**Our
2017-18**

<u>**Clearwater Adult Education Center
School Improvement Plan**</u>

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: James M. Joyer	SAC Chair: Eva Christu

School Vision	100% Student Success

School Mission	To prepare our students for the workforce

Total School Enrollment	**% Ethnic Breakdown:**					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
546 (07/18/17)	03	23	44		32	

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	NA/								
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**
Administrator	James	Joyer	FT	1-3 years
Coordinator	Eva	Christu	FT	4-10 years
Career Pathway Coordinator	Marilyn	Hourdas	FT	4-10 years
Lead Teacher – ABE/GED	Victoria	Saenz	FT	4-10 years
Lead Teacher ESOL	Yllka	Bejo	FT	1-3 years

Total Instructional Staff:	12 F/T 42 PT	**Total Support Staff:**	3 FT

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).

> Clearwater Adult Education Center offers classes on CAEC's campus and at multiple satellite locations both during the day and in the evening across central Pinellas County.
>
> The priority at all of our sites is student, staff and faculty safety providing for a secure and healthy environment that is conducive to learning.
>
> As we work with adult learners, who voluntarily enroll in open ended, we typically do not have the same behavioral issues found in K-12 schools. However, in order to meet our goal of a safe school environment, in addition to providing professional development to faculty members on how to handle disruptive student behavior, we have two part-time guidance counselors in the evening who meet with students as needed along with a program coordinator and Career Pathway teacher available to address safety issues. Additionally we have an evening SRO on campus twice a week and security contacts at our partnership sites. All staff and faculty have the emergency contact cell phone number of the Administrator and each one has been instructed to contact the administrator immediately if they have any security question or issue.
>
> Additionally, we have a CAEC Crisis Response Plan that all staff and faculty members have been trained how to use in the event a crisis situation is in an effect. This response plan is reviewed during our PLC, SBLT and faculty meetings on a regular time interval basis.

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?

> As previously stated, inappropriate student behavior is not much of an issue, as adult learners choose to come to class and have the right to leave at any time. With that being said, in order to meet our plan for ensuring school-wide expectations transfer to the classroom, school-wide expectations are developed, reviewed and updated during our monthly faculty, SBLT and PLC meetings.
>
> In order for all stakeholders to be aware of our expectations they are posted in multiple locations including classrooms, in offices and on the website.
>
> If we do have an issue with inappropriate student behavior, we first employ our positive response system. Our positive response system includes:
> - Giving the student two (2) warnings for minor inappropriate behaviors
> - Students are given the opportunity to discuss the issue and are provided alternative appropriate responses.

- If a student continues to behave inappropriately, after the second warning, the student will meet with the administrator and is given the option of attending class at our C.A.E.C. in the evening (where an administrator is readily available) or online.

- More serious offenses are 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.

The desired outcome of the student correcting their behavior and returning to the classroom as soon as possible.

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 utilize the MTSS process in adult education, we do have systems in place that provide behavioral and academic support.   These processes include:
- CAEC Orientation program for all new students
- Career Pathways
- ESOL Success Class
- ESOL/ABE Transition course
- ESOL and GED PLC meetings for shared student data
- For example, our Career Pathways Program

These programs teach our students the soft skills necessary to survive socially/emotionally in college and careers. Further, teachers 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 will also be implementing new Work Readiness lessons aligned to the State of Florida's College and Career Readiness initiative. These lessons will 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?

The staff and faculty of Clearwater Adult Education Center are dedicated to meet the physical, social and emotional needs of our students who are in need of supplemental support by offering the following services:
- Safe and clean facilities
- Consistent, fair and equitable message from all staff and faculty members
- Appropriate and adequate supply of classroom supplies
- Caring staff members dedicated to the well-being of all students
- Community resources including the public library, Red Cross, NAMI, Volunteer in the classrooms and dedicated community members
- Students provided a daily 30 minute lunch break time during the middle of the school day during which they will be able to meet with teachers, counselors and/or have lunch with their peers

- Addition of Elective class to student course of study
- Addition of ESOL Success Class – focus on previous Term (3, 1, 2) of non-completers using Tops-Pro

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).

