



School Improvement Plan 2026-2027

Clearwater Adult Education Center

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Superintendent
Pinellas County Schools

Table of Contents

Continuous Improvement3

Academic Goals.....7

 A. **ABE Goal** 8

 B. GED Goal 9

 C. ESOL Goal 10

 E. Co-Enrolled Goal 11



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 2026 - 27

Administrator:	Bridget O'Donnell
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School Vision	100% Student Success
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School Mission	Mission: To Prepare Our Students for the Workforce Administrator: Bridget O'Donnell SAC Chair: Jeffrey Read
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School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
2210	741	272	656	388	153

Adult Ed State Targets Met	2026	2025	2024
	☒ Yes ☐ No	☒ Yes ☐ No	☒ Yes ☐ No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled	
	2025 %	2024 %	2025 %	2024 %	2025 %	2024 %	2025 %	2024 %	2025 %	2024 %
MSG	38	28	26	38	67	69	49	49	59	123

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Bridget	O'Donnell	4-10 years
Lead ESOL Teacher	Angela	Faiola	4-10 years
Lead ABE/GED Teacher	Keir	Borresen	1-3 years
Coordinator	Jeffrey	Read	1-3 years
Coordinator	Catherine	McCammack	1-3 years
Total Instructional Staff:	FT: 13	PT: 57	
Total Support Staff:	FT: 4	PT: 0	
Counselor	FT: 0	PT: 2	



B. Improvement Priorities

Priority 1: Improve Instructional Quality to Increase Measurable Skill Gains (MSG)

Theory of Action: If we effectively implement high-leverage strategies which support Standards-based, data driven instruction, then the total percent of Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL) and Co-Enrolled Measurable Skills Gains (MSGs) earned at Clearwater Adult Education Center (CAEC) will increase by 10%.

- ABE MSG: 38% → 48%
- ESOL MSG: 67% → 77%
- Co-Enrolled MSG: 144% → 154%

Priority 2: Strengthen Assessment, Data Monitoring, and Student Progress

Theory of Action: If we effectively implement a consistent data sharing plan, a post testing readiness plan, proactive support systems, and individualized leaning plans, then we will improve school outcomes.

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- Increase posttest rate to at least 70%.
- Increase MSG performance across all instructional areas.

3. Priority 3: Expand Workforce Readiness and Student Success Pathways

Theory of Action: If we effectively provide clear career pathways, develop workforce partnerships, and increase integrated education opportunities, then we will improve completion rates, acceleration, and employment outcomes.

- GED Completion: 26% → 36%
- Add one additional Integrated Education and Training (IET) Program.
- Increase student transitions into Pinellas Technical College and employment.

C. Monitoring and Achieving Improvement Priorities



	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
1.	Leadership Team	Priority 1	Monitor instructional implementation of Adult Ed. ESOL standards to increase student eCASAS proficiency	Walkthroughs, observations, and informal conversations with ESOL Team.	Administrator	Teachers, Staff, Coordinator, Lead Teachers	Daily, weekly	- Lessons aligned to state standards, with targets and performance scales - FOCUS MSG Reports - eCASAS Reports
2.	ESOL Team	Priority 2	Increase the percentage of ESOL students earning an MSG for 2026/2027 school year	- PLCs focused on Alignment of instruction to standards - Daily, weekly walkthroughs/observations/informal conversation - Tracking of student hours and post-testing dates	Lead Teacher	ESOL Teachers, Lead Teacher, Coordinator, Administrator	Daily, Weekly	- FOCUS MSG Reports - eCASAS Reports - Teacher tracking documents - Students progressing from one CASAS level to the next
3.	ABE/GED Team	Priority 1	Increase the percentage of ABE/GED students earning an MSG for 2026/2027 school year	- Alignment of instruction to standards - Daily, weekly walkthroughs/observations/informal conversation - Tracking of student hours and post-testing dates - Alignment of Direct Lesson instruction to Most Missed questions from GED.com for Math, RLA, Science, SS	Administrator, Lead Teacher	ABE/GED Teachers, Lead Teacher, Administrator, Coordinator	Daily, Weekly	- Increase in number of MSG's - FOCUS Reports - Under 10 Report - Post Test Reports reflecting increase in post-test rate - Bi-Weekly District GED Data - Increase in Diplomas earned through GED Testing

 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 though 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. CAEC's 2025-2026 level of performance was 38% of students earned ABE MSGs as evidenced in FOCUS.
2. Our expected 2026-2027 level of performance is expected to be 48% of students earn an ABE MSG, a 10% increase.

GOAL: The percent of all students making a learning gain (MSG) in program number 990000 will increase from 38 in 2025-2026 to 48 in 2026-2027.

STRATEGIC PRIORITY #1 ACADEMIC EXCELLENCE THROUGH INNOVATION

3. 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.
- ☒ 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.

