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**change**



# **School Improvement Plan 2016-17**

## **Dixie Hollins 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> Brenda Vlach, Administrator	<b>SAC Chair:</b>
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<b>School Vision</b>	100 % student success.
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<b>School Mission</b>	The mission of Dixie Hollins Adult Education Center is to provide a learning environment for our diverse population which will empower them to reach personal, career and economic goals and become productive members of society.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
806	9%	21%	20%	%	47%	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	Brenda	Vlach	FT	11-20 years
Other	Bridget	O'Donnell	FT	1-3 years
Teacher Leader	Jennifer	Harrington	FT	11-20 years
Teacher Leader	Toni	Molinaro	FT	4-10 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
<b>Total Instructional Staff:</b>	FT 12/PT 50		<b>Total Support Staff:</b>	4



# 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).

DHAEC has clear expectations communicated with teachers, staff and students to ensure a safe, secure and healthy learning environment. This begins with the hiring process by seeking teachers and staff who are dedicated to building trust and positive connections with students. We build a positive environment for teachers through monthly faculty meetings and annual Adult Education trainings. We also meet annually with our partner locations to ensure clear communication and expectations. Each partner location has an emergency plan in place and that plan is reviewed with the teachers and staff. In addition to providing professional development to staff members on safety and how to handle disruptive behavior, we have an SRO on campus each night. All staff and faculty have the emergency contact number of the administrator and coordinator and each one has been instructed to immediately contact the administrator, coordinator or campus police if security question arises.

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?

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

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 in appropriate behaviors. Students are given the opportunity to discuss the issue and provided alternative appropriate responses. However, if a student continues to behave inappropriately, after the third warning, the student will meet the administrator and or coordinator and given the options of attending class at Dixie in the evening where the SRO and administrator are 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.

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. 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'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?

DHAEC programs are built on a strong foundation of evidence-based and research-based instruction and other effective educational practices. Enrollment is open and student individual needs are evaluated during the intake process and monitored during the student's time in class. Accommodations are provided within the classroom for students needing accommodations and students are assisted in applying for accommodations through GED.com. Parent/guardians of students under 18 must sign under age form providing permission for student to take GED Test. We do team 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, 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).

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

Data collected 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

rigorous goals, by encouraging them to pursue post-secondary education and having guest speakers from SPC and PTC come to our classes and/or providing opportunities for students to tour these institutions.

**School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: To allow our teachers and staff to be forward thinkers and leaders within the district and state.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Providing Professional Development opportunities for teachers and opportunities for teachers to present to peers at the district level and state level.	Brenda Vlach and Bridget O'Donnell
<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.	Brenda Vlach and Bridget O'Donnell
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
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 the GED test, CASAS Level gains 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 faculty 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?

Dixie Hollins Adult's key area for improvement is increasing the Literacy Completion Points (LCPs) in Adult Basic Education (ABE), GED, ESOL and high school credit recovery by 3%.

Current data reviewed includes: ABE, 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 formative and summative assessments to track student progress and shape individual and group instruction.

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

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

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

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

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

The administrator will lead the monthly data presentation and training.

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

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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 (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 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.

<b>Instructional Strategy 1</b>	
ABE/GED Teachers will use TABE prescriptions for individualized learning and quality use of student time in class.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
TABE pretests and posttests will be given and LCPs will be monitored.	Brenda Vlach, Bridget O'Donnell, Toni Molinaro and Jennifer Harrington
<b>Instructional Strategy 2</b>	
ESOL Teachers will use CASAS TOPS Pro reports to individualize student instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
CASAS pretests and posttests will be given and LCPs will be monitored.	Brenda Vlach, Bridget O'Donnell, Toni Molinaro
<b>Instructional Strategy 3</b>	
Marzano Instructional Framework	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
IObservation, formal/informal evaluations, walkthroughs, conversations, student evidences.	Brenda Vlach, Bridget O'Donnell





## Collaboration for Professional Growth

Connections:

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

**11.** Describe your school's efforts to encourage a positive working relationship 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 faculty and staff of Dixie Hollins Adult Education Center hold monthly daytime and evening faculty meetings in order for all full-time (required) and part-time instructors will have a chance to participate, contribute and build positive working relationships between teachers, staff and administrators.

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 meeting informally and formally.

As a result of this belief, we will continue to meet in our PLCs for ABE, GED, ESOL and High School Recovery classes.

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

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

**Professional Development**

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

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 and Scales, as well as an increased focus on student-focused learning, and increased teacher monitoring of students for comprehension of learning target. We have also had several Adult ESE trainings that have increased teachers' awareness of local and state resources for students. The effectiveness of these trainings will be evidenced by teacher referrals to local/state 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.

