



School Improvement Plan 2017-18

Tomlinson Adult Learning Center

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Godfrey Watson	SAC Chair: Lorraine Mayfield-Brown
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School Vision	100% student success.
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School Mission	To educate and prepare each adult student for college, career & life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	8.2	26.5	37.7	38.3	65.0	0.08
1963	162	521	741	754	1277	15

School Grade	2017: Select	2016: Select	2015: Select	Title 1 School? <input type="checkbox"/> Yes <input type="checkbox"/> No
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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								
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Godfrey	Watson	FT	1-3 years
Night Coordinator	Patrick	Jennings	FT	4-10 years
Teacher Leader	Tanja	Vurunic	FT	4-10 years
Teacher Leader	Donna	Lawless	FT	4-10 years
Counselor	Patty	Brewer	FT	1-3 years
Teacher Leader	Sue	Foster	FT	20+ years

Total Instructional Staff:	24 FT; 36 PT	Total Support Staff:	7	



School Culture for Learning

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

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).

Over time, Tomlinson Adult has developed a culture rooted in acceptance, inclusion and purpose. Our student population is tremendously diverse which empowers us in our dedication to student learning. The goals of English mastery and GED as well as High School completion become the sole focus of our students and teachers. With student learning always our target, actions that undermine safety and security are easily identified and addressed by the teacher. In the rare instance when a threat to the learning environment is handled outside the classroom, resources from our Guidance, Career Pathways and Administrative leaders are called in. Collectively, our staff ensures all stakeholders fully understand our school’s behavioral expectations in respect to a healthy learning environment.

In the case of a serious campus disruption or event, all classrooms and offices have the School Crisis Plan available for reference. The school runs drills to prepare for fire, tornado/weather, lockdown and lockout events.

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?

Teachers at Tomlinson embrace their roles as team members and work together to define and implement school expectations. The GED, High School and ESOL teams meet and work together on a regular basis. Through these meetings and collaborations teachers and administration make clear how expectations are to be realized in the classroom, resulting in a high degree of continuity throughout Tomlinson. Disruptions are handled in a multi-tiered way providing several opportunities for students or staff to make behavioral changes when called for to remedy the issue.

With a focus on behavior, and an awareness of each individual’s unique circumstances, Tomlinson staff work diligently to maintain an unbiased and equitable approach to managing school and class expectations, as well as performance.

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.

As we are an institution designed to meet the needs of adults, we face far fewer developmental issues than our K-12 brethren. Incorporated into all of our classes are behavioral and academic supports as well as character guidance and practice. As expected, most of our students have developed a maturity that aligns with our expectations. In addition, it is in our dedication to our students’ transitioning on to the next chapter in their lives that we more directly address these sorts of concerns. Incorporated within the Career Pathways architecture are components aimed at helping students develop those skills and character attributes most sought by employers. In developing these employability skills all of our students come to share in a core set of common values and expectations.

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?

Every student at Tomlinson, by design, has a single teacher with whom he or she builds a relationship. Our ESOL students are assigned a Home Room teacher that they remain with throughout their time in the program. In the GED and High School programs, students are assigned to a single teacher who coordinates and facilitates all instruction and ancillary support activities, from start to finish. These interpersonal connections serve the student by providing a professional who will come to know their unique stories and needs and can thus pursue any internal or external supports that are needed.

In addition to the support that comes from teacher/student relationships, Tomlinson Student Services, Career Pathways, and Administration provide an additional layer of support for students.

In many cases, students at Tomlinson face socio-economic or health-related hurdles that we as a school are not outfitted to address. To help our student’s meet these more fundamental needs we coordinate our efforts with a range of community agencies that include, but are not limited to: Career Source Pinellas, Eckerd Youth & Family Alternatives, Camelot Community Care, Youth Connect, Project Prep, Lutheran Services, Vocational Rehab and Pinellas County Job Corps.

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).

