

The School District of Palm Beach County

Adult Education Center Of Palm Beach



2015-16 School Improvement Plan

Adult Education Center Of Palm Beach

2161 N MILITARY TRL, West Palm Beach, FL 33409

<http://www.theadultedcenter.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Other	No	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	0%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Adult Education Center's mission is to assure the opportunity for all students to acquire knowledge and develop skills to succeed in life and work.

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic, collaborative, multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The AEC collects demographic data on each student via Adult Registration form 1700 - students self-report. The heart of the AEC, however, is the special bond in each class between students and the teacher. In addition, the AEC's Annual International Friendship Day showcases cultures and highlights the diversity that binds the AEC together as a community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The AEC is open daily, excluding holidays, Monday-Thursday, 8:00 AM - 9:00 PM and Friday 8:00 AM - 4:00 PM. Students with valid ID and registration may attend classes and use computer labs, during regular school hours. Enrolled students are assigned to individual teachers for continuous instruction and support. To reiterate - the AEC offers continuous classes, day and evening.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A mandatory ID Badge is required of all students at the AEC - to be worn at all times when the student is on campus. The ID Badge is renewed each term when the student registers, and each term a new photo (with new background) is taken. Charge is \$5. Student behavior is rarely a problem at the AEC. Teachers routinely check ID's, as does administration.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The AEC employs a full-time guidance counselor, with support staff, to ensure idea accommodations are provided, as well as local community agency support for adults with physical, emotional, and academic limitations. The AEC has a formal structure whereby each adult student is well known by at least one other adult advocate in the school who supports that adult student's educational experience.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

N/A The AEC serves, primarily, adult students. Students under 18 enrolled in ABE/GED classes are supported by local state agencies or parents with whom the guidance counselor maintains appropriate contact. Students under 18 at the AEC are a very small fraction of enrollment.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The AEC's School Advisory Council meets regularly as a diverse group that includes AEC students, business leaders, and school personnel. In addition, the guidance counselor coordinates a volunteer cadre that supports student learning day and evening.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Swearingen, Rick	Principal
Fields, Elizabeth	Assistant Principal
Nesenman, Steve	Instructional Technology
McPherson, Nancy	Teacher, Adult
Sosa, Ines	Teacher, Adult
Mears, Stuart	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Routinely review post-testing in order to monitor student achievement and modify master schedule as needed.

Teachers share ideas and strategies, materials and resources, coordinating and reviewing purchases, as needed. The principal leads this group and members are encouraged to openly communicate formally and informally.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The AEC receives no Title I funds; however, the AEC follows most accounting and reporting protocols with regard to personnel, instruction, and curriculum.

Pre-testing and post-testing drives both primary and remedial literacy and math instruction.

We provide waivers to homeless and sheltered people or students identified as such.

Enrollment data provides the school with workforce funding from the State of Florida.

The Adult Education Center integrates the concepts of Single School Culture and Multicultural Diversity via the following strategies:

- Mandatory Identification Badges (renewed each term and checked by school police, administration, and teachers) are a constant and visual reminder of the AEC's commitment to safety, expected behaviors, and a climate conducive to learning.
- Recognition and Awards Ceremonies each term focus on students who demonstrate academic progress.
- Students from over 52 countries are enrolled at the AEC, each term, in ESOL and ABE/GED classes; AEC teachers and administration support and respect the cultures of other countries and celebrate diversity during the annual campus-wide International Friendship Days, and in individual classrooms at the end of each term.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rick Swearingen	Principal
Nancy McPherson	Teacher
Karen Parks	Teacher
Deborah Lundy	Business/Community
Charles Bazile	Student
Ceola Williams	Education Support Employee
Vivian Williams	Teacher
Becky Frederick	Teacher
Jason Athas	Business/Community
Stuart Mears	Education Support Employee
Bernadette Saintvil	Business/Community
Zahlia De La Rosa	Student
Yanqing Huang	Student
Marie Jerome	Student
Claude Paul	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The AEC met or exceeded state and district learning goals in 2014 - compared to other adult programs.

Development of this school improvement plan

The SIP is evaluated and analyzed by all SAC members present during the meetings held prior to the final approval and submitting of the SIP.