Data collected, studied, shared and utilized to determine effectiveness of programs and modifications needed include:
- Number of students enrolled in each one of our programs (ESOL, ABE/GED, GED and APEX co-enrolled.
- Number of students completing Career Pathway Program and monitoring of specific career pathway student plans
- Number of LCP's earned in each of the programs
- Number of students earning APEX credit as compared to number earned in GradPoint previous anniversary date
- Number of program completers as measured by student earning at least one (1) LCP during the year using ABE/GED Buff Cards and ESOL Thermometers as method to measure completion
- Number of students who withdraw from any program both as a completer and/or non-completer. Data will be collected and studied comparing year-to-year information and shared at PLC meetings
- Number of students (enrolled in LCP success class) who earn an LCP during the current term (1, 2 or 3)
- Exit interviews
- Number of students enrolled at Satellite locations and percentage of program completers as compared to Annex and compared to previous year's performance
- Sharing and studying of all data collection at SBLT, faculty and department meetings to determine effectiveness of specific programs and modification needed

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?

All teachers (both full and part time) will utilize the Marzano Model when developing their teaching unit. In order to ensure rigorous and equitable learning opportunities are consistent both in the day and evening sessions teacher will:
- Be assigned to same level classroom both day and night (ESOL and ABE/GED)
- Daytime teacher will write the goal and scale and post in the classroom
- Teachers will be provided a Pacing Guide from Team Leader
- Teachers will 'unpack' the state standards and provide a detailed list of lesson sequence and list specific standards to be covered by date
- Both day and night teachers will teach using the same lesson plan, goal and scale, textbooks, resource materials
- Daytime, Night-Time coordinator and Administrator will complete both Formal and Informal classroom visits during the day and evening sessions
- Teachers will provide Team Leader with feedback as to their student progress to date at weekly PLC meetings
- Team leader will provide feedback and updates during SBLT meeting and data will be studied, progress monitored, modifications made, and shared at all PLC meetings

- In order to be certain learning opportunities are equitable to all groups, data will measure subgroup attendance, Career Pathway, APEX and LCP's earned. Subgroups to include; Black, Hispanic, Asian, White and Multiracial
- ABE/GED programs will have specific lessons taught daily (Monday-Thursday) during both the morning and evening sessions.
- Lessons will focus on the 20 most frequently missed items on the GED exam
- A calendar of lesson presentations will be posted on the website and in each classroom
- A copy of the lesson along with support material will be posted on the website

⬡ 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?	
The primary goal to improve the overall culture and climate at Clearwater Adult Education Center is for every student to progress academically as measure by each student earning one or more LCP's during the current school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
- Testing of all students - Students attending Orientation Program - All student participating in Career Pathway program - Students being scheduled into appropriate level class - Teachers providing lessons that are aligned to specific state standards in a challenging while at the same time engaging classroom environment - Students attending field trips that enhance their academic experience - Student progress being monitored by teacher, Coordinator, Lead Teacher and Career Pathway Coordinator - Monitoring student testing dates and data - Any student not earning LCP will be assigned to LCP Success Class - Monitoring all LCP's during PLC, SBLT and Faculty meetings	James M. Joyer – Administrator Eva Christu – Coordinator Marilyn Hourdas – Career Pathway Yllka Bejo – Lead Teacher ESOL Vicki Saenz – Lead Teacher ABE/GED
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.	
Our goal is to reduce the learning gap between Black and Non-Black students as measured by increasing the percentage of Black students completing either APEX courses or ABE/GED LCP's as compared to the 2016-2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Students enrolling in an APEX course will meet with the CHS Graduation Coach at the beginning of the term to discuss successful strategies and develop a success plan. The Graduation Coach will also schedule monthly meetings with each student to discuss their progress to date and provide any assistance needed to complete the course. Students enrolling in ABE/GED student will be provided one-on-one counseling with Career Pathway Coach (Hourdas) and with an ABE/GED teacher. The Coach and/or teacher will develop a success plan with the student and will meet with the student monthly to discuss progress to date and provide assistance needed to complete the course.	James M. Joyer (Administrator) Kathy Biddle (CHS Graduation Coach) Marilyn Hourdas Victoria Saenz Jeffrey Jackson Mark Davis Jennifer Pappadimitrou

The APEX report will be provided to CHS Principal and the ABE/GED report will be provided to the faculty, ABE/GED PLC and SAC committee.	
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?