In each of our programs progress is carefully and closely monitored. All instructional staff are regularly provided student performance data pulled from TABE, TOPSpro, GradPoint (APEX), GEDReady, DOE, and FOCUS WDIS reports. Recent DOE reporting identified specific performance groupings where Pinellas learners underperformed state targets. Those data guided operational and instructional changes for the ‘17-‘18 school year aimed to improve learning gains and their reporting, for those same underperforming groups. Another particularly powerful data source, the WDIS002 report, provides teachers a very concise view of each student’s enrollment history, learning gains as measured in LCPs earned, and the resulting course progressions. This perspective provides the teacher with an added opportunity to effectively monitor each the reporting of each student’s learning gains.

- GED student progress is tracked by the teacher with an eye towards managing post-test readiness. Students not progressing as expected are provided a broader pool of instructional resources including, print materials, server and internet based programs, one-on-one time with tutors as well as large group instructional settings for common needs.
- ESOL student progress is monitored continuously by teachers in each skill area as well as collectively each term. Instructors identify those students failing to make expected progress and coordinate efforts to identify and fill learning deficiencies. Under most circumstances, struggling students will repeat an 11-week session and work their way back to proficiency.
- High School students are monitored by the High School Coordinator who is in constant communication with students working in APEX. Students in need of further support are directed to supplemental resources, one-on-one instruction with teachers or tutors and additional opportunities to demonstrate mastery.

As we serve an adult population we do not have access to much of the data used in the K-12 setting. Instead, we must rely on our staff and their awareness of student progression and outcomes.

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 site-based 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 used as our standards upon which our curriculum is based, ensure rigorous instruction and learning and results in high expectations for all students. We also assist students in setting rigorous goals, by encouraging them to pursue post-secondary education. To encourage student aspirations, guest speakers from St. Petersburg College and Pinellas Technical College come and talk about their programs, answer student questions and promote students taking advantage of tours provided for both 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: Generate a new and broader appeal newsletter.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Highlighting student and teacher successes throughout the year and making their stories visible.	Patty Brewer
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: With a focus on Adult and Co-enrolled high school students, decrease learning gaps between African American and White populations by tailoring specific supports to struggling students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Specifically designed to provide a scaffolding approach to content delivery, APEX Learning offers a catalog of tutorial resources designed to provide the additional explanation and practice that has been demonstrated to fill in learning deficiencies. All high school teachers and the Coordinator have completed both online and live trainings to promote effective use of the APEX standard instructional and tutorial elements. Extra counseling opportunities are provided with our guidance counselor to assist students in managing outside factors. Additionally, the Career Lab provides guidance and support resources to the targeted students.	Sue Foster Patrick Jennings Co-enrolled HS instructors Counseling staff
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
n/a	
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 successes 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 and/or St. Petersburg College.

Successes in the '16-'17 school year included:

- Nearly 100 students earned their GED. Our highest number of diplomas since the adoption of the new GED. (District reporting and GED.com)
- Consistent recognition from district leadership for repeatedly having 100% of students sent for a GED test, pass their test. Our teachers send students who are ready. (Bi-weekly District Testing Center reports)
- Over 60 ESOL students successfully completed the Citizenship course. (Focus)
- The new after school ELP Partnership with St. Petersburg High School and the 19 students who moved closer to graduation via this partnership. (Focus)

Tracking data is measured on a monthly, quarterly and yearly basis. This data is openly shared during monthly faculty meetings and using this data we make the adjustments needed to improve our processes and increase student achievement. Our long-standing commitment to students earning LCPs can be seen in our programs' continuous performance improvements.

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?

Improved student performance in the following areas:

- Increase the number of ABE LCPs (516 in 16-17) and GED LCPs (444) by 2%.
- Increase the number of students earning at least one GED LCP (175 in 16-17) by 2% and the number of students passing all four of the GED exams earning a diploma (98 in 16-17).
- Increase the number of our Level 2 ESOL students completing the level by 2%.
- Increase the number of both Ad. HS and Co-enrolled LCPs by 2% and Ad. HS diplomas by 2%.

These targets for improvement were drawn from FL DOE Program Improvement Plans and school leadership consensus.

