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# **School Improvement Plan 2016-17**

## **Tomlinson Adult Learning Center**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

School Improvement Plan 2016-17

## School Profile

<b>Principal:</b> Godfrey Watson	<b>SAC Chair:</b> Loraine Mayfield-Brown
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<b>School Vision</b>	100% student success.
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<b>School Mission</b>	To provide a quality learning environment which enables adults to become literate, economically self-sufficient, and productive members of society.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	9%	20%	30%	2%	39%	0%

<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 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	Godfrey	Watson	FT	1-3 years
Teacher Leader	Tanja	Vurunic	FT	4-10 years
Teacher Leader	Donna	Lawless	FT	4-10 years
Counselor	Patty	Brewer	FT	1-3 years
Other	Patrick	Jennings	FT	4-10 years
Teacher Leader	Sue	Foster	FT	11-20 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
<b>Total Instructional Staff:</b>	24 FT; 36 PT		<b>Total Support Staff:</b>	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.

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?

Teachers at Tomlinson embrace their roles as team members. 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 manifest 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 amends when needed and 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 and 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 are fortunate in that we face 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 reinforces 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 as required those supports that are needed.

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).

In each of our programs progress is carefully and closely monitored.

- GED students’ 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 and even 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 GradPoint. Students showing need of additional support are provided additional support materials, 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 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 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**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, 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 success throughout the year and making their stories visible.	Patty Brewer, Barbara Riddles All faculty & Staff, Godfrey Watson
<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.	Godfrey Watson
<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 class lessons with the 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 tests 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?

Our current areas identified for improvement include;

- The percentage of our students’ progressing through the ABE ranges, and the ASE Low range.
- The percentage of students completing all four of the GED exams earning a diploma.
- The percentage of our Level 2 ESOL students completing the level.

These conclusions were taken from FL DOE Program Improvement Plans.

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 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 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.

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>	
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	Godfrey Watson
<b>Instructional Strategy 2</b>	
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	Career Pathways Designees, District support
<b>Instructional Strategy 3</b>	
Burlington English	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Individual student accounts, TopsPro 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 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, contribute and build positive working relationships between teachers, staff and administrators.

As a result of this belief, we started our school’s first PLC for all Adult Basic Education/GED 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.

Tomlinson Adult Learning Center will continue their weekly PLCs for GED academic subject areas in 2016-17.

Every Wednesday, for 90 minutes, all Adult Basic Education/GED teachers meet 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 daily by teachers sharing ideas, resources, and lesson planning. This collaboration extends 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 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 & 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.

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	Learn program updates for 16-17
Fall Districtwide Training	Summer	Any FT & PT Instructors	Increased knowledge
Florida Literacy Conference	Spring	FT instructors	Increased knowledge and proficiency
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	All FT Instructors	Increased knowledge and proficiency
FOCUS Training	Fall & Spring	Administrator	Increased knowledge
Leadership & PACE meetings	Monthly	Administrator	District, state, and federal updates.



## 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 on occasion classroom space. Furthermore, most of our students learn about our programs from their friends and family members, so building positive relationships with our students and their families is vital for our success.

We build relationships with community organizations by identifying the needs of their clients and collaborating and strategizing how best to meet those needs. Working together, we maximize our students' access to the resources they need.

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.

Tomlinson Adult Learning Center works with community partners to expand access to our ABE/GED/ESOL programs throughout the community to better meet student needs and increase student achievement. We will work with our partnered 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 principals, assistant principals and the guidance counselors with progress reports on co-enrolled students participating in credit recovery.

**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**

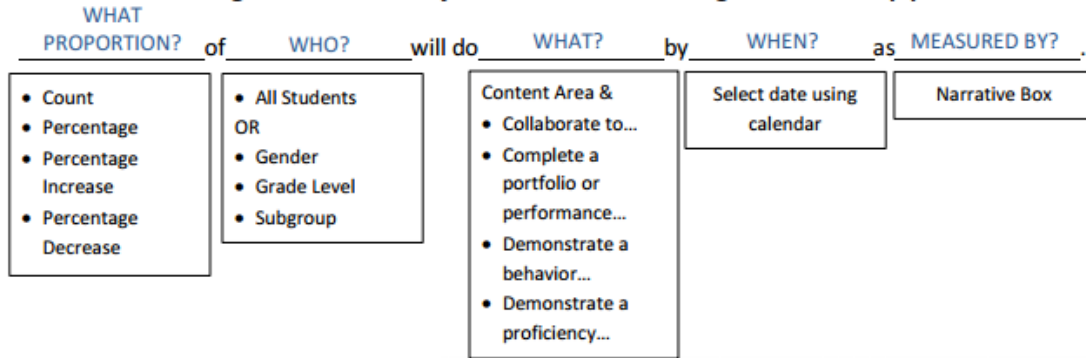
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Maintain and build social media outlets	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue to increase Facebook, Twitter, and website traffic by posting the school's newsletter highlights that honor student and teacher successes throughout the year.	Rudi Pesakas, all faculty & 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 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
<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 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 – 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>
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	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>

