



School Improvement Plan SY 2026-27

Clearview Adult Education Center

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Superintendent
Pinellas County Schools



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 2026-2027

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

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Cultural	White	Other
2607	158	425	472	990	520	42

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-34	35-50	51+
2607	1049	371	419	481	287

Adult Ed State Targets Met	2026	2025	2024	2023	2022
	☒ Yes ☐ No	☒ Yes ☐ No	☒ Yes ☐ No	☒ Yes ☐ No	☒ Yes ☐ No

Proficiency Rates	ABE		GED		ESOL		AHS		Co-Enrolled	
	2026 %	2025 %	2026 %	2025 %	2026 %	2025 %	2026 %	2025 %	2026 %	2025 %
MSG	53	47	N/A	N/A	59	58	100	100	100	100
Diploma	N/A	N/A	33	48	N/A	N/A	68	44	N/A	N/A

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Annette Michelle	Legg-Melton	4-10 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: 15	PT: 71	
Total Support Staff:	FT: 5	PT: 2	



A. Improvement Priorities

Empowering Adult Learners to achieve educational success, workforce readiness, and economic mobility.

Overall Theory of Action: *If Clearview effectively implements targeted recruitment, proactive student support, standards-based instruction, data-driven decision making, and workforce-connected learning opportunities, then enrollment, attendance, measurable skills gains, completion rates, post-test participation, and successful transitions will increase.*

1. Priority 1: Increase Student Enrollment, Attendance, Retention, and Post-Test Participation

Priority 1 Theory of Action: *Consistent student engagement and proactive support systems increase persistence, instructional hours, and educational outcomes.*

2. Priority 2: Strengthen Instruction and Increase Student Achievement

Priority 2 Theory of Action: *Standards-based, data-driven instruction improves measurable skills gains and student achievement.*

3. Priority 3: Prepare Students for Postsecondary Success, Employment, and Economic Mobility.

Priority 3 Theory of Action: *Career pathways, workforce partnerships, and integrated education opportunities improve completion rates and employment outcomes.*



B. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school, together 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 on 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	Increase enrollment, attendance, retention, post-test participation, MSGs, completion rates, and workforce transitions.	• Review enrollment, attendance, instructional hours, MSG, GED, diploma, IET, and post-test data monthly. • Conduct quarterly reviews of recruitment, retention, and transition outcomes. • Monitor implementation of SIP action steps.	Administrator	Coordinator, Lead Teachers, 504 Liaisons, Counselor, DMT	Monthly and Quarterly	FOCUS reports, WEDS reports, meeting agendas and minutes, action plans, outreach calendars, data review summaries



	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
2.	Recruitment, Outreach and Retention	Priority 1	Increase ESOL enrollment, instructional hours, persistence, and retention through intentional recruitment and student support systems.	• Implement annual recruitment calendar. • Participate in community events and K-12 outreach. • Conduct outreach after 3 and 6 absences. • Re-engage inactive students monthly. • Connect students with transportation, childcare, and community resources.	Administrator and Coordinator	Teachers, Counselor, Career Specialist, Community Partners	Weekly, Monthly, Quarterly	Outreach logs, attendance intervention logs, phone/text communication records, event sign-in sheets, partnership agreements, enrollment reports
3.	Instructional Leadership/PLC Team	Priority 2	Increase ABE MSG, ESOL MSG, GED completion, and overall student achievement through standards-based instruction and data-driven decision making.	• Conduct monthly PLCs focused on student data. • Analyze CASAS and GED performance trends. • Develop intervention plans for students not making progress. • Align instruction to Florida Adult Education Frameworks. • Review instructional practices during walkthroughs.	Lead Teachers	Teachers, DMT, Assessment Staff	Monthly	PLC agendas, PLC minutes, intervention plans, curriculum alignment documents, CASAS reports, GED reports, walkthrough feedback forms



	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
4.	Assessment and Post-Test Monitoring Team	Priorities 1 & 2	Increase post-test rates from 53.8% toward state expectations while improving MSG attainment.	• Monitor students approaching 60–70 instructional hours. • Schedule post-tests proactively. • Provide assessor refresher training each term. • Reschedule missed tests within one business day. • Review testing compliance monthly.	Coordinator and DMT	Test Administrators, Teachers, Lead Teachers	Bi-Weekly and Monthly	CASAS testing tracker, assessment schedules, post-test eligibility reports, assessor training sign-ins, missed-test intervention logs
5.	Career Pathways and Transition Team	Priority 3	Increase workforce readiness, postsecondary enrollment, employment outcomes, diploma completion, and IET participation.	• Introduce career pathways during orientation. • Conduct workforce and college awareness activities. • Refer students to CareerSource, PTC, and transition specialists. • Monitor student transitions and employment outcomes. • Promote workforce certifications and training opportunities.	Counselor and Administrator	Teachers, Career Specialist, Transition Specialist, Community Partners	Monthly and Quarterly	Career plans, referral logs, employer partnership records, transition reports, workforce event sign-ins, post-exit follow-up surveys



