Palo Alto Adult School
REVISED Schoolwide Action Plan March 2020

Action Area: Communication

Action Item #1: The leadership team and adult school staff will develop and expand current systems of communication to support students and their learning, teachers, staff and community partners.

Rationale: The self-study affirms the need to continue work on communication with all stakeholders within and outside of the Adult School.

<table>
<thead>
<tr>
<th>Steps Required</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Timeline</th>
<th>What do we have to do?</th>
<th>How do we know we’ve done it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Expand the system to communicate to all stakeholders:</td>
<td>Leadership team, Administration, Marketing consultant, Teachers</td>
<td>Personnel, Time, Survey software</td>
<td>Ongoing</td>
<td>Identify specific information to be shared</td>
<td>Use of communication platforms, website, catalog, district website</td>
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<td>Gather feedback from stakeholders</td>
<td>Examination of analytics</td>
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<td>Communicate information on budget and resources to stakeholders</td>
<td>Measuring tool and survey for feedback</td>
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<td>Identify Leadership team member to attend PAUSD Community Advisory Committee meetings to report PAAS matters to committee and to keep updated on PAUSD matters</td>
<td>Leadership team minutes reflect report from LT rep to PAUSD Community Advisory Committee</td>
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<td>1.2 Identify and implement methods to increase student voice and feedback</td>
<td>Leadership team, Administration, Teachers</td>
<td>Personnel, Time</td>
<td>August 2020 – Dec 2020</td>
<td>Consider the development of a student input program (“SIP”)</td>
<td>Student input from surveys, leadership and focus groups</td>
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<td>1.3 Ongoing use of marketing tools to promote Adult School programs</td>
<td>• Administration • Marketing consultant • Teachers</td>
<td>• Personnel • Time</td>
<td>Ongoing</td>
<td>Identify and implement strategies to increase promotion of Adult School classes and programs</td>
<td>• Increased website usage and social media presence • Increased student enrollment</td>
</tr>
<tr>
<td>1.4 Develop electronic version of course / program evaluation</td>
<td>• Adult School principal • Teachers • District IT • Webmaster</td>
<td>• Personnel • Time • TBD software</td>
<td>June 2020 – December 2020</td>
<td>Make class evaluation forms available in electronic format to improve accessibility and analysis</td>
<td>Data from course/ program evaluation to be used to improve courses, develop new course ideas and identify student needs</td>
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<tr>
<td>1.5 Improve support system for teachers and staff to promote leadership</td>
<td>• Teachers • Leadership team • Administration • Staff</td>
<td>• Personnel • Time • Calendar needed meetings • Professional Development budget • Research on best practices</td>
<td>June 2020 ongoing</td>
<td>• Use of professional development • Communicate evaluation and feedback process to teachers and staff</td>
<td>• Improvement of student learning demonstrated through assessments, completed student learning goals and course / program evaluation forms • Meeting calendars, agendas and minutes • Tracking and analysis of annual survey results from teachers and staff • Professional development and professional learning of effective instructional practices and strategies offered to teachers and staff</td>
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| **1.6** Develop a regular schedule and procedure for annually updating and revising the Student/Community profile (Section 1) and the Action Plan | • Adult School principal  
• Leadership team | • Time  
• Calendar needed meetings | March 2020-May 2020 Ongoing | • Schedule Leadership meetings with agendas for collection and analysis of data and making and reporting progress on Action Plan items  
• Collect data (demographic, enrollment, achievement) (FALL)  
• Note progress made on A/P items (SPRING) | • Annual Action Plan posted to web-site  
• Present to school board  
• Share with stakeholders |

| **1.7** Verify alignment between school SLOs and class evaluation forms, collect assessment/goal setting data for Community Ed classes and analyze for use in meeting student needs | • Leadership team  
• ESL Program Director  
• Parent Ed Principal  
• Teachers | • Personnel  
• Time | August 2020 to December 2020 Ongoing | Create program-appropriate goal tracking sheets | Completed goal sheets for Community Ed classes at beginning of session and updated goal sheets/assessments collected at end of session |
### Palo Alto Adult School
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**Action Area:** Curriculum

**Action Item #2:** The teachers and administration will continue to develop and implement courses/classes and programs which support student learning.

