School Improvement Plan
SY 2019-20

TOMLINSON ADULT LEARNING CTR

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

Table of Contents

1

Continuous Improvement

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

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

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

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

Administrator:	**Godfrey Watson**

School Vision	100% student success.

School Mission	To provide a quality learning environment which enables adults to become literate, economically self-sufficient, and productive members of society.

School Data

Age Breakdown:					
Total School Enrollment	**16-18**	**19-24**	**25-44**	**45-59**	**60+**
1757	744	312	448	218	35

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

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled		AAAE	
	2019 %	**2018 %**	**2019 %**	**2018 %**	**2019 %**	**2018 %**	**2019 %**	**2018 %**	**2019 %**	**2018 %**	**2019 %**	**2018 %**
Students earning 1 or more LCPs	32	39	64	58	39	36	35	42	64	5	3	2

School Leadership			
Position/Role	**First Name**	**Last Name**	**Years at Current School**
Administrator	Godfrey	Watson	4-10 years
Coordinator, if applicable	Patrick	Jennings	4-10 years
Lead Teacher	Donna	Lawless	11-20 years
Lead Teacher	Tanja	Vurunic	4-10 years
504 Liaison	Patty	Brewer	4-10 years
Other			

Total Instructional Staff:	FT: 19	PT: 71
Total Support Staff:	FT: 6	PT: 1

B. Improvement Priorities

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

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving gains will increase from55Click or tap here to enter text. to 70%.

---

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based planning, then the percent of all students (unduplicated enrollment) earning LCPs will increase increase from 39.7%to 41%.

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 (unduplicated enrollment) earning LCPs will increase from 39.7% to 41%.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Student-Centered Instructional Rigor, then the percent of all students (unduplicated enrollment) earning LCPs will increase from 39.7% to 41%.

C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school's common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school's improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	The teams responsible for implementation and monitoring	*Identify the priorities above for which each team is responsible*	*The problem you are trying to solve*	*Major actions taken to execute the improvement with fidelity*	*List the title of who is leading the work of each team*	*List the titles of those who participate on each team for implementation and monitoring*	*State how often you are monitoring*	*Describe what it looks like and what artifacts are available when this is implemented with fidelity*
	EXAMPLE: Leadership Team	All Priorities	*Monitor instructional implementation of grade-level standards to increase student FSA proficiency*	• *Training on Lesson Planning Resources,* • *Preconference,* • *Weekly instructional reports,* • *Prep PLC agendas*	*Principal*	*Assistant Principal(s)*	*Weekly on Tuesdays*	• *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	All Priorities	Maximize student success	• Marzano training and implementation • PLC Coordination	Administrator Coordinator	Administrator Coordinator	Bi-weekly	• Lesson plans aligned to standards, with targets and performance scales

	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
				• Walk-throughs instructional feedback				
2.	Content Area Leaders	All Priorities	Maximize student success	• PLC Coordination	Lead Teachers	All Staff	Monthly	• Instruction delivery is aligned with best practices • Lesson plans aligned to standards, with targets and
3.	Instructional Staff	All Priorities	Maximize student success	• PLC Coordination • Planning time • Articulation meetings	Lead Teachers	Instructional Staff Admin team	Monthly PLC and ongoing collaboration during planning time.	• Walk-throughs are aligned with expectations • Lesson plans aligned to standards, with targets and performance scales
4.	504 Team	All Priorities	Maximize student success	• 504 Meetings	504 Coordinator	Instructional Staff Students 504 Committee	Bi-Weekly as needed	• Lesson Plans and Instruction delivery are aligned to include 504 accommodations

Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Item 31 on the AdvancED Student Satisfaction Survey *(My school considers students' opinions when planning ways to improve the school)* improved to 4.1 in 18-19 but remains below the overall school average of 4.28.
2. The problem/gap in student satisfaction lies in our need to expand our openness to student input when planning school improvement.
3. By soliciting and acting upon student input regarding school improvement, we expect our performance level to equal our overall average score of 4.28 in the 2019-2020 AdvancEd survey.
4. We will analyze and review our data for effective implementation of our strategies upon receipt of the 2020-2021 AdvancEd survey.

