School Improvement Plan
2017-18

Clearview Adult Education Center

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Brenda Vlach, Administrator	SAC Chair:	Sandy DeCarlo

School Vision	100 % student success.

School Mission	The mission of Dixie Hollins Adult Education Center is to provide a learning environment for our diverse population which will empower them to reach personal, career and economic goals and become productive members of society.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
0						

School Grade	2017: No Grade	2016: No Grade	2015: No Grade	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Gains All	n/a	n/a	n/a	n/a								
Learning Gains L25%	n/a	n/a	n/a	n/a								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Brenda	Vlach	FT	Less than 1 year
Coordinator	Bridget	O'Donnell	FT	Less than 1 year
Lead Teacher	Stephanie	Madrinan	FT	Less than 1 year
Lead Teacher	Toni	Molinaro	FT	Less than 1 year
Total Instructional Staff:	**FT 2/PT 0**		**Total Support Staff:**	**2**

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Clearview Adult Education Center will establish clear expectations and will communicate with teachers, staff and students to ensure a safe, secure and healthy learning environment. This has begun with the hiring process by seeking teachers and staff who are dedicated to building trust and positive connections with students. We will build a positive environment for teachers through monthly faculty meetings and annual Adult Education trainings. In addition to providing professional development to staff members on safety and how to handle disruptive behavior, we will have an SRO housed on campus. The SRO will be shared between Adult Education schools in the southern part of the county. All staff and faculty have the emergency contact number of the administrator and coordinator and each one has been instructed to immediately contact the administrator, coordinator or campus police if security question arises. Clearview will also begin utilizing Remind.com for the emergency tree as an additional communication method. Appropriate security measures are being adopted and outreach to the local community has taken place.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Clearview teachers will communicate school-wide expectations individually to students during the intake process. Teachers will work directly with students to ensure students feel safe and respected in the classroom. Teachers will communicate regularly with students through student folders, email, or phone contact regarding student progress and attendance. Teachers will explain expectations to parents/guardians of underage students and communicate progress.

In order for all stakeholders to be aware of our expectations they will be posted in multiple locations including classrooms, in offices and on the website.

If we do have an issue with inappropriate student behavior, we will first employ our positive response system. Our positive response system includes giving the student three (3) warnings for minor in appropriate behaviors. Students are given the opportunity to discuss the issue and provided alternative appropriate responses. However, if a student continues to behave inappropriately, after the third warning, the student will meet the administrator and or coordinator and given the options of attending class at Clearview in the evening where the SRO and administrator are available or online.

More serious offenses will be dealt with on a case-by-case basis following Pinellas County School Board's policies and procedures. When investigating an incident the administrator will provide the student with the appropriate due process guaranteed to them under Pinellas County policies.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Although we do not have MTSS in adult education, we will have systems in place that provide behavioral and academic support. For example, our Career Pathways Program teaches students soft skills necessary to survive socially/emotionally in college and careers.

Further, teachers will work collaboratively with other teachers to discuss student success and barriers. The outcomes from these meetings are shared both at their sites and district wide to ensure we are providing the academic support needed for all students.

Adult education has started implementing new Work Readiness lessons aligned to the state's College and Career Readiness initiative. These lessons begin to address the social/emotional needs of students within an academic setting.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Clearview programs will be built on a strong foundation of evidence-based and research-based instruction and other effective educational practices. Enrollment will be open and student individual needs will be evaluated during the intake process and monitored during the student's time in class. Accommodations will be provided within the classroom for students needing accommodations. Clearview will establish a 504 Committee to implement a process for assisting teachers in creating an Adult Education 504 Plan for students needing accommodations. Students will also be assisted in applying for accommodations through GED.com. Parent/guardians of students under 18 must sign under age form providing permission for student to take GED Test. We wikk team with community organizations, such as Career Source Pinellas, Youth Connect, Pinellas Public Library System, the Literacy Council of St. Petersburg, Vocational Rehabilitation, PSTA, and school-based volunteers and tutors, Project Prosper, Pinellas Refugee Education Program (PREP), and Lutheran Services.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Clearview will monitor student progress by evaluating data through the FOCUS system at the district and school level. GED reports from the CTAE office will be shared with teachers regularly. Teachers will monitor student progress in the classroom through individual student profile cards and CASAS testing report. Student data is monitored by attendance and withdraw codes, Literacy Completion Points and College and Career transitions.