6.	IET Expansion Team	Priority 1 & 3	Increase IET enrollment from 4 students to at least 8 students through targeted recruitment and workforce partnerships.	• Identify eligible students during intake. • Present IET opportunities during orientation. • Conduct targeted marketing campaigns. • Collaborate with employers and workforce partners. • Monitor enrollment and completion data quarterly.	Administrator	IET Instructors, Counselor, OWI, CareerSource Partners	Monthly and Quarterly	IET enrollment reports, orientation presentations, marketing materials, employer partnership documentation, completion reports
7.	504 Support Team	All Priorities	Improve retention, persistence, completion, and access for students receiving accommodations.	• Identify students needing accommodations during intake. • Review student progress monthly. • Provide faculty training on accommodations. • Coordinate referrals and support services. • Monitor diploma completion and retention rates.	504 Liaisons	Administrator, Coordinator, Teachers, Counselors	Monthly	504 plans, accommodation logs, referral documentation, faculty training records, student progress reports
8.	Faculty and Professional Learning Team	Priority 2	Build staff capacity to improve instructional effectiveness and student outcomes.	• Provide training on Adult Education Frameworks. • Deliver professional learning on differentiated instruction, CASAS competencies, culturally responsive practices, and adult learning strategies.	Administrator and Lead Teachers	All Instructional Staff	Monthly and Quarterly	Professional learning agendas, sign-in sheets, walkthrough data, implementation checklists, teacher reflection logs



				• Share best practices through PLCs. • Monitor implementation through walkthroughs.				
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PCS Strategic Priority: Strong Connections and Communication

Conditions for Learning: Enrollment/Attendance/Retention/Post-Test Participation

DATA SOURCES TO REVIEW: FOCUS and WEDS data on enrollment and instructional hours

Desired Outcomes:

1. There was a 21% decrease in ESOL enrollment, we plan to increase enrollment by 10% annually.
2. There was an 18% decrease in ESOL instructional hours, we plan to increase instructional hours to 120 hours per student.
3. The district post-test rate is 53.8%, we plan to assist the district to improve this rate to 63% or higher.
4. **SMART GOAL:** According to FOCUS and WEDS data, there was a 21% decrease in ESOL enrollment and an 18% decrease in instructional hours; we will Increase enrollment by 10% annually and increase instructional hours to 120 per student while helping the district improve their post-test rate to 63% or higher in 26-27.

5. STRATEGIES:

- ☒ Strengthen the implementation of interventions to introduce new students to the school.
- ☒ Strengthen the attendance/retention problem through community and family engagement.
- ☒ Strengthen the implementation of new marketing and engagement strategies.

6. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

Action	Responsible	Monitoring	Evidence
Develop annual recruitment calendar including community events, libraries, CareerSource, employers, faith-based organizations, and K-12 partnerships	Administrator, Coordinator	Monthly review	Outreach calendar, sign-in sheets
Implement student onboarding process including orientation, goal setting, instructional expectations, and post-test expectations	Coordinator, Lead Teachers	Quarterly review	Orientation materials, student plans
Monitor attendance weekly and conduct outreach after 3 and 6 consecutive absences	Teachers, Counselor	Weekly attendance reports	Contact logs
Use reports biweekly to identify students approaching 60-70 hours and schedule post-tests in advance	Teachers, Test Administrators, DMT	Biweekly	Testing rosters
Reschedule missed tests within one school day and notify teachers and students immediately	Test Administrators	Monthly review	Testing logs
Conduct monthly re-engagement campaigns for inactive students	Coordinator, Teachers	Monthly	Call logs, text logs
Expand partnerships addressing transportation, childcare, and employment barriers	Administration	Quarterly	Partnership agreements

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 learning opportunities that support this goal. Add rows as needed.)



Professional Learning Description	Participants (number and job titles)
Using in-house and FOCUS reports to identify post-test eligible students	Administrator, Coordinators, 14 Teachers
Implement effective student retention practices	Administrator, Coordinators, 14 Teachers
Implement data-driven attendance interventions	Administrator, Coordinators, 14 Teachers, Counselors
Identify adult learner orientation best practices	Administrator, Coordinators, 14 Teachers, Testers, Counselors



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 it is 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.



PCS Strategic Priority: Academic Excellence through Innovation

Strengthen Instruction and Increase Student Achievement

DATA SOURCES TO REVIEW: FOCUS and WEDS data on enrollment and instructional hours

Desired Outcomes:

1. Measurable skills gains in ABE are currently 53%, we plan to improve by 3%.
2. Measurable skills gains in ESOL are currently 59%, we plan to improve by 3%.
3. **SMART GOAL:** Measurable skills gains need to improve across our programs, our ABE and ESOL students will improve MSG percentages by 3% by the end of 2026-2027.