5. **GOAL:**

> Students will be more certain that their opinions and input are valued and included in Tomlinson School Improvement efforts as measured in the AdvancEd Students Survey. The score for Item 31 will move from 4.1 to 4.28.

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.

☒ Provide effective intake and orientation.

☒ Engage all staff in increasing customer service.

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?
Improve our Student – School communication channels (e.g. suggestion box)	Administrator/Guidance Counselor/Teachers	• Monthly
Increase student awareness of our communication channels including expanded social media tools	Administrator/Teachers	• Monthly

1. **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

2. **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
Sensitivity and cultural awareness trainings as well as social media workshops.	All support, instructional and administrative staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is affected by a still-developing student retention protocol. We expect our attendance/retention performance level as evidence by LCPs earned and average hours attended, to improve by improving implementation of strategies and processes.
2. The problem/gap in attendance/retention requires analysis of attendance and retention data.
3. If we monitor and analyze data and better implement strategies, the attendance will increase by 3%.
4. We will analyze and review our data for effective implementation of our strategies by having monthly attendance meetings.

5. **GOAL:**

> The percent of all students (unduplicated enrollment) earning an LCP will increase from 39.7% to 42.7%, as evidenced by LCP data, and the average number of hours students attend will increase 3% from 114 hours.

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

☒ Strengthen the attendance problem-solving process to address and support the needs of students across all programs on an ongoing basis.

☒ Strengthen the implementation of interventions to address and support the needs of students who miss more than 3 days.

7. **ACTION STEPS:** *(Adapt and tailor the action steps to meet the needs of your school to meet this goal.)*

WHAT are you doing to implement these strategies?	**WHO** is leading this step?	**WHEN** is it occurring?
Review attendance-taking process and school-wide strategies for positive attendance with all staff.	Leadership Team	Monthly
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	Team Leaders/Leadership team	Monthly
Develop and implement attendance incentive programs and competitions.	All staff	Monthly
Engage students and families in attendance-related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Leadership Team	Monthly
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	Team Leaders/Leadership team	Monthly
Implement Tier 2 and 3 plans for student-specific needs and review barriers and effectiveness on a bi-weekly basis.	Team Leaders	Monthly
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	All staff	Monthly

8. **MONITORING:**

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

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

Professional Learning Description	**Participants** (number and job titles)	**Priority Alignment**
Sensitivity and cultural awareness trainings as well as social media workshops.	All support instructional and administrative staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3

Academic Goals

Instructions

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

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

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

GOALS: Write your goals as goals to be Specific, Measurable, Actionable, Realistic, and Timely.

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

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

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

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

A. ABE Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. The change to TABE 11/12 with its increased rigor resulted in a serious decline in GED Comprehensive enrollment.
2. 2018-2019 served as a baseline year, with only 209 students (34% of ABE enrollment) achieving Level 5 TABE scores, those high enough to allow registration in GED Comprehensive.
3. The requirement that Under-18s achieve NRS Level 5 in only Reading or Math will further erode our students' ability to enroll in GED Comprehensive.
4. New state rules will make it more difficult to qualify for GED Comp as the Language TABE test can no longer be used to qualify.
5. Students wishing to enter Career training paths through PTC no longer need TABE scores to qualify.
6. The problem is occurring due to inconsistent rigor expectation between TABE and GED (Common Core vs. College and Career Readiness.)

7. **GOALS:**

To increase the percentage of ABE/GED students earning their GED as evidenced by a W45 withdrawal code in Focus reporting by 3%.

8. **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.

9. **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 the rigor of ABE/GED prep and the rigor of instruction.	All ABE Instructional Staff	Monthly

10. **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

11. **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 11 & 12 Review Sessions in PLC	ABE Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Marzano trainings	Instructional Staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. In the 2018-2019 school year, 234 individual student conversations occurred with Career Lab staff where PTC was discussed as a high quality, practical, reputable and student centered next step for transitioning students.
2. Of those 234, 50 TALC students attended a Meet and Greet with the Adult Ed Occupational Specialist to explore technical programs at PTC.
3. Currently, 44 have are identified as transitioning to PTC in the next year.
4. We expect our performance level, as measured by the number of ABE/GED and AHS graduates participating in Meet and Greet opportunities and transitioning to PTC to increase by 3% during 2019-2020 reporting year.
5. The problem/gap is occurring as our processes was developmental in 18-19 and we now need to review and revise the processes as necessary.
6. By expanding collaboration and coordination between Tomlinson Career Lab personnel, ABE/GED and AHS teachers the number of students being introduced to opportunities at PTC will grow as will the number of students transitioning.