Data collected will be shared during monthly faculty meetings. During these meetings we wull discuss needed additional support, timelines, resources needed and follow-up monitoring.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The implementation of Marzano Instructional Framework's evaluation system will ensure that all staff have high expectations for the success of all students. Districtwide and various professional development opportunities throughout the year also offer best practices. School-based, monthly faculty meetings that highlight student success and areas for growth will also support staff in providing learning opportunities that are rigorous and equitable. The team writing and monitoring of our School Improvement Plan throughout the year will reinforce our goals of high expectations for all students. Furthermore, the Adult Education Frameworks will be used as our standards upon which our curriculum is based. This will ensure rigorous instruction and learning and results in high expectations of all students. We will also assist students in setting rigorous goals, by encouraging them to pursue post-secondary education and having guest speakers from SPC and PTC come to our classes and/or providing opportunities for students to tour these institutions.

⬡ **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: To allow our teachers and staff opportunities to attend trainings to further educate themselves and to become leaders within the district and state.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Providing Professional Development opportunities for teachers and staff to gain knowledge and to allow teachers and staff to present to peers at the district level and state level.	Brenda Vlach and Bridget O'Donnell
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: To decrease the learning gaps between Black and Non-Black Adult High School students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers will provide weekly progress reports to students and high school administration. Teachers will monitor LCPs for Black Adult High School students.	Brenda Vlach and Bridget O'Donnell
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

In adult education, we align our prescriptive assignments and class lessons with Florida Department of Education's Adult Education Frameworks. We utilize state-mandated tests (TABE, CASAS, GED) to align curriculum to state standards as well.

Success is measured by monitoring student gains in Literacy Completion Points (LCPs), success on the GED test, CASAS Level gains and the number of students transitioning to Pinellas Technical College and/ or St. Petersburg College.

Data is submitted and reviewed based upon survey periods. Data is reported to the Florida Department of Education three times per year. This data will be openly shared during monthly faculty meetings. From this data we will make adjustments needed to improve our processes and overall student achievement.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Clearview's key area for improvement is establishing ABE, GED, ESOL and Adult High School diploma classes. This will be the first year of operation.

Baseline data will be established to include: ABE, GED, ESOL, and Adult High School LCPs.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Growth is measured through formative assessments, such as completion of prescriptive work and in –class unit assessments. Summative assessments, such as state-mandated pre- and post-tests (CASAS, TABE, and GED) also measure student growth. Our staff will utilize formative and summative assessments to track student progress and shape individual and group instruction.

This year Adult Education will be focusing on increasing the understanding, implementation and monitoring of the Marzano Art And Science of Teaching Framework.

We will present an overall presentation of the model during our initial PLC faculty meeting with an overview of the model including; the 41) elements of instructional categories which occur in the classroom.

We will discuss in detail the design questions;
DQ1 and DQ6- involving routine events
DQ2, DQ3 and DQ4 –addressing content
DQ5, DQ7, DQ8 and DQ9-enacting on the spot

Administratively we will be using i-observation when visiting classrooms. The data collected from i-observation will provide us with picture of teaching strategies being utilized and specific trainings for improvement.

We will be discussing the four domains of Marzano including;

Domain 1 – Classroom Strategies and Behaviors
Domain 2- Planning and Preparing
Domain 3- Reflecting on Teaching
Domain 4- Collegiality and Professionalism

The administrator will lead the monthly data presentation and training.

Data will be reviewed and shared with teacher individually when developing their Professional Growth Plan. Teachers will self-evaluate where they are and together the teacher and administrator will collaboratively determine the training they believe needed and develop a specific timeline to accomplish this plan.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

In Adult Basic Education, GED, and Adult High School diploma classes, we will assist students in filling in their learning gaps through prescriptive work at their own pace and through direct instruction where appropriate. Career Pathways curriculum will be implemented in ABE, GED, and ESOL classes. Students will complete an ACP Portfolio. As appropriate students will be provided the support needed to enroll in either Pinellas Technical College or St. Petersburg College or to enter the workforce.

In Adult ESOL classes, students will follow leveled instruction leading to English proficiency. After an ESOL student is proficient in English we will provide an opportunity for those who need it to enroll in Adult Basic Education (ABE) classes. Upon satisfactorily achieving the requirements of ABE we provide the guidance needed for students who desire to enroll in GED classes. Upon completing their GED or upon students translating and evaluating their transcripts from their own country, as appropriate students will be provided the support needed to enroll in either Pinellas Technical College or St. Petersburg College or to enter the workforce.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
ABE/GED Teachers will use TABE prescriptions for individualized learning and quality use of student time in class.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
TABE pretests and posttests will be given and LCPs will be monitored.	Brenda Vlach, Bridget O'Donnell, Toni Molinaro and Stephanie Madrinan
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
ESOL Teachers will use CASAS TOPS Pro reports to individualize student instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
CASAS pretests and posttests will be given and LCPs will be monitored.	Brenda Vlach, Bridget O'Donnell, Toni Molinaro

Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Marzano Instructional Framework	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
IObservation, formal/informal evaluations, walkthroughs, conversations, student evidences.	Brenda Vlach, Bridget O'Donnell

Collaboration for Professional Growth

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

The faculty and staff of Clearview Adult Education Center will hold monthly daytime and evening faculty meetings in order for all full-time (required) and part-time instructors will have a chance to participate, contribute and build positive working relationships between teachers, staff and administrators.