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> ESOL Program Goals	<b>Goal Manager:</b> Tanja Vurunic – Lead Teacher
<ol style="list-style-type: none"> <li>1. Increase number and/or percent of students earning CASAS LCPs.</li> <li>2. Implement Kuder Journey as a post-secondary career transition program for ESOL students.</li> <li>3. Transition from FloridaEnglish online program to Burlington English, Rosetta Stone and Elevate programs as the curriculum for our ESOL Distance Online Program and improve post-testing rates.</li> <li>4. Increase the number of Citizenship LCPs.</li> <li>5. Increase the number of Adult ESOL College and Career Readiness (formerly Academic Skills) LCPs.</li> <li>6. Implement Marzano Performance Scales and learning goals in all adult ESOL classes.</li> </ol>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Better utilize resources and professional development</li> <li>2. Staff Career Lab and coordinate student pull-outs</li> <li>3. Transition to Burlington etc. Train staff and students in the new programs. Implement processes for improved post-testing rates</li> <li>4. Promote enrollment and completion of the Citizenship class.</li> <li>5. Promote enrollment and completion of the Adult ESOL College and Career Readiness class.</li> <li>6. Professional Development and Marzano centered teacher collaborations</li> </ol>	<ol style="list-style-type: none"> <li>1. Gain over 2015 LCPs earned</li> <li>2. Gain over 2015 in number or percent of ESOL students completing KJ inventories</li> <li>3. Gain over 2015 in the number or percent of OL students post-testing and earning LCPs.</li> <li>4. Gain over 2015 in the number or percent Citizenship LCP completers.</li> <li>5. Gain over 2015 in the number or percent AAAE LCP completers.</li> <li>6. Classroom observations identifying Marzano implementation</li> </ol>

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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> GED Program Goals	<b>Goal Manager:</b> Donna Lawless- Lead Teacher
<ol style="list-style-type: none"> <li>1. Emergent readers in the Literacy class will read three books</li> <li>2. Math curricula will be introduced to the Numeracy class</li> <li>3. Two guest speakers will present to the ABE/GED students</li> <li>4. Purchase five KET® GED FastForward Online GED seats</li> <li>5. Increase number of ABE/GED students completing the Kuder Journey® Career Assessment</li> <li>6. Increase success of ABE/GED students at their lowest EFL</li> <li>7. Two major student success celebrations</li> <li>8. ABE/GED students will be introduced to Employability Skills curriculum.</li> <li>9. Investigate expansion of Job Corps relationship to include ABE preparation.</li> </ol>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Structured library time and defined independent reading built into class schedule</li> <li>2. Students create and use multiplication flash cards.</li> <li>3. In coordination with Career Lab facilitator, speakers will be scheduled and promoted.</li> <li>4. Approval sought and gained to purchase seats and requisition and order submitted by the end of September.</li> <li>5. Coordinate with Career Lab staff to ensure ABE/GED students initiate Career Plan by completing the Journey Career Assessment.</li> <li>6. Students will be prescribed instruction that targets their lowest functioning level within three weeks of their enrollment. Stronger subject area will still be addressed to build student confidence.</li> <li>7. LCP and diploma earners will be recognized with certificates identifying their accomplishments, and celebrated with cake and treats in Rm. 303. Support and celebration will come from teachers, guidance staff and administration.</li> <li>8. Teachers will coordinate with Career Lab and Business Systems lab to ensure students develop quality job-search materials and work on Microsoft certification skills.</li> <li>9. Administration to meet with Job Corps leadership to determine their interest. If JC agrees, we coordinate staffing and scheduling ABE instruction for JC students</li> </ol>	<ol style="list-style-type: none"> <li>1. Number or percent of student meeting target.</li> <li>2. Students will master 40% of multiplication facts.</li> <li>3. Speakers deliver and students surveyed regarding speakers.</li> <li>4. FF seats put into use in GED rooms.</li> <li>5. Appearance in Kuder reporting for Interest Inventory completion - New measure: Baseline year.</li> <li>6. LCP earned in lowest area - New measure: Baseline year.</li> <li>7. Occurrences documented.</li> <li>8. Completers as evidenced by resume's on file, MS Certifications earned and teacher record of student time spent in Employability/Business Systems class.</li> <li>9. TABE LCPs for Job Corp students.</li> </ol>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Adult / Co-Enrolled High School	<b>Goal Manager:</b> Sue Foster
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Using GRADPOINT, students will complete a HS course. Additional resources, supplemental materials and teacher assistance will be available to facilitate student learning.	LCPs earned

**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 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>
n/a	

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

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

Actions / Activities in Support of Goal	Evidence to Measure Success

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

Early Warning Indicator* (Number of students by grade level)	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School	
	#	%					
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	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success

**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	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	67%	% 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.

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

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
Helena	Joseph	Black	Business/Community
Hurtado	Gustavo	Hispanic	Student
Cynthia	Schneider	White	Student

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

<input checked="" 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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Chairperson:
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State Days / Intervals that 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.

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