



School Improvement Plan SY 2019-20

PALM HARBOR COMMUNITY

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

Table of Contents

Continuous Improvement	3
Conditions for Learning	7
Academic Goals	9
A. ABE Goal	9
B. GED Goal	10
C. ESOL Goal	11
D. AHS Goal	12
E. Co-Enrolled Goal	13
F. Healthy Schools Goal	14
Subgroups	15
A. 504 Goal	15



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:	Anne Januario
-----------------------	---------------

School Vision	100% Student Success.
----------------------	-----------------------

School Mission	To educate and prepare each student for college, career and life. Principal: Anne Januario SAC Chair: Scott Eline
-----------------------	---

School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	51+60+
1524	679	370	340	168	67

Adult Ed State Targets Met	2018	2017	2016
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<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	60	76	91	66	39	34	60	100	46	21

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Anne	Januario	4-10 years
Lead ESOL Teacher	Angela	Faiola	4-10 years
Lead ABE/GED Teacher	Donna	Gauthier	1-3 years
504 Liaison	Meg	Baker	4-10 years
Guidance Counselor	Scott	Eline	11-20 years
Total Instructional Staff:	FT: 4	PT: 40	
Total Support Staff:	FT: 2	PT: 0	



B. Improvement Priorities

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percent of ELL students earning a Literacy Completion Point (LCP) will increase from 39% to 42%.

2. Priority 2: Standards-based planning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based planning, then 10% percent of all ABE students enrolled in Reading will post-test at a 5 on the TABE 11/12 and transition to GED.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Student-Centered with Rigor, then the percent of all GED students earning a Diploma will increase from 38% to 40%.



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	All Priorities	Monitor instructional implementation of Adult Ed. ESOL standards to increase student eCASAS proficiency	<ul style="list-style-type: none"> Walkthroughs, observations, and informal conversations with ESOL Team. Preconference 	Administrator	Teachers, Staff, Guidance	Daily, weekly	<ul style="list-style-type: none"> Lessons aligned to state standards, with targets and performance scales FOCUS LCP Reports eCASAS Reports
2.	Content Area Leaders	Priority 1	Increase the number of ESOL students earning an LCP	<ul style="list-style-type: none"> Alignment of instruction to standards Daily, weekly walkthroughs/observations/informal conversation Tracking of student hours and post-testing dates 	Lead Teachers	Lead Teachers, Teachers	Daily, Weekly	<ul style="list-style-type: none"> FOCUS LCP Reports eCASAS Reports Teacher tracking documents
3.	Completers (AHS)	Priority 3	Improve the learning conditions for students earning an Adult High School Diploma	<ul style="list-style-type: none"> Collaboration with partnering high schools to identify the previous year's non-completers Communication of PHCS's AHS program to non-completers and their families 	Administrator	Guidance, Apex Faculty	Daily, Weekly	<ul style="list-style-type: none"> FOCUS AHS Reports AHS Diplomas issued
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 Liaison	Administrator, Teachers, Staff, Guidance	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 4.31 out of 5.0. We expect our performance level to be 4.4 by March, 2020.
2. The problem in student satisfaction is occurring because 40% of students surveyed in 2018-19 did not agree or were neutral that our school considers students' opinions when planning ways to improve the school.
3. If students were surveyed throughout the year and asked for feedback on school improvement, this performance level would increase.
4. We will survey students twice a year on their opinions for school improvement and provide school-wide feedback regarding the effect of their opinions on our school.
5. **GOAL:** The percent of all students who Agree or Strongly Agree that our school considers students' opinions when planning ways to improve the school will increase in 2019-20 by 4% (from 46% to 50%), as evidenced by AdvancEd Survey Response rates.

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 **Offering students to participate in a school-wide survey and providing feedback on how their input was implemented.**
- Engage all staff in increasing customer service. **Train all staff to be available for student feedback and to encourage students to participate in surveys.**

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?
<i>Develop a schoolwide survey</i>	• All Faculty/Staff	November & April
<i>Encourage all students to participate in climate surveys</i>	• All Faculty/Staff	December & May
<i>Share results and changes with students</i>	• All Faculty/Staff	January & June

