School Improvement Plan
2017-18

Palm Harbor Community School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Anne Januario	SAC Chair: Scott Eline

School Vision	100% student success.

School Mission	To educate and prepare each student for college, career and life.

Total School Enrollment	**% Ethnic Breakdown:**					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
1,143	6%	10%	23%	.5%	83%	1%

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

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Administrator	Anne	Januario	FT	1-3 years
Lead GED Teacher	Meg	Baker	FT	1-3 years
Lead ESOL Teacher	Angela	Faiola	FT	1-3 years
Counselor	Scott	Eline	PT	11-20 years
Total Instructional Staff:	4 FT; 25PT		**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).

Palm Harbor Community School offers classes on Palm Harbor University High School's campus in the evening, as well as at the Union Academy's Citizen's Alliance for Progress Center, St. Petersburg College Tarpon Springs, and Oldsmar Facility. In addition, we operate the afterschool credit recovery classes at Palm Harbor University High School, Countryside High School, East Lake High School, and Tarpon Springs High School.

Student and staff safety is the priority at all of our sites, allowing for a secure and healthy environment that is conducive to learning. In order to ensure the safety of our adult learners and our faculty and staff, crises plans are in place in case of emergency at each of our locations. Palm Harbor Community School evening classes collaborate with Palm Harbor University High School to streamline appropriate plans during evening hours. Our off-site classroom instructors have been made aware of their host sites' crises plans in the event of an emergency.

One of the benefits of working with adult learners, who enroll at-will, is that we typically do not have the same behavioral issues found in K-12 schools. However, in order for our faculty to be prepared to handle behavioral issues if they arise, the district provides professional development on how to handle disruptive student behavior. We are fortunate to have a part-time guidance counselor, Scott Eline, who meets with students in the evenings at Palm Harbor Community School. We have found that many of our students are able to discuss their concerns with Mr. Eline before they become behavioral issues.

The district's Adult Education Office has also provided our school with an evening SRO on campus twice a week and we have been given security contacts at our partnership sites off campus. All faculty and staff have the administrator's cell phone number and have been instructed to contact the administrator immediately if they have a security question or concern.

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 that school-wide expectations are transferred to the classroom, we develop, review and update our expectations during our monthly faculty meetings. Furthermore, teachers provide individual and group orientations for all students that include our school's goal to provide a safe, secure and healthy learning environment, and how their positive behavior promotes these goals.

Occasionally, we have an issue with inappropriate student behavior. When this occurs, we employ our positive response system. Our positive response system includes giving the student three (3) warnings for minor inappropriate behaviors. This system gives students the opportunity to discuss the issue and provides them with an alternative appropriate response. In the event that a student continues to behave

inappropriately, after the third warning, the student meets with the administrator. During this meeting, the student is given the option of attending class at Palm Harbor Community School in the evening, where an administrator is readily available, or online. The desired outcome is that the student corrects their behavior and remains in their original classroom. The next best outcome is for the student to attend evening class at PHCS and complete their learning goal in the evening.

More serious offenses, while highly infrequent, 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 School's policies and procedures.

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 do have systems in place that provide behavioral and academic support. When students enroll in our programs, teachers work collaboratively with them to determine what would lead to their success and what barriers they face. Following these initial meetings, faculty track student success and provide assistance when road blocks present themselves. The outcomes from these meetings are shared both schoolwide and districtwide to ensure we are providing the academic support needed for all students.

While the needs of our adult learners vary, almost all need assistance with post-secondary goals and transitioning. In an effort to meet these needs, the District's Adult Education Office has provided its adult education centers with their new Work Readiness lessons, aligned to the state's College and Career Readiness initiative. These lessons address the social/emotional needs of students within an academic setting. For example, our Career Pathways Program teaches students soft skills necessary to survive socially and emotionally in college and careers. This year we provided opportunities for all students to attend Work Readiness lessons and the feedback from the students has been overwhelming positive.

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?

Palm Harbor Community School is dedicated to meeting the diverse physical, social, and emotional needs of our adult learners. We do this by teaming with community organizations, such as Career Source Pinellas, Citizen's Alliance for Progress, Youth Connect, Pinellas County Sheriff's Office, Light House for the Blind, Pinellas Public Library System, the Literacy Council of St. Petersburg, Suncoast, NAMI, Directions, Vocational Rehabilitation, PSTA, school-based volunteers and tutors, Project Prosper, Pinellas Refugee Education Program (PREP), and Lutheran Services.