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

We will continue to build understanding and utilization of the model with a presentation during our initial faculty meeting followed by an overview and discussion of the model in practice, including the (41) elements of instruction which occur in the classroom

We continue to discuss in detail the design questions;
DQ1 and DQ6 - involving routine events
DQ 2, DQ3 and DQ4) – addressing content
DQ 5, DQ7, DQ8 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 a picture of teaching strategies being utilized and specific trainings needed for improvement.

We will continue to discuss 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 administrators will lead the monthly data presentation and training.

Data will be reviewed and shared with teachers 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 is 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 High School Credit Recovery classes, we assist students in filling in their learning gaps through prescriptive work at their own pace. Teachers and staff work to provide needed support and encouragement to help students persevere and maintain their focus on achieving their goals. In coordination with Career Lab staff, teachers ensure all students have a clear answer to the “What’s next?” question. Having a plan for what to do after they earn their diploma helps keep students committed, working, and moving forward. Guest speakers and campus tours help students envision themselves actually living the life they’ve only imagined.

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 enroll in Adult Basic Education (ABE) classes. Upon satisfactorily achieving the requirements of ABE we provide the guidance needed for students to enroll in GED classes. Upon completing their GED, students are provided the support needed to enroll in either Pinellas Technical College or St. Petersburg College.

 **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 instructors will continue to implementation the Marzano Instructional Framework for Teaching throughout all aspects of their program. We will focus the implementation to Domain 1, Design Questions 1: Element 1 and 2, Design Question2: Element 6.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
I-observation, Deliberate Practice Plans (DPP), artifacts (e.g samples of goals and scales and tracking systems), formal/informal evaluations, walkthrough data, conversations, and student evidence as well as classroom projects.	Godfrey Watson
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?	
Increase by 2% the share of students earning an LCP (33.7% in 16-17) and the overall number of LCPs earned (1567 in 16-17), by requiring communication with students who miss more than three consecutive days of class, and through more stringent post-testing procedures.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<ul style="list-style-type: none"> Data will be extracted from Focus WDIS reports Student contacts will be logged and monitored Post-testing rates will be extracted from Focus (43% in 16-17; 815 post-tested of 1889 enrollments) 	Patrick Jennings, Patty Brewer, Donna Lawless, Tanja Vurunic, Sue Foster
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 specific lessons or growth areas 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 Tomlinson Adult Learning Center 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 in decision making, as well as contribute to and build positive working relationships between teachers, staff and administrators.
Administration makes it a priority to attend each department’s monthly PLC meeting.

As a result of this belief, we started our school’s first PLC for all Adult Basic Education/GED instructors. We would like to see a 2% increase in positive response to Item 8. (Our school's leaders support an innovative and collaborative culture) on our Advanced Ed Staff survey.

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.

Tomlinson Adult Learning Center will continue their weekly PLCs for GED academic subject areas in 2017-18.

Every Wednesday, for 90 minutes, all Adult Basic Education/GED teachers meets to review GED problems. This PLC is led by one of our GED teachers who has excellent success teaching GED subject areas to our students.

Our ESOL Department collaborates through the sharing of instructional approaches and resources, and coordinated 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.

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 expanded its implementation of the Marzano Instructional Frameworks, accompanied by many school- and district-based professional development opportunities. The results of these trainings have been, a broader utilization of the Goals in Scales, as well as an increased focus on student-centered 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. The effectiveness of these trainings will be evidenced by teacher referrals to local/state agencies to support student needs.

Next Steps:
 We will work to strengthen the formal and informal processes to support new staff members in their professional practice (AdvancED #31.) Our intent is to eliminate the 21% Disagree and Strongly Disagree responses.