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 Administrator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Last year, the percentage of students who withdrew prior to earning an LCP decreased from 57% to 50%. We expect our performance level to be 40% of students withdrawing prior to earning an LCP during the 2019-20 school year.
2. The problem in attendance is occurring because students withdraw for many reasons before earning an LCP.
3. If faculty continue to monitor each student’s curriculum track and meet timely post-testing schedules, the problem would be reduced by 10%.
4. **GOAL:** The percent of all students withdrawing prior to achieving a student gain will decrease from 57% to 50%, as evidenced by withdrawal codes and FOCUS LCP Post-test data.
5. **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.
6. **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 tracking and monitoring completers, utilizing data to decrease number of non-completer withdraws	Administrator, DMT, Faculty	Weekly, Monthly, Yearly
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Administrator, DMT, Lead Faculty	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, DMT	Daily

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	Administrator All full and part-time faculty	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLCs	Administrator, All full-time, some part-time	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

A. ABE Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Last year, we began TABE 11/12 testing for all ABE students in January 2019.
2. We expect 10% of ABE students enrolled in Reading reach an EFL of 5 during the 2019-20 school year.
3. We will monitor ABE students' Reading post-tests to track changes during the school year. The tracking of each student will be discussed in our weekly ABE/GED PLC.
4. We will also develop ABE Reading lessons geared to improve ABE student Reading post-tests at the M and D Level.
5. **GOALS:** The number of all ABE students achieving a Level 5 LCP on the Reading portion of the TABE will **increase** increase by 5% next year.
6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
 - Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
 - Strengthen staff ability to engage students in complex tasks.
 - Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Develop, maintain, and utilize a weekly Reading TABE Post-test	District Administrator	Monthly
Curriculum Standards Training	District Administrator, Lead Teachers	DWT, Monthly Faculty Meetings, PLCs
TABE 11/12 Training	District	DWT, Fall, Spring

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
Faculty Meetings	5 full-time and 15 part-time teachers Administrator	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. In 2017/18, 29% of students earned a diploma. In 2018/19, 38% earned a diploma.
2. We expect our performance level to increase to 45% by May 31, 2020 for the 2019-20 school year.
3. The gap is occurring because students are taking the GED exam without reaching a TABE level needed to be enrolled in GED Class.
4. If an increase in ABE students reaching GED level would occur, the problem would be reduced by 2% and student learning gains would increase by 7%.
5. **GOALS:** The percent of all GED students earning a diploma (W45) in course 9900135 will increase from 38% to 45%, as measured by FOCUS Advance 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.)*
 - 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.

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 rigorous instruction based on state standards tailored to GED curriculum.	GED Lead Teacher	Daily, Weekly
Work diligently with ABE students to transition to GED level, paying special attention to the Goal A (ABE Goal).	Administrator, Faculty	Weekly, Monthly
Closer monitoring of student progress through database tracking	Administrator, Faculty	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
Weekly GED PLCs within Department focusing on curriculum frameworks and providing a Train the Trainor opportunity for staff who have attended conferences.	3 Full-time and 3 Part-time teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Teacher training is provided from GED assessments taken by teachers.	3 Full-time and 3 Part-time 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 39% of enrolled students earned an LCP in 9900040 in 2018-19, as evidenced in FOCUS reports. That is up from 34% in 2017/18.
2. We expect our performance level to increase to 42% of enrolled students earning an LCP in 9900040 by May 31, 2020.
3. The gap is occurring because students either left the program before earning an LCP or were unable to reach the appropriate level to earn an LCP on an eCASAS post-test.
4. If all students were monitored more closely using our school-wide Completer Tracking report, and are placed on a specific testing schedule and the curriculum in all ESOL classes aligned with the standards for eCASAS testing, learning gains, as measured by LCPS, would increase by 3%.
5. **GOALS:** The percent of all students earning and LCP in 9900040 will increase from 39% to 42%, as measured by eCASAS Post-test during the 2019-20 school year.
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?
Effective utilization of Burlington English to prepare students for eCASAS and monitoring of student progress in Burlington English.	ESOL Teachers	Weekly
Closer monitoring of student progress using individual classroom Post-test calendars	Faculty	Daily
Timely post-testing	eCASAS Administrator	Daily
Student results will be reviewed using TopsPro reports	Administrator, ESOL Faculty	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 post-testing, retention strategies, and enrollment initiatives	Administrator, Lead ESOL Teacher, ESOL Team (2 Full-Time, 8 Part-Time Teachers)	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
District Trainings	Lead ESOL Teacher	
Weekly ESOL PLCs	ESOL Team (2 Full-Time, 8 Part-Time Teachers)	