**Rationale:** The self-study affirms the need for breadth and quality of instructional offerings and the continued expansion of opportunities for students to learn and achieve their goals.

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| 2.1 Review and align the ESL PAAS curriculum with the English Language Proficiency Standards (ELPs) | • ESL Program Manager  
• ESL Teachers               | • Personnel  
• Time  
• Increased budget for meetings, potential software and identified PD | June 2020-  
Dec 2022  | • Continue to pilot and implement new assessments based on aligned curriculum as primary ESL PLC activity | • Use of assessment data for student promotion and improvement of student performance and achievement  
• Expand the implementation and variety of assessments |
| 2.2 Maintain and develop instructional offerings of relevant curriculum for state-supported and Community Ed classes and continue to explore and examine the feasibility of further developing CTE and ASE programs | • Leadership team  
• Administration  
• Teachers           | • Personnel  
• Time               | Ongoing           | • Create new course and program offerings as identified  
• Regularly review current classes and offerings  
• Improve process of developing and implementing courses/classes  
• Within the context of the NSCCC, explore horizontal and vertical alignment of ESL class/course offerings between Adult School and Community College | • Monitoring and tracking data on student enrollment rates  
• Meeting minutes and course proposals |
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**Action Area:** Program Development

**Action Item 3:** The leadership team and administration will continue to expand and implement systems and programs to support student transition to college or career and/or achievement of a personal goal(s).

**Rationale:** The self-study affirms the continue need to improve student support services and transitions through course/program development and implementation.

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| 3.1 Continue to identify student support needs and improve services | • Leadership team  
• Administration  
• Transitions Advisor  
• Teachers | • Personnel  
• Time | Ongoing | • Use data from student surveys  
• Teacher feedback  
• Expand referral services  
• Use of identified AEBG and WIOA requirements, including Objectives 5 and 6 from NSCCSTC Regional Plan | • Course/program evaluation feedback form  
• Implementation of identified student support needs  
• AEBG agendas and meetings  
• AEBG workgroups, meetings, agendas and minutes  
• AEBG articulation agreements  
• AEBG outcomes |

| 3.2 Continue to develop the Transitions program and the role of the Transition Advisor to support students in their learning and achievement of their transition goals | • Administration  
• Transition Advisor  
• Transition Teacher  
• ESL Program Manager | • Personnel  
• Time  
• Partnership with job alike teachers (AEBG)  
• Budget for identified PD | Ongoing | • Meetings with Transition Advisor and Transitions Teacher  
• Review of Transition Advisor’s responsibilities  
• Increase visibility and promotion of Transition Advisor  
• Within the context of the NSCCC continue to develop student monitoring plan  
• Review of student feedback from classes  
• Review of class curriculum | • Monitoring and tracking data of student learning goals and transition to college and/or career  
• Course/program evaluation feedback  
• Investigate potential internships for PAAS students |
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| 3.3 Investigate, expand and pilot online and blended courses | • Administration  
• Teachers | • Personnel  
• Time  
• Research on best practices  
• Budget | Ongoing | • Identify training and PD/PL for course/ class development  
• Review current courses/ classes to identify which are potential offerings  
• Identify course/ class, skill and curriculum needs | • New course/ class offerings  
• Monitor and track enrollment rates  
• Student feedback from course/ program evaluation form |
### Palo Alto Adult School
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**Action Area:** Resource Management

**Action Item 4:** The leadership team and administration will continue to expand and implement safety procedures and secure the acquisition and maintenance of appropriate facilities.

**Rationale:** The self-study affirms the continued need to improve site safety and maintenance.

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| 4.1 Coordinate with PAUSD to implement district safety/emergency plans and train teachers to use on-campus safety procedures at all Adult School sites for all PAAS classes | • Leadership team  
• Adult School principal | • Personnel  
• Time | May 2020-Dec 2020 | On-campus safety/emergency drills for all sites, staff and students | • Instructor signed document that verifies each instructor read training materials and/or attended training  
• Calendar of scheduled drills |
| 4.2 Maintain and secure new space for AS classes and programs | • Adult school principal | • Personnel  
• Time  
• Budget | Ongoing | Facilities acquisitions and contracts |