Preparation of the school's annual budget and plan

The AEC receives no Title I funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The principal reaches out to district and community contacts to maintain compliance with SAC membership. In addition, teachers encourage student participation in order to maintain diversity. Compliance will be a SAC priority for 2015.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The AEC participates in district Professional Development Days, in-service components, and supports collegial planning before, during and after school. Teachers - part-time and full-time - are compensated for training that takes place outside their regular duty day.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All the Adult Education Center Administration is involved in the recruitment, development and retention of highly qualified, certified-in-field, and effective teachers. Strategies include salaries commensurate with District policies and competitive with other districts and states, safe and collegial working environment, regular and continuous Professional Development opportunities both at school and district levels. Only ABE/GED teachers, full-time, are required to have appropriate certification. ESOL teachers are required to have only a bachelor's degree in any subject.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New AEC teachers are mentored and monitored by both the department chairs (ABE/GED or ESOL) and by the test coordinator. One-on-one assistance is provided, as well as regular department meetings to communicate updates.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The AEC follows the state's core curricula for adult ESOL and adult ABE/GED, including benchmarks and standards. These standards are regularly tested via the comprehensive assessment system of adult students (CASAS) for ESOL, and the Test of Adult Basic Education (TABE) for ABE/GED students.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The AEC participates in Marzano Frameworks for teaching and instruction - all full-time teachers are observed and evaluated using this model. Teachers monitor test results and provide, for example, additional listening lab time (before or after school), for students seeking extra support. Adult students are expected to be pro-active participants in their own learning.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

Our adult students have access to computers, I-pads and laptops before and after class, all year round.

They have access to Edmodo, and offer specialized computer programs that support ESOL and ABE/GED.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Swearingen, Rick, rick.swearingen@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Edmodo assignments and tests are recorded by each teacher. LCP's are reported each term by each teacher and analyzed by administration for teacher effectiveness. The master schedule is modified - course offerings, teachers, and sections - based on enrollment and test outcomes.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A The AEC serves only adults.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The Adult Education Center employs full-time guidance counselors and provides information about supplement career courses, such as Florida Choice, to guide students to career and college goals. The Career Center provides information and advice on courses at local vocational schools and colleges.

The Career Center also helps students with their résumés and job-application forms, and also trains them in job-search skills.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The AEC follows the course of studies for GED (General Education Development) for adult students.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

AEC Students prove their readiness for post-secondary education by passing the GED exam. The AEC provides daily practice of ABE/GED student specific skills.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A Not used by the AEC, at this time.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The Adult Ed Center will increase LCPs earned by ABE/GED and ESOL students to continue to exceed the district average.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The Adult Ed Center will increase LCPs earned by ABE/GED and ESOL students to continue to exceed the district average. 1a

G069958

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	37.0

Resources Available to Support the Goal 2

- Up-to-date technology, highly-qualified staff and extended learning opportunities, including before, after school and summer.
- The Guidance Department meets one-on-one with students to resolve attendance issues related to work/school.
- Guidance, AEC Admin, and the Dept. of Adult & Community Ed provide vouchers or waivers to students who are homeless or in state custody.
- Guidance coordinates daily interpreters for deaf students, most of whom are in the ABE/GED program.

Targeted Barriers to Achieving the Goal 3

- Adult students face adult challenges -childcare, work, illness, transportation- and the AEC works with those students to help them meet their goals.

Plan to Monitor Progress Toward G1. 8

Increase LCPs.

Person Responsible

Rick Swearingen

Schedule

On 7/8/2016

Evidence of Completion

LCP data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The Adult Ed Center will increase LCPs earned by ABE/GED and ESOL students to continue to exceed the district average. **1**

 G069958

G1.B1 Adult students face adult challenges -childcare, work, illness, transportation- and the AEC works with those students to help them meet their goals. **2**

 B182081

G1.B1.S1 Guidance and AEC Admin approve tuition vouchers or waivers to homeless students or those in the custody of the state. **4**

 S193766

Strategy Rationale

These two official bodies can quickly assess individual situations, gather required documentation, and expedite enrollment.

Action Step 1 **5**

Guidance and AEC Admin approve vouchers and waivers for homeless students and those in state custody.

Person Responsible

Elizabeth Fields

Schedule

On 7/8/2016

Evidence of Completion

Vouchers, waivers, and related documents are kept on file at the school.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Department of Adult & Community Education monitors allocation of vouchers and waivers.