At Clearwater Adult Education Center we experienced positive trends in our success date from the previous year. Our overall LCP's earned increased by over 78% from the previous year. More specifically both our ESOL and GradPoint LCP's increase considerably from the previous data collection.

We are looking to continue our positive trends in LCP completion and program completers by providing our students with academics that are rigorous but while at the same time engaging for all of our students. To more efficiently monitor student progress we are putting into place specific checkpoints in order to monitor our progress toward achieving our goals this year.

Overview of process:
All of our students are tested before enrolling in classes and are assigned their schedule accordingly to their performance level.
ESOL:
- All ESOL students are tested using the CASAS test.
- In addition to the CASAS Test, Level 4-7 ESOL students are given a Career Pathway assessment and develop a career plan prior to receiving their academic schedule.
- All students attend a two hour Orientation Program
- Students are assigned in courses between level 1 and 7 depending upon their score.
- Each level focuses on teaching four (4) curriculum areas including; Grammar, Reading (Ventures), Listening and Speaking and a corresponding Elective class.
- Students are test after 100 hours of successful instruction (teachers meet weekly to discuss progress) and the results are monitored
- Students who progress 1 level (up to 10 points) progress to the next ESOL level (example from a 3 to a 4)
- Students who do not meet the progress required to move to the next level continue in the level they are currently attending and instruction is modified using TOP's Pro
- Students who do not complete 1 level of progress during the previous term are scheduled to take ESOL Success Class for their elective class. This class is a new pilot and we are anticipating positive results
- All ESOL curriculum is aligned with the Sunshine State Standards

- During pre-school all ESOL teachers will be charged with unpacking their state standards and provide a detailed list of when and how each specific standard will be taught within the time-period they have the students in class
- The outlines will be discussed during our SBLT meetings, ESOL meetings and meetings between the SBLT members and the teacher
- Progress will be monitored on a monthly basis (progress will include number of students enrolling, attendance rate, withdraw rate, completion of LCP's)
- Teachers will work collaboratively to develop integrated curriculum that is both challenging and of interest to the students.
- All lessons, books, standards are the same for both the day and evening programs (new this year)
- Daytime teachers will be responsible to leave a copy of their daily (Reading-Ventures) lesson for the night time teachers.
- This will be monitored by both the Coordinator and the Night Time quasi-coordinator.
- Lessons will be reviewed by the SBLT members during our 1st session each month
- Lessons will be posted on-line (continue to improve our current website)
- The members of the SBLT will visit classrooms on a daily basis and monitor progress using the Marzano Model. All teachers have had at least two years' experience with utilizing the model and will receive monthly updates along with frequent visitation feedback
- The SBLT members will discuss academic progress to date during the 2nd SBLT meeting monthly
- Suggestions will be made to address deficiencies, modifications will be developed and results will continue to be monitored
- Level 6/7 students are enrolled in Transition courses taught by ABE teachers both during the 8:00 AM and 6:00 PM time period.

ABE/GED:
- Before attending class (at all sites):
- All ABE/GED students are tested using the TABE test.
- All ABE/GED students are given a Career Pathway assessment and develop a career plan prior to receiving their academic schedule.
- Students attend a two hour Orientation Program
- Students are provided a 'Prescription' that meets their academic requirements.
- Prescriptions focus on student's Lowest Performing Scale prior to receiving entire prescription
- Students meet with ABE/GED teacher during which time they will review their prescription and develop their academic plan

Classroom presentations:
- Daytime students are provided the opportunity to attend daily lessons focusing on the four academic areas of the GED test including (math, reading, science and language arts) The lessons are taught by fulltime faculty members and the topics were provided by Anne Morgan using the 25 most frequently missed GED Exam items.
- Lessons are posted on-line (CAEC website) along with support material.