2016-2017 AdvancED climate surveys are not available because Clearview was not in existence. 2017-2018 AdvancED climate surveys will serve as the baseline data for the 2018-2019 SIP.

We believe that teachers and staff will strongly support the notion that all stakeholders in our school should participate in a collaborative learning community and will increase our positive working relationship by meeting informally and formally.

As a result of this belief, we will meet in our PLCs for ABE, GED, ESOL and Adult high school classes.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Once a month our staff will meet for a faculty/staff meeting. After the staff meeting, the PLCs will meet. In addition, to these monthly meetings, our ESOL staff will collaborate daily by sharing teachers, resources, and lesson planning between the day and evening programs. Our full time staff will meet or work with our part-time staff day and night to ensure consistency and program understanding of our mission and goals to increase student achievement in all of our programs.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Clearview Adult was not in existence over the past year. However, over the past year at the district level, Adult Education has implemented the Marzano Instructional Frameworks, accompanied by many professional development opportunities, school- and district-based. The result of these trainings have been utilization of the Goals and Scales, as well as an increased focus on student-focused learning, and increased teacher monitoring of students for comprehension of learning target. We have also had several Adult ESE trainings that have increased teachers' awareness of local and state resources for students. Professional development trainings have also focused on increasing proficiency with the 2014 GED test preparation materials. The trainings will improve teacher awareness of GED preparation materials and increase student success on the GED test.

The effectiveness of these trainings will be evidenced by teacher referrals to local/state resources to support student needs and staff and student use of Marzano goals and scales.

Next steps:

This year we will increase our Marzano Model understanding and implementation. We will monitor the program's effectiveness by studying observed teaching trends in the classroom. Trainings for ABE/GED teachers will continue in the areas of Social Studies, Math, Science and Reading/ESOL to help teachers strengthen their knowledge of the curriculum. Trainings on the use of technology and software programs such as Aztec, KET, and Achieve 3000 will be conducted. Trainings will be provided for ESOL teachers on Rosetta Stone Online and Burlington English.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Adult Ed. Summer Symposium	Summer	Any Ft & PT Instructors	Increased referrals to community resources for students with special needs.
Fall District-wide Training	Summer	Any FT & PT Instructors	Highest student achievement. District and State updates.
Florida Literacy Conference	Spring	FT & PT Instructors	Meet with vendors. Learn about new curriculum/material. District and State updates. Student involvement on 'Student Learner Day'

Ault Community Education (ACE)	Spring	FT & PT Instructors	Meet with vendors. District and State Updates
ABE/GED/ESOL and High Credit PLCs	All year	All FT & PT instructors	Increased confidence teaching in each department.
ABE/GED and ESOL Lead Teacher Meetings		Lead Teachers	District & State updates. Departmental collaboration. Curriculum Development.
Marzano Training for Teachers	Fall & Spring	All FT instructors	Increased understanding of Marzano Instructional Framework and evaluation system.
FOCUS Training	Fall & Spring	All Staff	Preparation for new FOCUS programs for student enrollment, registration, and payment.
Leadership & PACE meetings	Monthly	Brenda Vlach	District, state, and federal updates. Administrator PLC

Family and Community Engagement

> Connections: **District Strategic Plan** ●**Goals 1,3,6,7**
> **Marzano Leadership** ●**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific <u>lessons or growth areas</u> found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Clearview Adult Education Center has a unique opportunity to build positive relationships with families and to reconnect with community members. We have started to reach out to local churches, businesses and individuals in the surrounding area. We have fielded many calls from individuals with deep connections to the previous Clearview Elementary School and the surrounding Lealman Area. We will work to conduct community open houses to invite families and community members back to Clearview in the repurposed state.

