

WELCOME TO  
**change**



# **School Improvement Plan 2016-17**

## **Clearwater Adult Education Center**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

School Improvement Plan 2016-17

## School Profile

<b>Principal:</b> James M. Joyer	<b>SAC Chair:</b>
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<b>School Vision</b>	100% student success.
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<b>School Mission</b>	To educate and prepare each student for college, career and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
617	2%	7%	37%	%	51%	3%

<b>School Grade</b>	<b>2016:</b> No Grade	<b>2015:</b> No Grade	<b>2014:</b> No Grade	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Learning Gains All	N/A	N/A	N/A	N/A								
Learning Gains L25%	N/A	N/A	N/A	N/A								

### School Leadership Team

Position	First Name	Last Name	FT/PT	Years at Current School
Principal	James	Joyer	FT	Less than 1 year
Teacher Leader	Eva	Christu - Coordinator	FT	1-3 years
Teacher Leader	Marilyn	Hourdas – Career Path	FT	1-3 years
Teacher Leader		- GED Dept. Rep	FT	
Teacher Leader		- ESOL Dept. Rep	FT	
Teacher Leader	William	Shaw – Credit Recovery	PT	11-20 years
Counselor			PT	
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
<b>Total Instructional Staff:</b>	13 FT 39 PT		<b>Total Support Staff:</b> 3 FT	



# 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).

Clearwater Adult Education Center offers classes on CAEC’s campus both during the day and in the evening as well as at various community partnership sites across central Pinellas County. The priority at all of our sites is student, staff and faculty safety, allowing for a secure and healthy environment that is conducive to learning. As we work with adult learners, who enroll at-will, 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 three part-time guidance counselors in the evening who meet with students as needed. 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 number of the administrator and each one has been instructed to immediately contact the administrator immediately if they have a security question.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the 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 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 three (3) warnings for minor inappropriate behaviors. Students are given the opportunity to discuss the issue and provided alternative appropriate responses. However, if a student continues to behave inappropriately, after the third warning, the student will meet 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. For example, our Career Pathways Program teaches students 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?

Adult education is dedicated to meeting the diverse needs, (physical, social, and emotional) of our adult learners. We do this by teaming with community organizations, such as Career Source Pinellas, 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, and school-based volunteers and tutors, Project Prosper, Pinellas Refugee Education Program (PREP), and Lutheran Services.

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

Student data is monitored includes attendance, withdraw codes, Literacy Completion Points, and College and Career transitions. Additionally, we monitor Pre- and Post-tests, such as TABE and CASAS.

Data collected is shared during monthly PLC 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 every staff member has high expectations for the success of all students. District wide 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 standard 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 rigorous goals, by encouraging them to pursue post-secondary education and having guest speakers from St. Petersburg College and Pinellas Technical College come to our classes and/or providing opportunities for students to tour these institutions.

 **School Culture / SWBP / Key Strategies**

**Goal 1:** What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: Generate School's first newsletter	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Highlighting student and teacher success throughout the year and making their stories visible.	James M. Joyer Eva Christu
<b>Goal 2:</b> 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: Decreasing learning gaps by evaluating best practices and increasing teacher understanding of FOCUS.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Providing learning opportunities to explore FOCUS data during In-service week through District wide training.	James M. Joyer
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal: 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 teacher lessons with Florida Department of Education's Adult Education Frameworks. We utilize state-mandated tests (TABE, CASAS, Pre-GED) to align student curriculum with 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.

Tracking data is measured on a monthly, quarterly and yearly basis. This data will be openly shared during monthly PLC meetings and from this data we will make the adjustments needed to improve our processes and overall an increase in student achievement.

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

Key area for improvement? Increasing Literacy Completion Points (LCPs) in Adult Basic Education (ABE), GED, ESOL and high school credit recovery by 10%.

Current data reviewed includes; ABC, GED, ESOL and high school credit LCPs.