While we are able to connect students with agencies to assist with many of their concerns, a student must self-identify if they have special needs that they would like addressed by their teacher, by the test assessor on site, or at an off-site testing agency. Once a student has self-identified, we begin the process of assisting them with a 504 Plan. The prescriptive nature of our adult education programs provides adult learners the opportunity to learn at their own pace, which accommodates various learning styles nicely.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources.

There are three major indicators of student progress in adult education: enrollment, learning gains, and transitions to college and career. Enrollment is monitored by daily attendance and monthly FOCUS reports. Learning gains are measured by Literacy Completion Points (LCPs), which students earn when they improve on a state mandated assessment, such as TABE, CASAS, or the GED Exam. College and Career transitions are monitored by teachers who help students determine a post-secondary goal at the beginning of their studies at Palm Harbor Community School and continue to track them until reaching their college or career goal. Enrollment, learning gains, and college and career transition data collected is shared during monthly faculty meetings. During these meetings we 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 ensures 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 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 also reinforces our goals of high expectations for all students. Furthermore, the Adult Education Frameworks are used as our standards upon which our curriculum is based, which ensures rigorous instruction and learning and results in high expectations of all students. We also assist students in setting post-secondary goals and provide monthly lessons featuring Adult Career Pathways.

⬡ **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: Expand ESOL Program hours at Oldsmar Facility to accommodate students' specific needs.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Addition of evening classes and 1 part-time, hourly teacher.	Tricia Baker-Sherman, Angela Faiola, Anne Januario, Rick Amstutz
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: Continue to identify and track the progress of Black students in co-enrolled classes.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue tracking co-enrolled Black students.	Anne Januario, Nivin Farag

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 GED test and the number of students transitioning to Pinellas Technical College, St. Petersburg College, and/or the workforce. Tracking data is measured monthly, by survey periods, and on a yearly basis. This data is openly shared during monthly faculty meetings. From this data we make adjustments needed to improve our processes and overall an increase in student achievement.

A specific success we had in 2016-17, and intend to continue in 2017-18, is increasing the number of ESOL students earning an LCP. In 2016-17 PHCS had a 40% increase in ESOL LCPs (from 405 to 672).

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

Palm Harbor community School's key areas for improvement are:

1) Increasing the number of AAAE LCPs (Baseline year – 0 LCPs in 2016/17)
2) Refer and track students transitioning to PTC (Baseline year)
3) Increasing ESOL LCPs (Reviewed 2016/17 FOCUS reports)
4) Increasing the number of CCCR LCPs (Baseline year – 0 LCPs in 2016/17)

Current data reviewed includes; ABC, GED, ESOL and high school credit LCPs from CTAE FOCUS reports.

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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 utilize both formative and summative assessments to track student progress and shape individual and group instruction.

This year teachers at Palm Harbor Community School will continue to focus on increasing their understanding, implementation and monitoring of the Marzano Art and Science of Teaching Framework. The administrator will utilize iObservation when visiting classrooms. The data collected from iObservation will provide a picture of teaching strategies being utilized and specific trainings needed for improvement. Data will be reviewed and shared with teachers individually when developing their Professional Growth

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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.

At our faculty meetings throughout the year 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

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).

Palm Harbor Community School supports all students in reaching their academic goal necessary to transition to college or 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. We also provide direct instruction opportunities for students enrolled in ABE/GED classes. In Adult ESOL classes, students follow leveled instruction leading to English proficiency. After an ESOL student is proficient in English we provide a seamless transition for them to reach their next goal, such as enrolling in Adult Basic Education (ABE) classes, becoming active in the labor force, improving their work options, or continue on to post-secondary schools, such as Pinellas Technical College or St. Petersburg College. Upon satisfactorily achieving the requirements of ABE, we provide our GED students the guidance needed to enroll in GED classes. Upon completing their GED, students are provided the support needed to enroll in Pinellas Technical College, St. Petersburg College or other schools of their choice.