Person Responsible

Elizabeth Fields

Schedule

On 7/8/2016

Evidence of Completion

Vouchers, waivers, and related documents are kept on file at the school.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Tuition Vouchers and Waivers

Person Responsible

Rick Swearingen

Schedule

On 7/8/2016

Evidence of Completion

The Principal and the Department of Adult & Community Education communicate regarding allocation of waivers and vouchers.

G1.B1.S2 AEC Guidance is responsive to admin, teachers and students with regard to work-related scheduling conflicts unique to adult students. 4

 S193767

Strategy Rationale

The AEC Guidance department is in place to serve the needs of a large adult student population in the only full-time adult school in PBC.

Action Step 1 5

Work-related scheduling conflicts

Person Responsible

Schedule

On 7/8/2016

Evidence of Completion

Course Enrollment forms, TERMS A10 and A07, anecdotal admin and teacher review

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Resolution of work-related scheduling conflicts.

Person Responsible

Schedule

On 7/9/2015

Evidence of Completion

Mr. Rose reports to the day and evening Assistant Principals with regard to changes in student schedules.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers and students provide feedback with regard to the school's responsiveness to their needs.

Person Responsible

Rick Swearingen

Schedule

On 7/9/2015

Evidence of Completion

The Principal communicates with Assistant Principals and other school leadership regarding the school's effectiveness in dealing with student issues.

G1.B1.S3 AEC Guidance coordinates interpreters for hearing impaired adult students, primarily in the ABE/GED program. 4

 S193768

Strategy Rationale

All AEC adult students can expect the accommodations that will help them meet their learning goals.

Action Step 1 5

Interpreters for hearing-impaired students

Person Responsible

Schedule

On 7/8/2016

Evidence of Completion

Daily log, kept in Guidance, when interpreters are on campus.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Coordination of interpreters for hearing-impaired adult students.

Person Responsible

Schedule

On 7/9/2015

Evidence of Completion

Mr. Rose maintains a district contact for these services and a log is kept of their presence on campus.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Hearing-impaired adult students--themselves--report the effectiveness of their interpreters.

Person Responsible

Schedule

On 7/9/2015

Evidence of Completion

Mr. Rose and his district contact document services and personnel provided to this school.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Guidance and AEC Admin approve vouchers and waivers for homeless students and those in state custody.	Fields, Elizabeth	8/31/2015	Vouchers, waivers, and related documents are kept on file at the school.	7/8/2016 one-time
G1.B1.S2.A1	Work-related scheduling conflicts		8/31/2015	Course Enrollment forms, TERMS A10 and A07, anecdotal admin and teacher review	7/8/2016 one-time
G1.B1.S3.A1	Interpreters for hearing-impaired students		8/31/2015	Daily log, kept in Guidance, when interpreters are on campus.	7/8/2016 one-time
G1.MA1	Increase LCPs.	Swearingen, Rick	8/31/2015	LCP data.	7/8/2016 one-time
G1.B1.S1.MA1	Tuition Vouchers and Waivers	Swearingen, Rick	8/31/2015	The Principal and the Department of Adult & Community Education communicate regarding allocation of waivers and vouchers.	7/8/2016 one-time
G1.B1.S1.MA1	The Department of Adult & Community Education monitors allocation of vouchers and waivers.	Fields, Elizabeth	8/31/2015	Vouchers, waivers, and related documents are kept on file at the school.	7/8/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Teachers and students provide feedback with regard to the school's responsiveness to their needs.	Swearingen, Rick	9/1/2014	The Principal communicates with Assistant Principals and other school leadership regarding the school's effectiveness in dealing with student issues.	7/9/2015 one-time
G1.B1.S2.MA1	Resolution of work-related scheduling conflicts.		9/1/2014	Mr. Rose reports to the day and evening Assistant Principals with regard to changes in student schedules.	7/9/2015 one-time
G1.B1.S3.MA1	Hearing-impaired adult students--themselves--report the effectiveness of their interpreters.		9/1/2014	Mr. Rose and his district contact document services and personnel provided to this school.	7/9/2015 one-time
G1.B1.S3.MA1	Coordination of interpreters for hearing-impaired adult students.		9/1/2014	Mr. Rose maintains a district contact for these services and a log is kept of their presence on campus.	7/9/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.