas of deficits before utilizing the GED ready test	All instructional staff	As determined by student needs after testing
Teachers will utilize the locator report to determine the initial level based on their scale score data.	All instructional staff, testers and students	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	Priority Alignment
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Academic Goals

	(number and job titles)	
In school training as determined by Administrator and Lead teacher and other trainings offered.	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



C. ESOL Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is not accurately reflected, as evidenced in FOCUS.
2. We expect our performance level to be increased by monitoring students records regularly to reflect LCPs earned.
3. The problem/gap is occurring because students do not have access to Burlington English consistently.
4. If we were to have two more seats in Burlington English would occur, the problem would be reduced significantly and student learning gains would increase.

5. GOALS:

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

We aggressively market the ESOL program in order to increase from total enrollment by 3%.

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

- Choose Strategy
- 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?
Our marketing and retention plan will consist of mailings to hotels and churches in the surrounding area.	Administrator and instructional staff	Marketing will start in August and quarterly thereafter.
Market by word of mouth and signage in front of school	Administrator and instructional staff	Throughout the year
Utilizing the NextDoor APP to spread the word throughout the neighborhood	Administrator and instructional staff	Throughout the year

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

- Priority 1
- Priority 2
- Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District meetings, ESOL cohort meetings	Instructional teacher	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of enrollment is 14 students.
2. We expect our enrollment to be increased by 50%.
3. The problem/gap is occurring because we need to continue to advertise and promote opportunities to earning a diploma to our neighborhood community.
4. If monthly outreach events occurred, it would enable LCS to increase our enrollment 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.

Enrollment in AHS will increase by 3%.

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

- Write Strategy **Enhance staff capacity to identify critical content from the Standards in alignment with district resources**
- Write Strategy **Support Staff to utilize data to organize students to interact with content in a manner which differentiates/ scaffolds instruction to meet student 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?
Increase enrollment of at risk students with community outreach programs and target students with Certificate of Completion at graduation.	All instructional staff	Throughout the year
Instructor will track student performance and identify at risk students for intervention.	Instructors	Throughout the year
Instructor and administrator will meet monthly with students to set goals for course completion and to ensure students are making gains.	Instructor and administrator	Throughout the year

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

- Priority 1 Priority 2 Priority 3

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
In-house training at staff meetings.	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Conferences	All instructional staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals



E. Co-Enrolled Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of enrollment will increase at all sites from last year because of improved processes
2. We expect our performance level to continue to increase by 5%, this includes students completing their courses
3. The problem/gap is occurring because inconsistent organization throughout the program.
4. If consistent program coordination would occur, the problem would be reduced by efficient and effective enrollment and attendance procedures 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. f

The number of all student enrollment and completion will increase from 60% to 65% as measured by Focus data .

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

- Write Strategy **develop a program wide manual outlining procedures**
- Write Strategy **consistent attendance and withdrawal strategies in Focus and APEX**

6. 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?
One full-time teacher will be over all co-enrolled programs and will work with program leaders	Wayne McKnight	Throughout the year
Co-enrolled teachers will PLC quarterly	Harriet Davis	Throughout the year
Co-enrolled teachers will call students throughout the year	Credit recovery teachers	Throughout the year

7. 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

8. 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	All co-enrolled teachers/with district Adult education coordinator periodically	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
APEX training	All co-enrolled teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



G. Healthy Schools Goal

Exemplar

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. After a successful year with wellness champion, we will continue the program throughout the school year.
2. We will continue to have healthy eating and informative programs throughout the year at staff meetings.
3. This year we will introduce more active challenges such a walking challenge.

4. 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 staff will be involved in monthly wellness champion sponsored activities that will help them make healthy and informed choices.

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

- Monthly group discussion- share out and healthy snacks/or articles to share
- Write Strategy

6. 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?
Achieve a healthy culture within the staff	Identified instructor	Monthly
Challenge the staff to get up and move		

7. 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

8. 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 staff meetings	All staff members/ when appropriate a guest speaker, healthy snacks and articles	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input 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. We met our goal and we will continue to grow and identify students with special needs.
- 2. We are still having issues with identification of students with special needs.
- 3. Teachers lack opportunities to earn ESE hours needed for certification.

4. 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 number Of 504 students documented and receiving services will increase by 5%.

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 **504 coordinator and staff trained in proper documentation procedures**
- 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?
Attend the countywide 504 trainings	Identified staff member	As needed
Do 504 training for all Lakewood Community staff	Identified staff and district coordinator	As needed

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
District-wide 504 Trainings	(administrator) LCS (504 coordinator)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
504 staff meetings	All instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3