4. 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?
Conduct monthly instructional walkthroughs with timely coaching feedback focused on standards-based instruction.	Administrator	Monthly
Implement Professional Learning Communities (PLCs) focused on lesson planning, instructional rigor, and best practices for adult learners.	District Administrator, Lead Teacher	Monthly
Provide quarterly professional development on evidence-based instructional strategies, differentiated instruction, and adult learning practices	Administrator, Lead Teacher	Quarterly

5. 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

6. 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
PLC (ABE/GED) focused on lesson planning and rigor Walkthrough trainings DWT focused on Standards Based Instruction	6 full-time teachers Administrator 2 Coordinators	☒ Priority 1 ☒ Priority 2 ☒ Priority 3

B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 26% of students enrolled in 900120 earned a diploma (W45) in 2025-2026.
2. We expect our performance to be 36% by the end of 2026-2027.
3. The problem/gap is occurring because of the change from the TABE requirement to the CASAS GOALS assessment resulting in an increase in GED Program enrollment and missed data due to out of county testing.
4. If increase in Professional Development focusing on the most missed GED questions would occur and bi-weekly district data reports were verified in order to capture out of district testers, the problem would be reduced by 10% percent and student learning gains would increase by 10%.

Goal: The percent of all students who earn a diploma (W45) who complete course 9900130 will increase from 26% to 36%, as measured by FOCUS Advanced Reports and Pearson Vue Site Manager Data.

STRATEGIC PRIORITY #1 ACADEMIC EXCELLENCE THROUGH INNOVATION

5. 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.
- ☒ Strengthen staff practice to utilize questions to help students elaborate on content.

6. 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 model classrooms and peer observations to share highly effective instructional practices.	Lead Teacher, Administrator	Monthly
Implement targeted GED Boot Camps in Math, Reading, and Science using item analysis from GED assessments.	Administrator, Coordinators, Teachers	Monthly
Implement direct instruction in STAR Program to serve ESOL Students with goal to complete GED.	Administrator, Teachers	Daily, weekly, Monthly

7. 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

8. 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
PLC (ABE/GED/ESOL) focused on lesson planning and rigor Walkthrough trainings Individual meetings with Lead Teacher/Teach	6 Full-time and 2 Part-time teachers	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

C. ESOL Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 67% of students earned ESOL MSGs as evidenced by FOCUS.
2. We expect our performance to be 77% by the end of 2026-2027.
3. The gap is occurring because students exited the program prior to earning an MSG or enrolled in the program too late to receive the instruction needed to earn an MSG.
4. We will improve our overall student completion rate by enrolling students in appropriate classes based upon CASAS Reading and Listening scores, developing a testing schedule aligned to instructional hour and individual student preparation, and aligning instruction with curriculum frameworks.

GOAL: The percent of all ESOL students earning an MSG in 9900040 will increase from 67% to 77% as measured by eCasas post test results and FOCUS data.

STRATEGIC PRIORITY #1 ACADEMIC EXCELLENCE THROUGH INNOVATION

5. **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.
- ☒ Strengthen staff practice to utilize questions to help students elaborate on content.
- ☒ 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.

6. **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?
Conduct monthly instructional walkthroughs with timely coaching feedback focused on standards-based instruction.	Administrator Lead Teacher	Monthly
Review post-test reports bi-weekly and develop intervention plans for students nearing testing eligibility.	Administrator, Coordinators Lead Teacher	Bi-weekly
Hold monthly data meetings to analyze enrollment, attendance, instructional hours, post-testing, and MSG performance.	Administrator, Coordinators Lead Teacher	Monthly

7. **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

8. **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 to discuss curriculum frameworks and address student progress across all ESOL classes	Administrator, Lead ESOL Teacher, ESOL Team	☒ Priority 1 ☐ Priority 2 ☐ Priority 3

District Trainings Weekly ESOL PLC		
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E. Co-Enrolled Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 144% of co-enrolled students earned an MSG during the 2025-2026 school year as evidenced in FOCUS reports.
2. We expect our performance level to be 154% of co-enrolled students earn an MSGs during the 2026-2027 school year as evidenced in FOCUS reports.

GOALS: The percent of co-enrolled students earning high school credits for the 2026-2027 school year will all increase by 10%.

STRATEGIC PRIORITY #1 ACADEMIC EXCELLENCE THROUGH INNOVATION

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

☒ Write Strategy **Improving collaborations among high schools and the community school to increase AHS student success rates.**

4. **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 local high schools to discuss: 1: Attendance and how program is monitored 2: Regular Participation in program 3: Weekly monitoring of student progress 4: Providing data to all stakeholders 5: Monitoring completion MSG's	CAEC Administrator, High School Principals, Guidance Counselors, Edmentum teachers	Daily, Weekly, Monthly

5. **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

6. **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 high school partners	CAEC Administrator, 7 High School Principals, 7 Teachers (Point Person)	☒ Priority 1 ☐ Priority 2 ☐ Priority 3