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. Summer Symposium	Summer	Any Ft & PT Instructors	Increased referrals to community resources for students with special needs.
Fall District-wide Training	Summer	Any FT & PT Instructors	Highest student achievement. District and State updates.
Florida Literacy Conference	Spring	FT & PT Instructors	Meet with vendors. Learn about new curriculum/material. District and State updates. Student involvement on 'Student Learner Day'

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



## Family and Community Engagement

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

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific 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).

Dixie Hollins Adult Education Center will continue our partnership with the high school and work to increase co-enrollment numbers. We will utilize Gradpoint to offer more opportunities for students to attend. Based upon a review of the AdvancED climate survey and feedback from students, we will work to improve sharing successes with the families of adult students. Teachers will work to communicate about graduation. ESOL is planning an open house for students and families.

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.

DHAEC 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 advertise in a letter home letting parents and students know what courses the student needs 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.

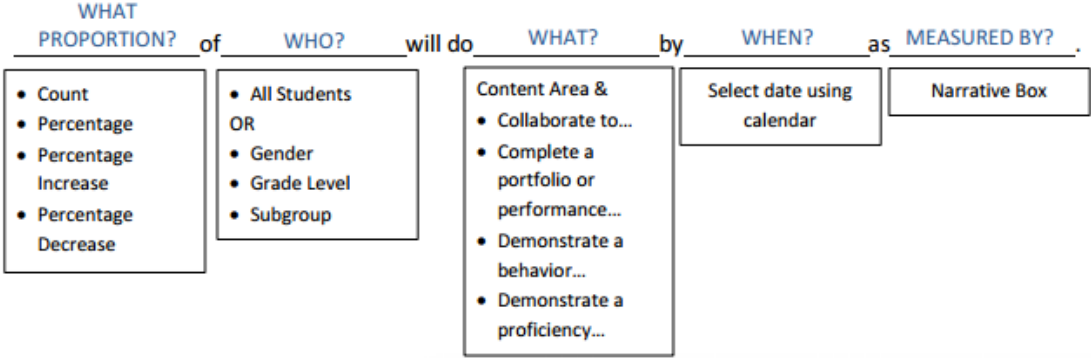
**Family Engagement / Key Strategies**

<b>Goal 1:</b> 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
ESOL program will hold an open house. Continue to increase Facebook, Twitter, and website traffic.	All faculty and staff
<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: Participate in Community Events	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
DHAEC has community partners and will volunteer to assist in events sponsored.	Brenda Vlach, Bridget O’Donnell, Jennifer Harrington, Toni Molinaro
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – School Goals / Action Steps

### Academic Goal

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



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

<b>Mathematics Goal</b>	<b>Goal Manager:</b>
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>

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

**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.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy School Goal-Work toward Bronze Level Recognition with the Alliance for a Healthier Generation.	<b>Goal Manager:</b> Vlach, Odonnell, Madrinan
<b>Actions / Activities in Support of Goal</b>	
For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.	<b>Evidence to Measure Success</b>
	By April 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Increase number of Literacy Completion Points earned by students enrolled in Adult Basic Education, GED, ESOL and High School Credit Recovery Classes by 3%.	<b>Goal Manager:</b> Brenda Vlach, Bridget O’Donnell, Ann Palmer, Betty Scott, Katie Manis, Raquel Merced
<b>Actions / Activities in Support of Goal</b>	
Post-test students on time	<b>Evidence to Measure Success</b>
Prepare students for CASAS and TABE post-tests	Track student instructional hours to ensure timely post-testing.
	Align classroom instruction with CASAS and TABE

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Prepare students for College and Career Readiness	<b>Goal Manager:</b> Administrator, Coordinator, Lead Teachers
<b>Actions / Activities in Support of Goal</b>	
Assess students interests and abilities	<b>Evidence to Measure Success</b>
	Kuder-Journeys Software

Provide students opportunities to learn about local, post-secondary programs	Promote Pinellas Technical College and St. Petersburg College tours, and /or have guest speakers from these institutions visit classrooms.
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**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
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>
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>

<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.
<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.
<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	
<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

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Work with high school Guidance Counselor to improve referral process.	2097 forms and FOCUS reports

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	12	% with advanced degrees	50
% receiving effective rating or higher	67	% first-year teachers	8
% highly qualified (HQT)*	33	% with 1-5 years of experience	16
% certified in-field**	100	% with 6-14 years of experience	28
% ESOL endorsed	100	% with 15 or more years of experience	46

\*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.

Dixie Hollins 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 by-annual Districtwide Trainings and various Adult Education professional development opportunities throughout the school year.

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Sandy	DeCarlo	White	Business/Community
Kelly	Leary	White	Parent
Ramona	Schaefer	Black	Business/Community
Brenda	Vlach	White	Principal
Bridget	O’Donnell	White	Other Instructional Employee
Jeff	Kallan	White	Teacher
		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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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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State Days / Intervals that Team meets below.

**Budget / SIP Funds**

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

N/A-DHAEC does not have SIP Funds
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Use this space to paste budget, if desired.
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