We have been able to survey students currently enrolled at DHAEC to establish various program needs for Clearview. AdvancED climate survey and feedback are not available at this time because Clearview is new. However, we know from other Adult Ed programs that sharing successes with the families of adult students can be challenging. Teachers will work to communicate information about programs, enrollment opportunities, and graduation with students for them to share with their families. We will utilize the meeting room to run a PowerPoint display to show general student improvement, general completion rates, and progress ladders.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Clearview will work with community partners to establish ABE/GED/ESOL programs to better meet student needs of the local community and to increase student achievement. We will build relationships and provide ABE/GED/ESOL and Adult High School classes to meet the needs of this area.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☐	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☐	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☐	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

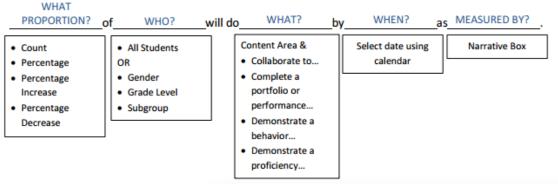|	
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Build social media outlets	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
ABE/GED and ESOL programs will hold an open house. Continue to increase Facebook, Twitter, and website traffic. Utilize communication software such as Remind.com.	All faculty and staff
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Participate in Community Events	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Clearview will reconnect with community partners and invite community partners to actively participate in reestablishing Clearview as an important contributor to the community.	Brenda Vlach, Bridget O'Donnell, Stephanie Madrinan, Toni Molinaro
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

WHAT PROPORTION?	WHO?	Content Area &	Select date using calendar	Narrative Box
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…		

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager:
Place goal statement here.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success

Mathematics Goal	Goal Manager:
Place goal statement here.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success

Science Goal	Goal Manager:
Place goal statement here.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success

⬡ Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy School Goal-Work toward Bronze Level Recognition with the Alliance for a Healthier Generation.	**Goal Manager:** Vlach, Odonnell, Madrinan

Actions / Activities in Support of Goal	Evidence to Measure Success
For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.	By April 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Establish programs in Adult Basic Education, GED, ESOL and Adult High School Diploma Classes.	**Goal Manager:** Brenda Vlach, Bridget O'Donnell, ESOL Teachers, and ABE/GED Teachers

Actions / Activities in Support of Goal	Evidence to Measure Success
Post-test students on time	Track student instructional hours to ensure timely post-testing.
Prepare students for CASAS and TABE post-tests	Align classroom instruction with CASAS and TABE

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Prepare students for College and Career Readiness	**Goal Manager:** Administrator, Coordinator, Lead Teachers

Actions / Activities in Support of Goal	Evidence to Measure Success
Assess students interests and abilities	Kuder-Journeys Software
Provide students opportunities to learn about local, post-secondary programs	Promote Pinellas Technical College and St. Petersburg College tours, and /or have guest speakers from these institutions visit classrooms.

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Vlach, O'Donnell, Norman
Increase the percentage of Black Adult High School diploma students enrolling in and completing Apex/credit recovery courses.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Reach out to prior students located in Clearview area.	Start of year meeting notes. Outreach contacts.
Monitor progress and provide weekly progress reports to students.	FOCUS enrollment and completion numbers.

Subgroup Goal (ELL)	Goal Manager:
Establish ESOL program serving levels 1-7.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Implement orientation to set testing expectations for new ESOL students.	CASAS Post test scores
Improve CASAS testing process by improving test tracking system for ESOL teachers.	CASAS Tops Pro Reports

Subgroup Goal (ESE)	Goal Manager:
Place goal statement here.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Place goal statement here (additional goal only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	**Grade** Select	**Grade** Select	**Grade** Select	**Grade** Select	**Grade** Select	**Grade** Select	**Grade** Select	**School Totals**	
								#	**%***
Students scoring at FSA Level 1 (ELA or Math)									
Students with excessive absences / below 90 %									
Students with excessive behavior / discipline**									
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

***Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Place goal statement here.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Place goal statement here.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success

Discipline Goal – Other (as needed) Specify	Please ensure that your goal is written as a SMART goal.
Place goal statement here (only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Describe your academic intervention supports here.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Place goal statement here.	

Actions / Activities in Support of Goal	Evidence to Measure Success

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	2	% with advanced degrees	50
% receiving effective rating or higher	2	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	0
% certified in-field**	100	% with 6-14 years of experience	1
% ESOL endorsed	50	% with 15 or more years of experience	1

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

Clearview Adult Education Center recruits highly qualified instructional staff by conducting researching and getting references for potential candidates. We will retain such staff by providing monthly school meetings, and by their participation in by-annual Districtwide Trainings and various Adult Education professional development opportunities throughout the school year.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Sandy	DeCarlo	White	Business/Community
Brenda	Vlach	White	Principal
Bridget	O'Donnell	White	Other Instructional Employee
Toni	Molinaro	White	Teacher
Stephanie	Madrinan	White	Teacher
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SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson:

Please state the days / intervals that your team meets below.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

N/A-DHAEC does not have SIP Funds