7. **GOALS:**

GED candidates and graduates will receive PTC orientation through the Adult Ed Occupational Specialist. The percent of ABE/GED and AHS students being referred to PTC will increase from 29% to 32%, as measured by Meet and Greet spreadsheet provided by PTC Occupational Specialist and Wdis enrollment data.

8. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ Intensify supports for students in obtaining industry certification.
☒ 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.

9. **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?
When GED students have successfully completed three GED tests, their name and contact information will be emailed to AE CTE Occupational Specialist.	All GED Instructional Staff Career Lab Counselor	Bi-weekly 2019-2020 school year
When AHS students near completion of their graduation requirements their name and contact information will be emailed to AE CTE Occupational Specialist.	AHS Instructor Career Lab Counselor	Bi-weekly 2019-2020 school year

10. **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

11. **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**
Occ. Spec Presentation at PLC		

Site-based Marzano Training	ABE/GED Instructional Staff Career Lab Counselor	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

C. ESOL Goal

DATA SOURCES TO REVIEW:

1. Our current level of performance is 39% of 646 unduplicated ESOL enrollments earned CASAS LCPs, as evidenced in the 2019-20 WDIS report.
2. We expect our performance level to improve by 3% by the end of 2019-2020 school year.
3. The problem/gap is occurring because of the difficulties in CASAS post testing, specifically in listening skills.
4. If increased post testing and implementation of listening instructional strategies occur, student learning gains should increase.

5. **GOALS:**

Increase the percentage of ESOL students earning CASAS LCPs from 39% to 42% as evidenced in Focus reporting.

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.

☒ 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?
1. Ensure students are post-tested as scheduled. Ensure students are post-tested prior to departures known in advance.	Guidance Counselor ESOL teachers Data Entry Clerk	Monthly
2. Implement instructional strategies to improve CASAS listening skills for ESOL students.	ESOL teachers School Director	Monthly
3. Align textbooks and digital resources to FDOE Adult ESOL Frameworks.	ESOL teachers ESOL Coordinator	Monthly
4. Evaluate ESOL Distance Online Program enrollment criteria and practice.	ESOL Distance Online Program teacher Guidance Counselor ESOL 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

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
Burlington English coaching and mentoring	ESOL Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Review FDOE Adult ESOL frameworks training	Team Leader, ESOL Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
ESOL Department PLC meetings	ESOL Teachers	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 35% of 82 unique students earned an LCP, as evidenced in WDIS reporting.
2. The problem/gap is occurring due to retention issues.
3. A positive trend began developing during the second half of the year and we expect it to continue through 19-20.
4. As a result, due to improved retention strategies we expect our performance level to show a growth rate of 5% for the 2019-2020 school year.

5. **GOALS:**

The percent of all AHS students earning LCPs will increase from 35% to 40 % as evidenced in Focus reporting.

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

☒ The teacher will use best practices, both interpersonal and pedagogical, to effectively facilitate learning.

☒ Processes will be managed for post-testing registered students to prepare for statewide FSA exams. We will ensure all students will be post-tested before they take the FSA exam**.**

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?
Evaluate transcript to determine student needs.	AHS Teacher / Guidance	At student intake
Place student in appropriate class(es) with curriculum as needed (e.g. APEX / traditional text)	AHS Teacher / Guidance	At student intake
AHS students nearing graduation and seeking future career guidance will communicate with both in-house Career Counselor and AE Occupational Spec. to both motivate and facilitate transition.	AHS Instructional Staff Career Lab Counselor Coordinator	Bi-weekly 2019-2020 school 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
Marzano training	Instructional staff Guidance Counselor	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

E. Co-Enrolled Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our 18-19 Co-Enrolled completion rate was 46%. We expect that rate to likely decline in 19-20 due to a new and still developing partnership.
2. Our most recent performance issue which is expected to negatively impact our 19-20 performance stems from our partnership with one EAS school whose scheduling expectations did not align with the Adult Ed way of work. Our efforts to meet the principal's scheduling expectations will likely have a negative impact on our completion rate.
3. The problem/gap lies in that the partnership was in the developmental stage this year. The barrier to improving our Co-Enrolled completion rate rests in how we effectively realign how the EAS school is scheduled and staffed for Summer CR.
4. Should enrollment or completions fall short of expectation, the problem will be addressed through an improved scheduling model at our EAS partner school.