Monitoring of Progress
- Student names are listed in LCP Completers notebooks in addition to Excel documents.
- LCP's are monitored monthly by ABE/GED Team Leader and results are discussed, monitored and revised at SBLT meetings
- Teachers are visited by SBLT team members
- Members utilize Marzano Model to evaluate effectiveness of lessons.
- We are anticipating an increase in our overall LCP's in both the ABE and GED programs for the 2017-2018 term as compared to the 2016-2017 term.

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?

Key areas for improvement for CAEC are the following:
- Increase of overall LCP's
- Increase of LCP's in each of the following categories: (ESOL, ABE/GED, APEX)

Data reviewed was pulled from FOCUS "LCP by School" and collected using site based created charts LCP's earned which was updated weekly. Overall increase in LCP's from 2016-2017 – 2017-2018 was over 260% increase.

Overall LCP increase: 78% ☺

2015-2016 LCP's earned: 1126

2016-2071 LCP's earned: 2007

High School Co-enrolled increase: 1000% ☺

Data includes:
2015 – 2016 LCP's in High School Co-enrolled: 57

2016-2017 LCP's in High School Co-enrolled: 544

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.

* Teachers in ESOL 'Unpack the state standards' during the summer pre-school session.
* Lessons are written utilizing the standards
* Students are assigned specific CASAS level based upon CASAS testing
* Teachers have been thoroughly trained how to write goals and scales and how to develop unit utilizing Marzano Model
* Teachers use common assessments to measure learning and determine specific instruction needed.
* Students are monitored every 100 hours of instruction and are tested accordingly
* Growth is measured LCP's earned

Teachers in ABE/GED utilize prescriptions developed from the data provided to them by interpreting the TABE assessment students complete at the beginning for their education pathway.
Marzano Model
* Teachers use common lessons developed by the data provided to our teachers from Anne Morgan "Top 25 incorrect items" on the GED post-test.
* Students are monitored every 100 hours of instruction and are tested accordingly
* Growth is measured LCP's earned

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 High School Credit Recovery classes, we assist students in filing in their learning gaps through prescriptive work at their own pace with opportunities for direct instruction as well as individual computer assisted work time.

In Adult ESOL classes, students follow leveled instruction leading to English proficiency. After an ESOL student is proficient in English we provide a seamless option available for them to enroll in Adult Basic Education classes. Upon satisfactorily achieving the requirements of ABE we provide the guidance needed for students to enroll in GED classes.

As they are completing their ABE/GED, students are provided the support needed to develop a Career Pathway.

After completing their GED students are encouraged to enroll in Pinellas Technical College in order to achieve their current career goal.

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?

All CAEC students (ESOL, ABE/GED, APEX) who attend one complete term or more will earn at least one LCP and be considered a program completer for the 2017-2018 school year.

Strategies to accomplish this goal include:
ESOL faculty members will 'unpack their standards' and create lessons that are aligned with the standards, are rigorous and engaging while at the same time are culturally sensitive and provide every student, regardless of race, creed or color, the opportunity to increase their level of knowledge and provide them with specific direction on completing their academic and career goal.

ABE/GED faculty members will provide detailed prescriptions for each individual student outlining the academic needs each student needs to accomplish their goal. Teachers will monitor student attendance, academic progress and career pathway program.
ABE/GED teachers will each teach a daily lesson related to their topic. Topic will be based upon the 'Top 25' missed GED test items.

The majority of our LCP's for GradPoint accord over the summer months (May – July). This year we are using the APEX program in lieu of the GradPoint program.
All APEX faculty members (CAEC high school, CHS, and LHS) will all attend district APEX 3 hour professional development program. We will monitor student attendance, completion progress and log-in dates. We will call any student who misses three (3), five (5) and seven (7) days consecutively in order to encourage them to remain active in the program.

Teachers will be provided the assistance they need (materials, classrooms, equipment) to achieve their teaching goal. All teachers will monitor their student's progress and provide the support they need to accomplish this goal.