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

Growth is measured through formative assessments, such as completion of prescriptive work and in-class unit assessments. Summative assessments, such as state-mandated pre- and post-tests (CASAS, TABE, and

GED) also measure student growth. Our staff utilizes 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 present an overall presentation of the model during our initial PLC faculty meeting with an overview of the model including; the (41) elements of instructional categories which occur in the classroom.

We will discuss in detail the design questions;  
DQ1 and DQ6 - involving routine events  
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 picture of teaching strategies being utilized and specific trainings needed for improvement.

We will be discussing the four domains of Marzano including;  
Domain 1 – Classroom Strategies and Behaviors  
Domain 2 – Planning and Preparing  
Domain 3 – Reflecting on Teaching  
Domain 4 – Collegiality and Professionalism

The administrators will lead the monthly data presentation and training

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

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

In Adult Basic Education, GED, and High School Credit Recovery classes, we assist students in filling in their learning gaps through prescriptive work at their own pace.

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 classes. Upon satisfactorily achieving the requirements of A.B.E. 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 Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Marzano Instructional Framework	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
I-observation, formal/informal evaluations, walkthrough data, conversations and student evidence	James M. Joyer
Instructional Strategy 2	
Implement Kuder – Journey Career Pathways Software	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Individual student registration on website, assessments, portfolios	Marilyn Hourdas
Instructional Strategy 3	
Burlington English	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Individual student accounts, prescriptions linked to CASAS scores	All ESOL Instructors



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

As a baseline we believe all staff will strongly support the notion that all stakeholders in our school should participate in a collaborative learning community and will increase our positive working relationship by meet both informally and formally.

As a result of this believe we started our school’s first PLC for all Adult Basic Education/GED and ESOL instructors.

**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 PLC for GED in 2016-17.

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 ESOL team meets every Wednesday to discuss current trends, issues and progress of the ESOL students and program.

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 implemented the Marzano Instructional Frameworks, accompanied by many professional development opportunities, school- and district-based. The result of these trainings have been utilization of the Goals in Scales, as well as an increased focus on student-focused learning, and increased teacher monitoring of students for comprehension of learning target. We have also had several Adult ESE trainings that have increased teachers’ awareness of local and state resources for students. The effectiveness of these trainings will be evidenced by teacher referrals to local/state agencies to support student needs.

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. Additionally, we will be providing our teachers specific training from Corporal Thomas Kelley (PCSO) on the topic of CIT/CISM. 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, Culturally Responsive Instruction or Data Driven Instruction).

**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. Symposium	Summer	Any FT & PT Instructors	Increased referrals to community resources for students with special needs
Fall District-wide Training	Summer	Any FT & PT Instructors	Highest student achievement.



			District and State updates
Florida Literacy Conference	Spring	FT Instructors	Meet with vendors. Learn about new curriculum/material. District and 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, ESOL PLC's	All year	All FT and PT GED and ESOL instructors	Increased confidence teaching GED courses. Build collaboration within GED and ESOL Departments.
Marzano Training for Teachers	Monthly	All FT Instructors	Increased understanding of Marzano Instructional Framework and evaluation system.
FOCUS Training	Fall and Spring	Tiffany Highsmith, Angie Brunicarde	Preparation for new FOCUS programs for student enrollment, registration and payment.
Monthly PACE Meetings	Monthly	James M. Joyer	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 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).

At Clearwater Adult Education 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, 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 classes in their space 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.

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 how to interpret and use student data via trainings, data chats 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 to better meet student needs and increase student achievement. Additionally, we will 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, assistant principals and the guidance counselors with a weekly progress sheet on all of the co-enrolled students participating in the Gradpoint 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 the 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 / 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 or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<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 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 highlights that honor student, staff and teacher achievements throughout the year.	Eva Christu (Website update) Accomplishments: All staff and faculty members
<b>Goal 2:</b> 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: Our goal is to become more involved in our community in central Pinellas county (focus area of Clearwater and Largo)	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Meet with community members, program directors, church leaders	James M. Joyer
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal: Build connections with the City of Clearwater	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Attend City of Clearwater City Council Meetings, meet with local business leaders, civic groups and church leaders	James M. Joyer

