



# **School Improvement Plan SY 2025-26**

## **CLEARVIEW ADULT EDUCATION CTR**

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Pinellas County Schools

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## Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability, and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation, and monitoring process, and
- reflection and adjustment to meet school, department, and student needs.

Plans succeed because they are well developed, implemented, and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



# Vision and Direction

School Improvement Plan 2025-26

Administrator:	A. Michelle Legg-Melton
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School Vision	100 % student success.
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School Mission	The mission of Clearview 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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## School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
2601	895	399	864	327	116

Adult Ed State Targets Met	2025 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2024 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2023 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2022 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled	
	2025 %	2024 %	2025 %	2024 %	2025 %	2024 %	2025 %	2024 %	2025 %	2024 %
MSG	47	49	N/A	N/A	58	70	100	100	100	85
Diploma	N/A	N/A	48	40	N/A	N/A	45	44	N/A	N/A

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Annette Michelle	Legg-Melton	1-3 years
Coordinator	Amy	Canavan	4-10 years
Lead Teacher	Jet	Fowler	4-10 years
Lead Teacher	Magen	Przybylski	4-10 years
504 Liaison	Stephanie	Madrinan	4-10 years
504 Liaison	Karen	Carr	4-10 years
Total Instructional Staff:	FT: 14	PT: 77	
Total Support Staff:	FT: 6	PT: 2	



## B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem-solving process.

**EXAMPLE THEORY OF ACTION:** If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving gains will increase from 55 Click or tap here to enter text. to 70%.

### 1. Priority 1: Conditions for Learning

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support Climate, Culture, and Access, then the number of all students who enroll will increase 3% .

### 2. Priority 2: Standards-based instruction

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support Standards-based instruction, then the total number of MSGs will increase 5%.

### 3. Priority 3: Transition to Careers and Career Training

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support Transition to Careers and Career Training, then the number of all students who enroll in Post-Secondary, acquire a job, or enter the military will increase 5%.



## C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows, and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates ?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	Leadership Team	All Priorities	<i>Maintaining implementation of climate, culture, and access to increase enrollment, Measurable Skills Gains (MSG), and transition to Post-Secondary Education or careers.</i>	<ul style="list-style-type: none"> <li>• Training on Marzano</li> <li>• Training on Curriculum Frameworks</li> <li>• Monthly LT &amp; Faculty Meetings</li> <li>• Monthly Data review</li> </ul>	Administrator	Coordinator, Lead Teachers, 504 Liaisons	Monthly	<ul style="list-style-type: none"> <li>• Marketing Materials</li> <li>• K-8 Visits</li> <li>• Student Prescriptions</li> <li>• ACP Folders</li> <li>• PTC Sign in sheets</li> <li>• Faculty &amp; Staff Meeting Minutes</li> <li>• Observations</li> <li>• Walk throughs</li> <li>• Career Counseling</li> <li>• Community Outreach</li> </ul>
2.	Content Area Leaders	Priority 2	Increase student achievement	<ul style="list-style-type: none"> <li>• Streamline the process for post testing</li> </ul>	Lead Teachers	Lead Teachers, Teachers,	Daily, Weekly, Monthly	<ul style="list-style-type: none"> <li>• CASAS testing reports</li> <li>• Department meeting minutes</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				<ul style="list-style-type: none"> <li>Monthly data review</li> <li>Aligning instruction to curriculum frameworks</li> </ul>		Testers, DMTs		<ul style="list-style-type: none"> <li>FOCUS MSG reports</li> <li>Administrator Evaluations</li> </ul>
3.	Admin, Coordinator, Instructional Staff	Priority 3	Increase student exposure and transition to career training, jobs, and other educational opportunities	<ul style="list-style-type: none"> <li>ACP Folders</li> <li>O*Net</li> <li>Referrals to Transition Specialist</li> <li>Referral to Career Counselor</li> </ul>	Administrator, Coordinators, Teachers, and Counselors	Administrator, Coordinator, Teachers, and Counselors	Daily, Weekly, Monthly	<ul style="list-style-type: none"> <li>Diplomas</li> <li>PTC Tour sign in sheets</li> <li>Transition Specialist reports</li> <li>Florida Ready to Work Credentials</li> <li>Counselor Logs</li> </ul>
4.	504 Team	Priority 2	Increase services to eligible adult learners	<ul style="list-style-type: none"> <li>Training faculty and staff</li> <li>Communicating with students</li> <li>Reaching out to partner services</li> </ul>	504 Liaisons	Administrator, Coordinator, Teachers, Staff	Daily	<ul style="list-style-type: none"> <li>504 Meeting Minutes</li> <li>504 FOCUS Reports</li> <li>504 Plans</li> <li>504 Spreadsheet from school</li> </ul>