Other strategies include
- Daily walkthrough visits (informal observations) with feedback

- All teachers using the Marzano Model of Goals and Scales
- Lessons being placed on CAEC website
- Updates being provided in CAEC Newsletter
- Phone calls to students who are absent three (3), five (5) and seven (7) days consecutively
- ESOL students level 4 and above and all ABE/GED will be given a Career Pathway Assessment and provided strategies and follow-up how to accomplish goal
- All ABE/GED students will be given tour of PTC and will meet with guidance counselor and financial aid officer to discuss future plans
- Any ESOL student in need of assistance will be provided support through LCP Success Class
- Night time students will be provided duplicate of services listed above
- Feedback will be provided to all stakeholders during monthly faculty meetings
- Modifications will be discussed, developed and distributed through PLC and SBLT meetings

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected using FOCUS "LCP's earned by schools	James M. Joyer

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?

Goal is to improve teaching and learning in all classrooms specific to increasing standard based instruction, culturally, responsive instruction and rigor by:

One, teachers utilizing the Marzano Model to improve teaching and learning in the classroom. Teachers will use the Marzano Model to:

- List and determine timeline to cover standards
- Develop Goals and Scales using standards
- Monitor student progress using appropriate questions, presentations, enactments on-the-spots and challenging students academically

Two, continued use of Career Pathway software

Three, continued use of Burlington English program

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
- Using both formal and informal Marzano Observations - Monitoring the number of students who have completed Career Pathway Program and follow-up presentations - Monitoring the number of student completing Burlington English program	James M. Joyer Marilyn Hourdas Eva Christu

Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

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.

Developing a positive working relationship among teachers and staff is paramount to meeting the goals we have set forth for the upcoming school year. Efforts to develop this relationship include:
"Your Voice will be Heard"
- SBLT members will have equal representation and voice on the team (Administrator, Coordinator, Night Time manager, ESOL and ABE/GED Team Leaders.
- Established PLC team meetings (ESOL every Tuesday, ABE/GED every of Friday (including all satellite locations) Faculty meetings, SAC committee with equal representation from all
- All meeting agenda and minutes will be posted (electronically and hard copy) so that all stakeholders have access to them.
- During specific meetings up to the minute data will be shared with all stakeholders
- Celebrations:
>   Teacher of the Term
>   Faculty and staff birthdays
>   Report of Specific accomplishments and awards

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.

Clearwater Adult Education Center will continue our PLCs for all programs during the 2017-2018 school year.
- ESOL PLC will meet every Tuesday from 1:15 -2:15 (all full and PTH day time teachers)
- Agenda and minutes will be posted and published for all stakeholders
- ABE/GED PLC will meet on the first and third Friday from 1:35 – 3:00 (all fulltime and Satellite ABE/GED teachers will attend)
- Agenda and minutes will be posted and published for all stakeholders
- SBLT PLC will meet on the second and fourth Friday from 1:15 – 3:00 (Administrator, Coordinator, ESOL and ABE/GED Lead Teacher, Career Pathway Teacher)

⬢ **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?

Our focus for the areas for teacher professional development over the past year have been:
- Increase knowledge and usage of the Marzano Model
- Administrator met first Wednesday of each month and reviewed each of the Marzano Domains and specific examples of how the model will be utilized to help improve student learning.
- The result of these trainings have been utilization of the Goals in Scales, as well as an increased focus on student learning, and increased teacher monitoring of students for comprehension of learning target.
- We also had several Adult ESE trainings that have increased teachers' awareness of local and state resources for students.

Next Steps:
- This year we will continue to increase our Marzano Model understanding and implementation.
- We will monitor the program's effectiveness by studying observed teaching trends in the classroom.
- We will monitor the effectiveness of this training by utilizing climate surveys.
- We will collect baseline data in September and follow-up in January and May.

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 Education Symposium	Summer	All	• Increase in understanding of best practices within the organization, district resources available for students and staff
Fall District Wide Training	Pre-School	All	• Professional development on current best practices. • District and State updates
Florida Literacy Conference	Spring	FT Instructors	• Explore newest curriculum • District and State updates
ACE Conference	Spring	FT Instructors	• Best practices • New curriculum • District and State updates
PLC's: Faculty, ABE/GED, ESOL	Year	All FT and PT instructors	• Reporting of data • Sharing of best practices • Updates on achievement • Collaboration
Marzano Training	Monthly	FT	• Continue to increase understanding of Marzano Model
PACE Meetings	Monthly	Joyer/Christu	• District, State and Federal mandates

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).