⬡ **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?	
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	All Faculty, Anne Januario
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?	
Implementation of Career Pathways Lessons in All Classrooms	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Class calendars, student and teacher feedback, walkthroughs and observations	All faculty, Anne Januario

Collaboration for Professional Growth

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 Palm Harbor Community School hold monthly daytime and evening faculty meetings in order for all full-time (required) and part-time (optional) instructors to have a chance to participate, contribute and build positive working relationships between teachers, staff and administrator. Our faculty has worked hard to build a collaborative relationship between the ESOL and ABE/GED programs to provide all students exposure to career pathways. A review of our school's AdvancEd 2016-2017 surveys found that staff would like to focus on increasing enrollment and expanding class offerings. As a result of this finding, Palm Harbor Community School will expand Oldsmar ESOL hours to include an evening class in 2017-18.

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.

> Palm harbor Community School will continue the PLC for GED Math in 2017-18. Every Wednesday, for 90 minutes, all Adult Basic Education/GED teachers meet to review GED Math problems. This PLC is led by one of our GED teachers who has excellent success teaching GED Math to our students. Our ESOL Department collaborates daily by sharing teachers, resources, and lesson planning between the day and evening programs and meets for a PLC every week for an hour. The GED and ESOL Lead Teachers regularly report the minutes from their lead teacher meetings to provide district and state updates to all instructors.

⬢ 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?

> Over the past year, Adult Education has continued to implement 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.
>
> The district also provides many opportunities for curriculum professional development throughout the year. Teachers are encouraged to attend training on software, textbooks and materials, assessment and proctoring of state tests, and content-specific trainings. Our districtwide trainings and Adult Education conferences also provide a wealth of curriculum and curriculum professional development.
>
> 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.

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.

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 Districtwide Training	Summer	Any FT & PT Instructors	Highest student achievement. District & state updates.
Florida Literacy Conference	Spring	FT instructors	Meet with vendors. Learn about new curriculum/material. District & state updates. Student involvement on 'Student Learner Day'
Adult Community Education (ACE) Conference	Spring	FT Instructors	Meet with vendors. District & state updates. Best practices.
GED Math PLC	All year	GED Instructors	Increased confidence teaching GED Math.
ESOL PLC		ESOL Instructors	Build collaboration within GED and ESOL Departments.
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	Anne Januario, Nivin Farag, Maria Smalios	New CTAE FOCUS updates
Leadership & PACE meetings	Monthly	Anne Januario	District, state, and federal updates. Administrator PLC

Family and Community Engagement

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).

As a community school, we rely heavily on our community relationships for referrals and also classroom space. Furthermore, most of our students learn about our programs from their friends and family members, so building positive relationships with our students and their families is vital for our success.

We build relationships with community organizations by providing classes in their space and by participating in community events, such as the Citizens Alliance for Progress Annual MLK Jr. ceremony in Tarpon Springs.

We also build positive relationships by reaching out community organizations such as the Oldsmar Women's Club, the City of Tarpon Springs and the City of Oldsmar.

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.

Palm Harbor Community School works with community partners to build and grow ABE/GED/ESOL programs across northern Pinellas to better meet student needs and increase student achievement. As an integral part of the community, our faculty and staff work collaboratively with local agencies that provide support to our shared families. As a result, our teachers are able to offer information on community organizations that support adult learners' needs such as Career Source and Pinellas Refugee Education Program. Our teachers also provide support during meetings with students and their families by developing academic plans and timelines that help map a route to student success. As much of what we do in adult education is prescriptive in nature, our individualized academic plans help students and their families understand the personalized path to graduation, English acquisition, and transition to college and career.

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.