### Conditions for Learning

#### Climate and Culture

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4-Step Problem-Solving):

1. 45% of students responded negatively to questions about Relationships with Peers when asked about spending time with friends from school. We expect this level to decrease to 43%.
2. The problem is occurring because the lower-level students have a harder time communicating and are sometimes reluctant to disclose information.
3. We will implement school events and counseling services that include students from various levels and languages meeting monthly to engage in learning activities.
4. We will focus on community building both in and outside the school through Community Meetings, Open House, Cultural Events, and participation in K-8 feeder school events that promote our programs.
5. **GOAL:**

EXAMPLE: The Climate Survey of all students will show positive growth from 3.2 to 3.8 on a scale of 1.0 to 5.0, as evidenced by AdvanceED Survey Response rates.

The Climate Survey percent of all students who respond negatively to questions about Relationships with Peers will decrease from 45% to 43% as evidenced by the AdvanceED Survey response rates.

#### PCS Strategic Priority 2: Safe and Respectful Climate and Culture

#### 6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on academic supports to meet the needs of all students.

- ☒ Choose Climate and Culture Strategy **target Level 1-3 students for participation in school events.**
- ☒ Choose Climate and Culture Strategy **Increase targeted outreach to elementary and middle schools in our service area.**
- ☒ Choose Climate and Culture Strategy **Hold an onsite Open House and attend K-8 open house events for our students, their families and community partners.**

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Introduce students to multi-level students with their same language origin. Create targeted groups to assist with community building.	• Administrator/Coordinator/Lead Teacher/Teachers	• Bi-Monthly
Participate in K-8 events and hold on site community building learning activities.	• Administrator/Coordinator/Lead Teacher/Teachers	• Monthly/Quarterly

#### 8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☒ Priority 2 ☐ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Provide opportunities for staff to monitor and grow mentoring groups.	18 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Provide instructors with opportunities for community outreach to grow partnerships.	18 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3





## Academic Goals

### Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

**REFLECTION:** Review your data and work through the problem-solving and gap analysis processes.

**GOALS:** Write your goals as goals to be Specific, Measurable, Actionable, Realistic, and Timely.

**STRATEGIES:** Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

**ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

**MONITORING:** Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

**PROFESSIONAL LEARNING:** List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



### A. ABE Goal

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 47% of students enrolled in ABE Reading earned an MSG, as evidenced in FOCUS.
2. We expect our performance level to be 49% of enrolled students by the end of 2025-2026.
3. The problem/gap is occurring because of the number of students not post-testing and lack of regular attendance.
4. If we continue to reach out to students to encourage attendance and active participation, the percentage of students earning an MSG will increase by 2%.

#### 5. GOALS:

EXAMPLE: The percent of all students achieving a student gain (MSG) in ABE Program 9900000 will increase from 55% to 70% as measured by TABE Post Test Data

The percent of all students making a learning gain (MSG) in ABE Reading Program 9900023 will increase from 47% to 49% or higher, as measured by FOCUS enrollment data.

#### PCS Strategic Priority 1: Academic Excellence Through Innovation

#### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

☒ Support staff will utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of each student.

☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

☐ Choose Strategy

#### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use of materials covered by CASAS GOALS and curriculum in the classroom.	Administrator/Coordinator/Lead Teacher	Monthly Faculty Meetings, New Teacher Training, In Service Days, PLCs
Providing opportunities for training on materials aligned to CASAS Goals Reading program.	District CTAE staff, Vendors, Administrator/Coordinator/Lead Teacher	Summer Symposium, DWT, Adult Trainings, Conferences, ACE
Survey teachers on most missed reading items and design trainings to focus on reading weaknesses.	Administrator/Coordinator/Lead Teacher	Monthly Faculty Meetings, New Teacher Training, In Service Days

#### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1    ☒ Priority 2    ☐ Priority 3

#### 9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	4 FT and 6 PT Teachers, 8 Staff	<input checked="" type="checkbox"/> Priority 1
PLCs within Department focusing on curriculum frameworks	4 FT and 6 PT Teachers, 8 Staff	<input checked="" type="checkbox"/> Priority 2
Implement teacher level tracking system for monitoring of reading post testing and MSGS	4 FT and 6 PT Teachers, 8 Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2



### B. GED Goal

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 48% of GED students earned a W45, as evidenced in FOCUS.
2. We expect our performance level to be 50% of enrolled students by end of 2025-2026.
3. The problem/gap is occurring because of the requirement to have a level 5 score on the CASAS GOALS assessment to enroll in the GED Program and students complete 3 of 4 tests then get frustrated.
4. By identifying targeted professional development, tightening posttest schedules, targeted instruction and consistent monitoring we will increase students earning a W45 by 2%.
5. **GOALS:**

EXAMPLE: The percent of all GED students who complete course 9900135 during the same program year and earn a diploma (W45) will increase from 37% to 44% as measured by FOCUS Advance Reports and Pearson Vue Site Manager Data

The percent of all students who earn a W45 and complete course 9900135 will increase from 48% to 50% as measured by FOCUS Advanced Reports.