> After reading and reflecting on the AdvancED climate survey Executive Summary and both formal and informal feedback from our students, staff and community members, the Leadership Team at CAEC will continue with the processes we started last year to provide all stakeholders a learning environment which is nurturing, consistent, focused on student achievement and have both a purpose and direction. Furthermore our students are given the individual attention they need to be successful and our staff members are provided the resources needed to meet all student needs. Both students and staff agree Family Involvement is an area they would like to see an increase within the community and both expressed a concern regarding the cleanliness of the facility.
>
> In order to continue to provide our stakeholders progressive and up-to-date strategies and programs the leadership team will continue to monitor stakeholder satisfaction and improvements needed.
>
> The staff and faculty of Clearwater Adult Education Center continue to rely heavily on our community relationships for referrals. Furthermore, most of our students learn about our programs from their friends and family members, therefore building positive relationships with our students and their families is a vital link for our success.
>
> We build relationships with community organizations by providing learning opportunities to community members and by participating in community events.   We also build positive relationships by reaching out community organizations such as the Clearwater Women's Club, the City of Clearwater and the City of Largo. Additionally this year the administrator will reach out to local church and civic organizations as well as presenting our program to the Clearwater City Council.

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.

> The faculty, staff and administration of Clearwater Adult Education Center work with community partners to locate ABE/GED/ESOL programs throughout the community.
> - This year we are adding locations at The Kimberly Home, Ready for Life and other potential sites
> - Additionally we will continue to work with the local high schools to advertise in a letter home informing parents and students of courses available to successfully graduate.
> - We will provide the high school principal, APC and the guidance counselors and graduation coach with a weekly progress sheet on all of the co-enrolled students participating in the APEX program

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.
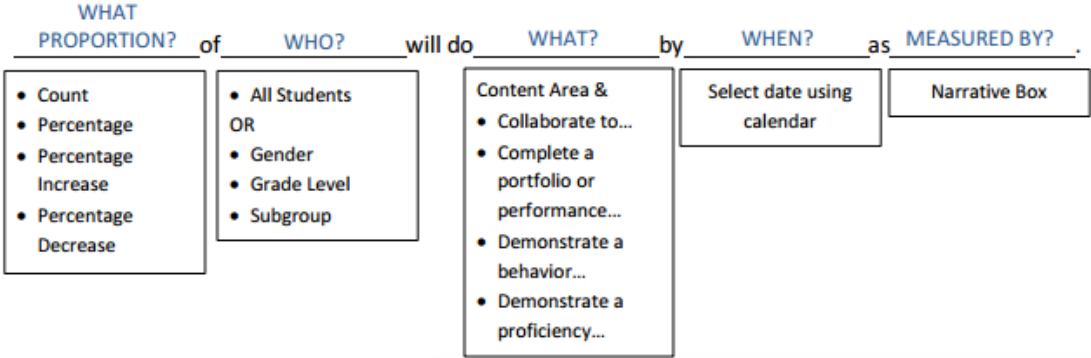
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Continue to increase our social media outlets	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Continue CAEC Newsletter – promotion of programs and student successes • Improvement in CAEC Website – driving traffic to our program and increase enrollment	• Amy Canavan • Krista Fusari

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?	
Continue to increase our community outreach programs including: • Kimberly Home • Ready for Life • Spanish Pride Week concert	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Meet with program directors and church leaders • Meet with members of the Mexican Consulate to discuss how we can help our community members (majority of our Hispanic students are from Hildago Mexico and we have already established a working relationship with Ambassador and Secretary of State of Mexico	James M. Joyer

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? _____ .