This year we will continue the expansion of 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 (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	Learn program updates for 17-18
Fall District-wide Training	Fall	Any FT & PT Instructors	Increased Knowledge
Adult Community Education (ACE) Conference	Spring	FT Instructors	Federal and State updates.
GED and ESOL Lead Teacher Meetings	All Year	Lead Teachers	Local updates

Marzano Training for Teachers	Fall & Spring	FT Instructors	Increased knowledge and proficiency
FOCUS Training	Fall & Spring	Administrator	Increased knowledge
Leadership & PACE meetings	Monthly	Administrator	District, state, and federal updates. Administrator PLC
Florida Literacy Conference	Spring	FT instructors	Increased knowledge and proficiency



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 lessons or growth areas 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 an Adult Learning Center, 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 would like to see 2% increase in favor of engaging with our stakeholders in response to Item 14 (Our school's leaders engage effectively with all stakeholders about the school’s purpose and direction) in our Advanced Ed staff survey report.

We build relationships with community organizations by providing classes in their space and by participating in community events, such as the Citizens Alliance.

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.

Tomlinson Adult Learning Center works with community partners to locate ABE/GED/ESOL programs throughout the community to better meet student needs and increase student achievement. We will work with the high school to communicate to parents and students how our after-school ELP can keep students from falling behind in credits and staying on pace to graduate on time. We will provide the high school principal, assistant principals and the guidance counselors progress reports on all of the co-enrolled students participating in the credit recovery (APEX lab).

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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 and build social media outlets	
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, and highlights that honor student and teacher successes throughout the year.	Rudi Pesakas, 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: Participate in community events in Pinellas	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Attend community and awards programs	Godfrey Watson, All staff
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal: Build connections with the City of St. Petersburg	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Attend city events such as SPIFFS and Job Fairs	Godfrey Watson

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?
<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 		<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 		Content Area & <ul style="list-style-type: none"> 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*

*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: ESOL Program Goals	Goal Manager: Tanja Vurunic
<ol style="list-style-type: none"> 1. Increase the number and/or percent of ESOL students earning CASAS LCPs, with particular attention to improving the instructional efficiency measure, <i>Hours of Instruction to LCP ratio</i>. 2. Transition departing daytime ESOL students to ESOL Distance Online Program. 3. Increase the number of ESOL students who transition to Kuder Journey as a post-secondary career transition program. 4. Ensure that departing ESOL students are being post-tested before they leave. 5. Develop instructional strategies to improve CASAS listening skills for ESOL students. 6. Increase our knowledge of the Marzano Performance Scales and learning goals in all adult ESOL classes. 7. Formalize process for teacher contact and follow-up with students who begin missing class. 	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Coordinate with the Guidance and make sure that we post-test students who have missed the original post- test date. 2. Promote ESOL Distance Online Program to departing daytime students. 3. Coordinate with the Career Lab and send students to take an inventory. 4. Coordinate with the Guidance and survey students in classes to determine their departure date and post-test them. 5. Incorporate additional listening strategies in all ESOL classes. Use Burlington English to practice listening skills. Meet with colleagues within the level to share best practices. 6. Professional Development and Marzano centered teacher collaborations 7. ESOL PLC will develop, use and evaluate a multifaceted process to minimize students leaving prior to goal completion. 	<ol style="list-style-type: none"> 1. Gain over 2016/17 in the number or percent of students earning LCPs, and a ratio comparable to peer schools. 2. Gain over 2016/17 in ESOL Distance Online Program enrollment. 3. Gain over 2016/17 in the number of ESOL students who have completed KJ inventories. 4. Increase in the number of departing students who are being post-tested. 5. Gain over 2016/17 CASAS listening LCPs. 6. Classroom observations identifying Marzano implementation