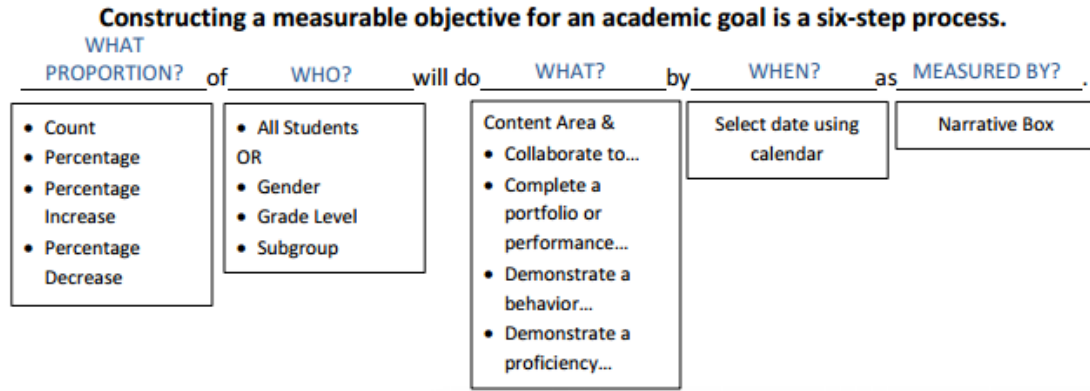| Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☐	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☐	☐
Families who are in regular 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: Maintain social media outlets and increase the number of followers	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue to increase Facebook, Twitter, and website traffic by posting the school's newsletter highlights that honor student and teacher successes throughout the year.	Dave Reid, all faculty & 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: Increase financial literacy awareness and access to available opportunities for ESOL students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Host Project Prosper's financial literacy's seminars at PHCS and Oldsmar	Angela Faiola, Tricia Baker-Sherman, Ada Villanti-Henderson, Eve Poulakidas, Karlton Ballard, Rebeca Gallegos, Anne Januario

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?	WHAT?	WHEN?	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

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: Increase ESOL LCPs	**Goal Manager:** Anne Januario, Tricia Baker-Sherman, Angela Faiola
Palm Harbor Community School will increase the number of ESOL students earning an LCP by 3% proportioned to 2016-17.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Maintain the post-test Excel spreadsheet Implement school processes to ensure timely post-testing Student conferencing for testing	TopsPro reports number of students who earn an LCP

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Increase number of AAAE LCPs	**Goal Manager:** Anne Januario, Meg Baker, Cindy Glenn, Donna Gauthier
Palm Harbor Community School will increase the number of Literacy Completion Points earned by students enrolled in AAAE by 3% proportioned to 2016-17 LCP totals.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Post-test students on time Provide individualized, prescriptive help to students	Students remaining actively engaged and progressing toward completing the course in a timely manner. Student Progress Cards, individual prescriptive assignments

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Refer and track students transitioning to PTC	**Goal Manager:** Anne Januario
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Use new PTC referral cards Participate in PTC field trips	Track the number of referrals

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:**
Increasing the number of Black co-enrolled students earning LCPs	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
Communicate goal with high school Administration and Guidance Counselors.	Start of year meeting notes. Email communication.
Monitor progress and provide weekly progress reports to students.	FOCUS enrollment and completion numbers.

Subgroup Goal (ELL)	**Goal Manager:**
Increase percentage of CCR enrolled students who earn an LCP	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
Utilize FDOE CCR completion checklist	LCPs earned

Specify					
Enter Goal Name					
Select		Select	Select	Select	Select

⬡ Section 3 – Required Items / Resources

⬡ Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	4	% with advanced degrees	25%
% 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	75%
% ESOL endorsed	100%	% with 15 or more years of experience	25%

*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.

Palm Harbor Community School recruits highly qualified instructional staff by conducting researching and getting references for potential candidates. We retain such staff by providing monthly school meetings, and by their participation in bi-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
Scott	Eline	White	Business/Community
Anne	Januario	White	Principal
Meg	Baker	White	Teacher
Angela	Faiola	White	Teacher
Tricia	Baker-Sherman	White	Teacher
James	Akintonde	Black	Teacher
Rebeca	Gallegos	Hispanic	Teacher
Donna	Gauthier	Hispanic	Teacher

⬡ 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: 9/8/2018

⬡ SBLT / MTSS Leadership Team

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

☒ Yes ☐ No	Chairperson: Anne Januario

Please state the days / intervals that your team meets below.
Palm Harbor Community School will continue our monthly and weekly PLC meetings for the2017-2018 school year. We also have scheduled monthly faculty and staff meetings to discuss current trends, Marzano trainings, LCP updates, teaching strategies. In addition, every Wednesday, for 90 minutes, all Adult Basic Education/GED teachers meet to review ABE/GED academic issues. This PLC will be led by one of our GED teachers who has experienced excellent success rate teaching ABE/GED to our students. Our ESOL Department collaborates daily by sharing teaching strategies, resources, and lesson planning between the day and evening programs. The GED and ESOL Lead Teachers regularly report the minutes from their lead teacher meetings to provide district and state updates to all instructors.

⬡ 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