D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 6 LCPs earned, as evidenced in FOCUS Reports.
2. We expect our performance level to be 9 LCPs earned by May 31, 2020.
3. The problem is occurring because of a lack of AHS students.
4. If an increase in AHS students would occur, the problem would be reduced by 50% and student learning gains would increase by 50%.
5. **GOALS:** The number of all students who make a learning gain will increase from 6 to 9, 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 **monitor AHS progress and create a system to reach out to withdrawn students or students making slow progress.**
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?
APEX teachers will work with subject area PLCs sharing content and revisions and curriculum updates in order to increase student achievement.	Administrator Teachers	Weekly Monthly
Utilize guidance counselors to reach out to non-graduates in our zip code.	Administrator Guidance Counselors	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	7 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.	2 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Creation and sharing best practices for curriculum and program delivery specific to Adult High School Curriculum	2 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing Apex Training for all new teachers and updates for current teachers	Administrator All Apex 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. In 2017/18, 21% of students enrolled in 9900099 earned an LCP, as evidenced in FOCUS reports. In 2018/19, 46 % of students enrolled in the same program earned an LCP.
2. We expect our performance level to be 50% by May 2020.
3. The gap is occurring because student attendance is low afterschool during the school year.
4. This problem will be reduced by 4% and learning gains would increase by 4% if students are tracked monitored better afterschool by their teachers and high school administrators.
5. **GOALS:** The percent of all students who earn an LCP for completing .5 credit in 9900099 will increase from 46% to 50%, 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 **Improving collaborations among high schools and the community school to increase co-enrolled student success rates in afterschool programs during the 2019/20 school year.**

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, guidance counselors, and high school administrators to implement best practices and processes and procedures to reach out to students after third absence in order to increase retention.	Administrator High School Administrators Guidance Counselors Apex teachers	Monthly
Apex Training for all new teachers and updates for current teachers	Administrator Teachers	Monthly
Apex PLCs	Administrator Teachers	Monthly

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

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based 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	PHCS Administrator, High School Administrators, High School Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within Department focusing on state standards	16 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Creation and sharing of best practices for the delivery of Co-enrolled program	16 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 75% involvement in Wellness Champion sponsored activities, as evidenced in Faculty/Staff sign-in logs.
2. We expect our performance level to be 80% by May 31, 2019.
3. The problem/gap is occurring because not all staff are able to attend all activities and because not all topics are of interest to all staff.
4. If activities were tailored to scheduling needs and interests of more staff, the problem would be reduced by 5%.
5. **SMART GOALS:** The percent of all staff involved in Wellness Champion sponsored activities will increase from 75% to 80% 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 and to survey topics of interests.	Wellness Champion	August, 2019
Adjust Wellness events to meet the scheduling needs and interests of the majority	Administrator, 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
Wellness Luncheons, speakers, activities	5 Full-time Teachers, 15 Part-time Teachers, 2 Support Staff, Administrator	<input checked="" 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 45% of students that are enrolled under a 504 Plan earned at least 1 LCP in 2018-19, as evidenced in FOCUS Reports.
2. We expect our performance level to be 50% by May 31, 2020.
3. The percentage is effected by the increased rigor and length of the new TABE 11/12.
4. If we continue to develop in-house ABE prescriptions, the problem would be reduced by 5%.
5. **SMART GOALS:** The percent of 504 students receiving accommodations through a 504 Plan who will achieve an LCP will increase from 45% to 50%, as measured by TABE or eCASAS Post-test Data or High School credits earned.
6. **STRATEGIES:**
 - Write Strategy **-Students with 504 Plans will be monitored closely to assure an increase in completions.**
 - Provide trainings to faculty and staff on the 504 process**

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 504 toolkit to better serve 504 students	All Faculty	Daily
Trained teachers on the process and procedures for creating and developing a 504 plan	504 Liaisons	Monthly Weekly
Trained teacher mentors to support other classroom teachers working with possible or identified 504 students	504 Liaisons	Monthly Weekly

1. 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

2. 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	Administrator All Faculty	<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	Administrator Faculty	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Referrals to partnering agencies and postsecondary institutions	Administrator All Faculty	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Develop personalized learning plans and ensure all possible accommodations are being utilized	Administrator All Faculty	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3