	7. Increase in percentage of students earning LCPs and completing.
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: ABE/GED Program Goals	Goal Manager: Donna Lawless
<ol style="list-style-type: none"> 1. Create and implement a literacy-level Kuder® Journey-type interest inventory 2. Increase ABE LCPs at Job Corps 3. Increase lowest functioning level LCPs 4. Apply for READ Pinellas and Achieva grant funding 5. Increase number of MS Specialist certifications 6. Increase our knowledge of the Marzano Performance Scales and learning goals in all adult ABE/GED classes. 7. Formalize process for teacher contact and follow-up with students who begin missing class. 	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Literacy teacher Nancy Fox and Career Center Specialist Dr. Barbara Riddle-Dvorak will create and utilize a developmental level interest inventory 2. Administer TABE test regularly to Job Corps ABE students 3. Assist students in making academic gains in their lowest functioning level based on their entry-level TABE scores 4. Apply for READ Pinellas and Achieva grants 5. Utilize state-of-the-art MS Specialist curriculum to assist students in obtaining MS Specialist certifications 6. Professional Development and Marzano centered teacher collaborations 7. ABE/GED PLC will develop, use and evaluate a multifaceted process to minimize students leaving prior to goal completion. 	<ol style="list-style-type: none"> 1. Baseline year New goal 2. Gain over 2016/17 in the number of ABE LCPs earned at Job Corps 3. Gain over 2016/17 in the number of lowest functioning level LCPs 4. Obtain funding for student GED® vouchers and literacy-level texts with grant money 5. Increase from 2016-2017 number of MS Specialist certifications obtained 6. Classroom observations identifying Marzano implementation 7. Increase in percentage of students earning LCPs and completing.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Adult/Co-Enrolled High School	Goal Manager: Sue Foster
<ol style="list-style-type: none"> 1. Students will successfully use new online High School Credit academic program called APEX. 2. Increase number of students completing the Kuder Journey Interest Inventory and Career Assessments. 3. Track the number / percent of graduates entering post-secondary schools, the workforce or the military. 4. Increase our knowledge of the Marzano Performance Scales and learning goals in adult/CO-enrolled High School classes. 5. Formalize process for teacher contact and follow-up with students who begin missing class. 	
Actions / Activities in Support of Goal	Evidence to Measure Success

<ol style="list-style-type: none"> 1. Develop and implement APEX orientation. Email addresses promote direct online contact between teacher and students. 2. Incorporate Kuder Journey information into registration orientation and the awarding of credit. <ol style="list-style-type: none"> a. Ensure student completes interest inventory within first month. b. Add Kuder Journey completion as a requirement prior to the awarding of credits. 3. Implement mandatory exit interviews with a focus on post-secondary plans. 4. Professional Development and Marzano centered teacher collaborations 5. HSC PLC will develop, use and evaluate a multifaceted process to minimize students leaving prior to goal completion. 	<ol style="list-style-type: none"> 1. Orientation checklist in student's folder and accurate list of student email addresses. 2. List of enrolled students, completers and non-completers 3. Survey instrument developed and used by day and evening counselors. 4. Classroom observations identifying Marzano implementation 5. Increase in percentage of students earning LCPs and completing.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager:
Increase the percentage of Black co-enrolled students enrolling in, and completing APEX credit recovery courses.	

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 progress reports to students.	FOCUS enrollment and completion numbers.

Subgroup Goal (ELL)	Goal Manager:
Increase percentage of Level 1 students who earn an LCP.	

Actions / Activities in Support of ELL 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 progress reports to students.	FOCUS enrollment and completion numbers.

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:
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	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	Select	Select	Select	Select	#	%*
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)	24%	% with advanced degrees	50%
% receiving effective rating or higher	100%	% first-year teachers	0%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	17%
% certified in-field**	100%	% with 6-14 years of experience	0%
% ESOL endorsed	70%	% with 15 or more years of experience	83%

*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.

Tomlinson Adult Learning Center recruits highly qualified instructional staff by researching and getting references for potential candidates. Though due to a wave of recent retirements, Tomlinson has undergone a great deal of change in our faculty, but we retain our high quality faculty by maintaining a school culture that encourages all instructional staff to be their best. Teachers know their administrator will do all in his power to empower them to do so. Resources are appropriately dedicated to student learning, helping to provide a positive and rewarding teaching, and learning experience.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Godfrey	Watson	Black	Principal
Patrick	Jennings	White	Teacher
Harriet	Deloach	White	Business/Community
Lorraine	Mayfield-Brown	Black	Business/Community
Nancy	Fox	White	Teacher
Essie	Sneed	Black	Support Employee
Gu	Ying	Asian	Student
Stafonia	Richardson	White	Student
Marolyn	Coleman	Black	Support Employee

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Chairperson:
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Please state the days / intervals that your team meets below.
n/a

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

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