#### PCS Strategic Priority 1: Academic Excellence Through Innovation

#### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Strengthen staff ability to engage students in complex tasks.
- ☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- ☐ Choose Strategy

#### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide targeted training to teachers on GED content	Administrator/Coordinator/Adult Ed District Coordinators/Vendors	Monthly based on student data and focused in analysis
Provide training to teachers that integrate multiple content areas	Administrator/Coordinator/Lead Teachers	Monthly, Semi-annually
Teachers will reach out to students after third absence to encourage continued enrollment	Lead Teachers/Teachers	Daily

#### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☐ Priority 1    ☒ Priority 2    ☐ Priority 3

#### 9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Teacher training is provided from GED Ready assessments taken by teachers.	4 FT and 3 PT Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within department focusing on curriculum frameworks	4 FT and 3PT Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within department to target level 1-4 students and assist them in reaching level 5 score to enroll in GED course	4 FT and 3PT Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



### C. ESOL Goal

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 58% of ESOL students earned an MSG, as evidenced in FOCUS.
2. We expect our performance level to be 63% by the end of 2025-2026.
3. The problem/gap is occurring because of a reduction of students in levels 1-3.
4. Additional post testing, as well as encouraging level 3-4 students to attend targeted instruction when not making gains, will increase the number of MSG earned by 5%.

#### 5. GOALS:

EXAMPLE: The percent of all students earning an LCP in 9900040 or 9900051 will increase from 55% to 70% as measured by eCASAS Post Test results and CCR Standards Checklist

The percent of all students earning an MSG will increase from 58% to 63%, as measured by CASAS STEPS Post Test results.

#### PCS Strategic Priority 1: Academic Excellence Through Innovation

#### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- ☒ Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- ☐ Choose Strategy

#### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teaching teachers the ESOL state standards and how they align to the curriculum.	Administrator/Coordinator/ Adult Ed District Coordinators/Vendors	Monthly
Identifying materials needed to teach state standards	Administrator/Coordinator/Lead Teachers	Weekly, Monthly
Integrating software such as Burlington to target CASAS competencies	Administrator/Coordinator/Lead Teacher/Vendors	Daily
Completing Focus reports	Administrator/Coordinator/DMT	Monthly

#### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☐ Priority 1    ☒ Priority 2    ☐ Priority 3

#### 9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	All FT /PT ESOL	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs within department focusing on curriculum frameworks	All FT/PT ESOL	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLCs across adult education in the district focusing on best practices and teaching strategies.	All FT /PT ESOL	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## D. AHS Goal

### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 45% of level 5 AHS students have earned an MSG, as evidenced in FOCUS data.
2. We expect our performance level to be 47% of those level 5 students enrolled by the end of 2025-2026.
3. The problem/gap is occurring because of lack of completion of courses/credits in a timely manner along with lack of regular attendance and deficient pass results.
4. If an increase in level 5 AHS course completion and passing test scores would occur, adult high school graduates would increase by 2%.
5. **GOALS:**

EXAMPLE: The percent of all students who are withdrawn prior to achieving a student gain (.5 credit) in program 9900010 will decrease from 28% to 15% as measured by FOCUS Reported Inactive Unduplicated students who achieved one or more LCPs.

The percent of all level 5 AHS students who complete their diploma requirements will increase from 45% to 47%, as measured by FOCUS data.

#### PCS Strategic Priority 1: Academic Excellence Through Innovation

#### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Write Strategy **Strengthen staff ability to engage in complex tasks and prepare students for testing**
- ☒ Write Strategy **Assist students to engage with curriculum**

#### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Utilize counselors to reach out to non-graduates in our zip code.	Administrator/Coordinator/Guidance Counselors	Daily
Monitor student attendance and continue to reach out when students do not attend.	Instructional Staff	Fall
Outreach to community to assist with paying the tuition fees for AHS students enrolled in the Intensive Reading Course.	Administrator/Coordinator/Teachers	Daily

#### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1    ☒ Priority 2    ☐ Priority 3

#### 9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLCs within department focusing on curriculum frameworks	6 Teachers/Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Teacher participates in ACT/SAT district training and shares with AHS teachers.	4 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Creation and sharing of learning resources specific to Adult High School Curriculum	4 Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Train ABE/GED teachers what to look for to determine if referral for AHS evaluation by counselors is appropriate	12 Teachers/Guidance Counselors	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



### E. Co-Enrolled Goal

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance with our ESE Co-Enrolled students is 25/35 or 70% completed a class/recovered .5 credits, as evidenced in FOCUS Data.
2. We expect our performance level to be 73% of enrolled students by the end of 2025-2026.
3. The problem/gap was identified specific to the ESE subgroups recovering credits without enough support.
4. A designated co-enrolled teacher will provide individual support to the co-enrolled ESE students.