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

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:

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

Mathematics Goal	**Goal Manager:**	
N/A		
Actions / Activities in Support of Math Goal		**Evidence to Measure Success**

Science Goal	**Goal Manager:**	
N/A		
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: Co-Enrolled Program	**Goal Manager:** James M. Joyer
Continue to increase enrollment and successful completion in High School Credit Recovery classes by 10% as proportional to 2016 – 2017 enrollment (over a 700% increase from previous year)	
Actions / Activities in Support of Goal	**Evidence to *Measure Success**
• Collect data of student enrollment in 2016-2017 number of High School Credit Recovery classes completed • Enroll new students (Graduation Coach CHS/LHS) • Monitor student progress (weekly) • Graduation Coach meet with students not meeting progress	LCP's Earned: • 2015-2016 = 54 • 2016-2017 = 544 • 2017-2018 = 600 (Goal) • Progress reports submitted to Graduation Coach • Meeting notes

• Provide progress reports to high school principals	• Notes submitted to Principal

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

Goal Name: Increase number of LCP's	**Goal Manager: James M. Joyer**

Increase number of Literacy Completion Points earned by students enrolled in High School Credit Recovery Classes by 10% proportioned to 2016-2017 enrollments.

Actions / Activities in Support of Goal	Evidence to Measure Success
• Graduation Coach meets and registers students into APEX courses • APEX teacher monitors student's progress and provides percentage of completion weekly to high school administrator and graduation coach • Graduation Coach meets with students failing to meet progress recommendations	Registrations Weekly reports submitted Meeting notes

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)

Goal Name: Health School Goal	**Goal Manager: James Hunt**

Healthy School Goal
  • Work toward Bronze Level Recognition with the Alliance for a Healthier Generation

Actions / Activities in Support of Goal	Evidence to Measure Success
• Goal explained and provided to all staff members • Monthly update of goal provided to staff • Status of goal completion provided monthly	• Monthly Faculty meeting notes

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: James M. Joyer
Increase the percentage of Black students completing APEX courses as compared to 2016-2017 school year	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
• Graduation Coach meeting with students and discussing courses and assistance available • Weekly progress provided to Graduation Coach	• Meeting notes • Progress reports submitted

• Graduation Coach follow-up with students	
	• Total number of completers

Subgroup Goal (ELL)	**Goal Manager:** James M. Joyer / Yllko Bejo
Every ESOL student (Level 1 – 7) attending 1 or more Terms will earn 1 or more LCPs during the 2017-2018 school year	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
• CASAS testing • Students placed in appropriate course • Testing dates will be recorded and monitored • Students day/evening will be provided appropriate presentation • Post test • Students not achieving LCP progress will be placed in ESOL Success Class for second term • Students will be monitored for success	• Testing completed • Review of schedule • CASAS testing dates monitored • Lesson plans monitored by Coordinator and Lead Teacher • Testing data • Enrolling students in Success Class • Completion of LCP

Subgroup Goal (ESE)	**Goal Manager:**
N/A	

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

Subgroup Goal (If Needed) **Enter Goal Name**	**Goal Manager:**
N/A	

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)	N/A								
Students with excessive absences / below 90 %	N/A								
Students with excessive behavior / discipline**	N/A								
Students with excessive course failures**	N/A								
Students exhibiting two or more Early Warning indicators	N/A								

***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.
N/A	

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.
N/A	

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

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
N/A	

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.

N/A

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
N/A	

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)	12 FT	% with advanced degrees	31
% receiving effective rating or higher	100	% 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	23
% ESOL endorsed	62	% with 15 or more years of experience	77

*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.

Clearwater Adult Education Center recruits highly qualified instructional staff by conducting extensive interviews with potential candidates. Candidates are informed of our academic expectations, student diverse backgrounds and the ability to teach scholars from multiple ethnic backgrounds.

We retain such staff by providing multiple monthly school PLC meetings (SBLT, ESOL, ABE/GED, SAC, and Site-based), district-wide trainings and various Adult Education professional development opportunities throughout the school.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group

James	Joyer	White	Principal
Eva	Christu	White	Other Instructional Employee
Marilyn	Hourdas	White	Other Instructional Employee
Jeff	Jackson	Black	Teacher
Tiffany	Highsmith	Black	Support Employee
Edgar	Pimental	Hispanic	Student
Mariela	Zemchak	Hispanic	Teacher
		Select	
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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: James M. Joyer

Please state the days / intervals that your team meets below.
SBLT Dates: 2nd and 4th Friday Time: 1:35 – 3:00 PM Location: Annex Building

⬢ 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