5. **GOALS:**

> **Devise, with our EAS partner, a more efficient scheduling plan that cuts down on the number of individual class registrations for each student, and thereby focus student efforts into fewer courses resulting in a 3% increase in completions.**

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

☒ Coordinate with Ad. Ed. District leadership.

☒ Coordinate with EAS partner school Administrator to optimize program effectiveness and staffing of Summer CR.

☒ Devise and implement new scheduling protocol at EAS school.

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?
Incorporate 19-20 performance data into the planning and expectations for Summer CR 2020.	AHS Dist. Coordinator Coordinator	Yearly
Coordinate with District and EAS school leadership to redefine expectations and streamline Summer CR scheduling in the future.	AHS Dist. Coordinator Administrator Coordinator HS Administrator	Yearly

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
Marzano Training	HS Instructional Staff Coordinator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
AHS and HSC PLC emphasis on Apex best practices	HS Instructional Staff Coordinator	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

F. Healthy Schools Goal

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 25% staff participation, as evidenced in participation in our wellness activities.
2. We expect our performance level to be 30% by June 2020.
3. The problem/gap is occurring due to a lack of awareness of motivational activities.
4. If increased awareness would occur, the participation will increase from 25% to 30%.

5. **SMART GOALS:**

The percent of all staff involved in a monthly Wellness Champion sponsored activity will increase from 25% to 30% as measured by participation in sponsored activities.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*
☒ We will continue to have seminars and workshops to promote our Healthy School Goals

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?
Promoting wellness activities at staff meeting and PLCs	Wellness Champion	Monthly
Highlight incentive program	Wellness Champion	Monthly
Current participants will recruit new participants	2018-2019 Participants	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
District wellness personnel will conduct Information Sessions	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Outside agency training	All staff	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

		☐ Priority 1
		☐ Priority 2
		☐ Priority 3

Subgroups

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

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our level of performance regarding 504 Plans as of June 3, 2019: 19 students have active and current 504 Plans, as evidenced in FOCUS/ PORTAL. Our 2018-2019 number of students identified with 504 Plans was 10.
2. We expect our number of students with current and active 504 Plans to increase 10% by June of 2020..
3. The problem is occurring because there are students who might qualify for 504 Plans, but they aren't identified at intake and/or don't have the documentation necessary for us to write up the plans, so they aren't getting their accommodations, guaranteed to them by law, which would allow them to be successful.
4. If 504 Plans would be written for all students who qualify, the school would be in compliance with ADA and IDEA and generate funding from the state.

5. **SMART GOALS:**

Increasing the identification and accommodation of students with special needs by 3percent.

6. **STRATEGIES:**

☒ The 504 team will meet bi-weekly to review our intake data to make recommendations for further processing.

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

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Conversations with incoming students, which gives them opportunities to self-disclose about disabilities or past difficulties regarding learning	Guidance Counselor	At Intake
Paperwork is immediately given to student for signatures on Student Rights and Responsibilities, Authorization for Release and/or Request for Information, so the information can be gathered for student support	Guidance Counselor	At Intake or upon completion of testing
Set up the 504 Team Meeting as soon as the documentation is back to develop interventions and accommodations appropriate for student support and achievement. Create the Funding Matrix and 504 Plan so that it can be input into FOCUS, available to all teachers of the student	Guidance Counselor and members of the GED team or ESOL team as needed	Initially, when documentation arrives; annual reviews, thereafter

2. **MONITORING:**

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

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

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Conferences and emails with Adult Ed 504 Facilitator	Guidance Counselor and other members of the 504 Team	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
Trainings, as available from the district, regarding students with special needs/disabilities.	Guidance Counselor and other members of the 504 Team	☒ Priority 1 ☒ Priority 2 ☒ Priority 3
		☐ Priority 1 ☐ Priority 2 ☐ Priority 3