#### 5. GOALS:

EXAMPLE: The percent of all students who are withdrawn prior to achieving a student gain (.5 credit) in 9900099 will decrease from 28% to 15%, as measured by FOCUS Reported Inactive Unduplicated students who earned one or more LCPs.

The percent of recovered classes or .5 credits will increase from 70% to 73%, as measured by FOCUS Report.

#### PCS Strategic Priority 3: Equity with Excellence for All

#### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Write Strategy **Strengthen staff ability to reach out to co-enrolled students and parents to communicate program availability**
- ☒ Write Strategy **Teachers follow up with students who are not attending or not progressing in the Edmentum program.**

#### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Collaborating with designated staff members to discuss:  1. Attendance and program monitoring. 2. Regular participation in the program. 3. Weekly monitoring of student progress. 4. Providing data to all stakeholders. 5. Monitoring completion of classes.	Administrator/Coordinator/High School Principals, Guidance Counselors, Edmentum teachers, DMT	Daily, Weekly, Monthly

#### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1    ☒ Priority 2    ☐ Priority 3

#### 9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly collaborative meetings with co-enrolled Point Person.	Administrator, 7 High School Principals, 6 Teachers (Point Person)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



## F. Healthy Schools Goal

### Exemplar

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is four Wellness activities per year, as established by our Wellness Champion. We will improve the number of activities by 50% in 2025-26.
2. At least two of our six activities will focus on Staff Mental Health.
3. We have set a target goal for two interactive activities focusing on physical well-being.
4. Two Financial wellness activities will be scheduled as part of our pre-school in-service schedule and in monthly staff and faculty meetings.

#### 5. SMART GOALS:

EXAMPLE: The percent of all staff involved in monthly Wellness Champion sponsored activities will increase from 50% to 80% as measured by participation in sponsored engagements

The number of wellness activities will increase by 50% in 2025-2026.

#### PCS Strategic Priority 4: Positive Staff Experiences

6. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Write Strategy **Select a Wellness Champion**  
☒ Write Strategy **Wellness Champion will attend District Training**

7. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Survey staff to find the best time to hold Wellness activities.	Wellness Champion	September 2025, Annual
Adjust Wellness events to meet the scheduling needs of the majority.	Wellness Champion Administrator Clearview Staff	September 2025, Annual

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1    ☐ Priority 2    ☐ Priority 3

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Implement bi-monthly wellness activities at faculty meetings such as guest speakers, financial literacy, stress management.	26 Administrators, Faculty and Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Use Wellness money to benefit teachers.	26 Administrators, Faculty and Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3

## Subgroups

### A. 504 Goal

#### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem Solving):

1. Our current rate of 504 students earning an MSG prior to withdrawing is 22%. We expect our performance level to be 24% of enrolled students by the end of 2025-2026.
2. We will monitor posttest readiness to ensure students make necessary academic gains.
3. Additional tracking will take place to better meet the needs of students with a 504, MSG percentage will increase by 2%.
4. We will analyze and review our data for effective implementation of our strategies by updating the tracking sheet and meeting monthly with the 504 team to ascertain additional needs.
5. **SMART GOALS:**

EXAMPLE: The percent of all students receiving accommodations through a 504 Plan who achieve a student gain (LCP) will increase from 46% to 51%, as measured by CASAS Post Test Data or HSC credits earned. [Click or tap here to enter text.](#)

The percent of 504 students receiving accommodations through a 504 Plan who achieve a student gain will increase from 22% to 24%, as measured by CASAS GOALS, eCASAS Post Test Data, or HSC credits earned.

#### PCS Strategic Priority 3: Equity with Excellence for All

6. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for 504 learners and are in addition to the strategies and actions articulated with the content specific goals.)

- ☒ Write Strategy **Provide tracking data to faculty and staff on the 504 students and best practices for improvement**
- ☐ Write Strategy

7. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
DMT will provide weekly reports.	Administration	Weekly
Increase opportunities to self-identify	Coordinator and instructors	Upon enrollment and at the beginning of each new term.

#### 8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☒ Priority 2 ☐ Priority 3

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Summer Symposium, DWT, monthly faculty meetings	14 FT/13 PT Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
504 Coordinator attending 504 committee meetings as available	2 504 Coordinators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Referrals to partnering agencies and postsecondary institutions	2 504 Coordinators	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