## Section 2 – 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"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students</li> <li>OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Content Area &amp;</li> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	Select date using calendar	Narrative Box
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Please be sure that your goals 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 data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b>
N/A	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>

<b>Mathematics Goal</b>	<b>Goal Manager:</b>
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 School, etc.)	
<b>Goal Name:</b> Increase enrollment in High School Credit Recovery classes by 3% proportional to 2015-2016 enrollment	<b>Goal Manager:</b> James M. Joyer
Actions / Activities in Support of Goal	Evidence to Measure Success
Collect data of student enrollment in 2015-2016 overall and number of students enrolled in High School Credit Recovery classes  Retain currently enrolled students.  Reconnect with withdrawn students  Enroll new students	Chart of numbers  Monthly comparative reports between teachers and DMT  Celebrate current students' success with monthly or term parties that highlight student progress (LCPs) and student drive (class participation). Call, text, email or send postcards to withdrawn students  Market to new students through school newsletter, district and CTAE advertisement, Facebook, twitter and school website.

	Meet with high school APC and guidance counselors

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

<p><b>Goal Name:</b> Increase number of Literacy Completion Points earned by students enrolled in High School Credit Recovery Classes by 3% proportioned to 2015-2016 enrollments. Additional Goal is to gather baseline data of students transitioning to Pinellas Technical College</p>	<p><b>Goal Manager:</b> James M. Joyer</p>
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Actions / Activities in Support of Goal	Evidence to Measure Success
Post-test students on time	Track student instructional hours to ensure timely post-testing
Monitor student progress	Students remaining actively engaged and progressing toward completing the course in a timely manner
Baseline data actions include Advanced Focus Report	Report being produce with specific baseline data to be able to use when developing 2017-2018 SIP Goal

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

<p><b>Goal Name:</b> Healthy School Goal-Work toward Bronze Level Recognition with the Alliance for a Healthier Generation</p>	<p><b>Goal Manager:</b> James M. Joyer, Eva Christu</p>
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Actions / Activities in Support of Goal	Evidence to Measure Success
For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one	By April 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan

module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.	item(s) to document improvement/achievement of one module that is now eligible for national recognition.

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> James M. Joyer
Increase the percentage of Black co-enrolled students enrolling in and completing Gradpoint courses.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
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.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> James M. Joyer
Increase percentage of Level 1 students who earn an LCP.	

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

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
N/A	

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

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>


**Early Warning Systems (EWS) -- Data and Goals**

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

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
N/A	
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
N/A		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
N/A		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**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
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<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: N/A

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Section 3 – Required Items / Resources**

**Instructional Employees**



Current Instructional Staff Members			
# of Instructional Employees	13 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.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

Clearwater Adult Education Center 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 District-wide 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
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

 SAC Compliance

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
<p>We are meeting this compliance and amending this section prior to due date.</p>	

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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**SBLT / MTSS Leadership Team**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson:
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<p>State Days / Intervals that Team meets below.</p> <p>Clearwater Adult Education Center will continue our monthly and weekly PLC meetings for the 2016-2017 school year.</p> <p>We have scheduled monthly faculty and staff meetings to discuss current trends, Marzano trainings, LCP updates, teaching strategies. Agendas and Minutes will be posted monthly.</p> <p>Our SBLT meets weekly (Tuesday) for 60 minutes in the Annex building. During the meeting we discuss: attendance, progress, testing and promotions</p> <p>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.</p> <p>Our ESOL Department collaborates daily by sharing teaching strategies, resources, and lesson planning between the day and evening programs. The ESOL team meets every Wednesday to discuss current trends, issues and progress of the ESOL students and program.</p> <p>The GED and ESOL Lead Teachers regularly report the minutes from their lead teacher meetings to provide district and state updates to all instructors.</p>
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**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.

N/A
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Use this space to paste budget, if desired.
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