4. STRATEGIES:

- ☒ Strengthen the implementation of standards-based strategies.
- ☒ Strengthen the use of testing data to drive best practices.
- ☒ Strengthen the persistence of students to improve gains.

5. ACTION STEPS: *(Adapt and tailor the action steps to meet the needs of your school to meet this goal.)*

Action	Responsible	Monitoring	Evidence
Conduct monthly PLCs focused on student performance, instructional gaps, and intervention planning	Lead Teachers	Monthly	PLC agendas/minutes
Analyze CASAS testing data after every test window	Teachers, DMT	Monthly	Data reports
Implement teacher post-test readiness trackers for every ABE and ESOL class	Teachers	Weekly	Tracking sheets
Conduct monthly classroom walkthroughs focused on standards-based instruction and student engagement	Administrator	Monthly	Walkthrough forms
Provide targeted intervention groups for students not demonstrating progress	Teachers	Biweekly	Intervention rosters
Train teachers on CASAS competencies, curriculum frameworks, and differentiated instruction	Lead Teachers	Quarterly	Training records
Review missed CASAS post-test opportunities monthly and develop corrective action plans	Leadership Team	Monthly	Testing reports

6. 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



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

Professional Learning Description	Participants (number and job titles)
Learning opportunities based in the FDOE Adult Education Frameworks to develop high-yield instructional strategies	Administrator, Coordinators, 14 Teachers
Effective CASAS GOALS and STEPS alignment	Administrator, Coordinators, 14 Teachers
Differentiated instruction	Administrator, Coordinators, 14 Teachers
Data-driven instructional planning	Administrator, Coordinators, 14 Teachers, Testers

PCS Strategic Priority: Equity with Excellence for All



Prepare Students for Postsecondary Success, Employment, and Economic Mobility

DATA SOURCES TO REVIEW: FOCUS and WEDS data on postsecondary placement

Desired Outcomes:

1. Our IET program has a current enrollment of 4 students; we will grow the program by 50%.
2. Our current Adult High School completion rate is 68%, we will improve by 3%.
3. Our current GED completion rate has reduced to 33%, we plan to improve by 3%.
4. We will more closely track our placement rates through our Career Counseling program to improve Economic Mobility for all students.
5. **SMART GOAL:** We will expand our IET participation by 50% while improving graduation rates by 3% for both GED and AHS students by the end of 2026-2027.

6. STRATEGIES:

- ☒ Strengthen the implementation of standards-based strategies.
- ☒ Strengthen the use of testing data to drive best practices.
- ☒ Strengthen the persistence of students to improve gains.
- ☒ Strengthen the implementation of new marketing and engagement strategies.
- ☒ Strengthen the community connections to provide resources for our students.
- ☒ Strengthen career counseling and placement by adding services.

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

Action	Responsible	Monitoring	Evidence
Introduce IET opportunities during intake and orientation	Teachers, Counselors	Monthly	Orientation documentation
Require career plan development for all diploma seeking students	Teachers, Counselors	Quarterly	Career plans
Conduct quarterly workforce and college awareness events	Administration	Quarterly	Event records
Partner with CareerSource, PTC, employers, military recruiters, and colleges	Administration	Quarterly	MOUs, meeting notes
Track referrals to career counselors	Counselors	Monthly	Referral logs
Embed employability skills, financial literacy, resume writing, and interview preparation into instruction	Teachers	Monthly walkthroughs	Lesson plans
Monitor, Track, and Celebrate MSG attainment, GED completion, diplomas, and workforce placements	Administration	Quarterly	Recognition events

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)
Training on Integrated Education and Training (IET) program requirements, student identification, recruitment strategies, and referral procedures.	Administrator, Coordinator, Career Counselor, IET Instructor, Lead Teachers
Professional learning on career pathway advising, postsecondary transition planning, and development of individualized career plans for GED and Adult High School students.	Teachers, Counselors, Career and Transition Counselor
CareerSource, Pinellas Technical College (PTC), and workforce partner presentations to staff regarding regional labor market needs, training opportunities, and workforce credentials.	Administrator, Coordinator, Teachers, Career Counselor
Training on embedding employability skills, financial literacy, resume writing, interview preparation, and workplace readiness competencies into classroom instruction.	All Instructional Staff (15 FT Teachers, PT Teachers)
Quarterly data review sessions focused on diploma completion, GED completion, IET enrollment, workforce certifications, employment outcomes, and postsecondary transitions.	Leadership Team, Career Counselor, Teachers, DMT
Professional learning on effective partnership development and community engagement strategies to increase workforce, employer, military, and college collaborations.	Administrator, Coordinator, Career Counselor, Lead Teachers
Training on documenting and tracking student referrals, workforce placements, postsecondary enrollments, and follow-up outcomes using local and district data systems.	Career Counselors, DMT, Administrator, Coordinator
Best-practice PLCs focused on student transition success stories, retention strategies, barriers to employment, and interventions that increase persistence through completion.	Teachers, Counselor, Lead Teachers, Administrator