South Dade Technical College

2016-17 Schoolwide Improvement Plan

South Dade Technical College

109 NE 8TH ST, Homestead, FL 33030

http://sdec.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-Adult	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Adult General Education	No	0%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade 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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for South Dade Technical College

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

South Dade Technical College's mission is to "guide and prepare learners in attaining their highest academic goals and competency levels to qualify them for initial employment and/or career advancement."

b. Provide the school's vision statement.

We are committed to providing quality educational programs and services for adult learners.

2. School Environment

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

Various aspects of the school curriculum are designed to learn about different cultures. The school learns about student's cultures by celebrating different backgrounds throughout the year via morning announcements, bulletin board displays, and classroom assignments. The school establishes teacher supported student committees which designate sub-groups within the committees to plan for and implement cultural activities throughout the year for the entire school. During these activities students and teachers are involved in sharing cultural customs, history, food and traditions from various cultures represented in our community and in our student population. These shared experiences allow students and teachers to learn about each other's cultures in a positive and accepting manner in order to establish a community that celebrates diversity and inclusiveness.

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

In order to ensure students feel safe both emotionally and physically before and after school designated student areas are supervised by security at all times.
The School Counselor and Case Manager assists students with concerns and getting acclimated to Adult School through small group Orientation sessions where they learn the expectations of the school. They also follow-up with students and address student concerns in a timely manner.
During school time, students are encouraged to participate and share ideas in a positive and respectful manner.
Additionally, as part of the morning announcement routine, Values Matter core values are discussed and topics such as bullying, dating, and healthy living/friendships are covered in order to establish a healthy culture of support and respect.

c. 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.

All new students receive a flash drive wristband that includes the Adult School Code of Student Conduct. The Code of Student Conduct and school-wide guidelines and expectations are addressed during Orientation and reminders are made during morning announcements.
Additionally, administration, case managers and counselors work together with teachers to implement and support a behavior management system which includes counseling, referrals to outside

agencies, as well as behavioral, attendance, and/or academic contracts for students who require individualized attention.

d. 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 orientation class introduces students to the school community and provides an overview of the support services available to assist them in attaining their educational and career goals. As part of the orientation process, students are assigned and introduced to their case manager who provides individualized support for students as needed or requested. Additionally, case managers follow up with students (and in some cases, parents) regarding attendance and other issues that might arise. Lastly, case managers, administration, and other school personnel meet, as needed, to develop plans that address concerns and/or needs of individual students.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

NA

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

As an Adult Center, we serve a small number of adolescents. Adolescents are identified in order to provide support they may need. Case managers and/or the School Counselor stays connected with the families by telephone when needed to verify absences and when appropriate to coordinate meetings to support the student with the development of behavioral and academic contracts. Lastly, for the high school students, our adult center follows the K-12 progress report calendar and grades distribution in a timely manner.

2. 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.

Community partnerships are established with outside agencies such as The Farmworkers Association, Mexican American Council, and enFamilia. Association representatives are invited to attend EESAC meetings and contribute to the discussion of improving educational opportunities for those in our community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Mauri, Susana	Principal
Vazquez, Angelo	Assistant Principal
Edouard, Tammy	Assistant Principal
Hicks, Phaion	Assistant Principal
De Leon, Oscar	School Counselor

b. Duties

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

The following will be implemented by the school's MTSS Leadership Team to address utilization of the RtI process to enhance data collection, data analysis, problem-solving, differentiated instructional support, and progress monitoring:

1. Utilization of Data-in-Your-Hands and school-generated data for monitoring overall student performance
2. Utilization of Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) test results for individualizaing instruction and empowering teachers to improve student performance thereby increasing Literacy Completion Points (LCPs) and Occupational Completion Points (OCPs)

3. Analysis of student achievement data for devising and implementing professional development activities for faculty members

6. Offering of professional development activities on effective reading strategies to all English for Speakers of Other Languages (ESOL), General Education Development (GED), Adult Basic Education (ABE) and high school completion teachers

4. Continue team effort of Teacher, Counselors, and Administrators working together to identify students with greater barriers to learning and providing/monitoring the appropriate implementation of accommodations

5. Provision of clear indicators of student need and student progress thereby assisting in examining the validity and effectiveness of instructional program delivery

7. Effective use of tutors for providing intervention and enrichment support in small group and individualized settings for all Adult General Education (AGE) students

2. 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 Leadership Team is instrumental in monitoring the implementation of the School Improvement Plan by ensuring that plan objectives/goals and strategies are met with accuracy and within the established timelines. The team continuously reviews and enhances the school's academic goals and strategies through data collection and data analysis and also provides feedback for modifying and/or deleting strategies.

Adult Education: Funds are allocated to each Adult/Vocational Technical Education through membership hours and student performance.

Adult General Education Grant: Funds are allocated through Federal Grant monies dispersed through the Workforce Development Office. (TBD)

District Financial Aid Program (DFAP)/Fee Waiver: Monies are allocated through the district office and dispersed based on student enrollment and performance. DFAP ($25,000.00) and Fee Waiver ($20,000.00)

Carl Perkins Funds: Funds are allocated through Federal Grant monies and dispersed through the the Career and Technical Education Office at the District Level. ($2,000.00)

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Susana Mauri	Principal
Maria Garza	Business/Community
James Poe	Teacher
Joyce Griffiths	Teacher
Irmgard Sandel Paris	Education Support Employee
Delores Pedraza	Education Support Employee
Ciprano Garza	Business/Community
Josh Cabrera	Business/Community
Chris Fisher	Business/Community
Nora Hentschel	Teacher
Mayda Miranda	Teacher
Derrik Bostick	Teacher
Gustavo Fernandez	Teacher
Luis Martin	Student
Yasmina Jerez	Student
Bianca Vidales	Student
Karina Villasenor	Business/Community
Anna Olalde	Business/Community
Lidia Bermudez	Business/Community
Alvic Rincon	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

A midyear review of its implementation allows the assessment of resources needed for compliance. An end-of-year review assesses the School Improvement Process (SIP) progress through a presentation of findings supported by a myriad of data elements. These results guide the direction of the school by promoting the thoughtful and informed use of data in evaluating the achievement of current SIP goals and setting objectives and strategies for future SIPs. The school principal (or designee), the EESAC chairperson, the United Teachers of Dade (UTD) Steward, EESAC community/business representatives, and EESAC student representatives are present at these meetings.

b. Development of this school improvement plan

The school leadership team, department chairpersons and teachers allocated time during planning meetings to allow all stakeholders to have a voice in the development of the 2016-2017 SIP. The South Dade Technical College (SDTC) Educational Excellence School Advisory Council (EESAC) also received end of year results for the 2015-2016 school year. Additionally, new SIP goals based on 2015-16 data were shared during the opening of schools meeting with staff and community partners. As the SIP is a malleable document, on-going reports of the status of the implementation of the SIP are shared through out the year and during mid-year reviews and updates and changes will be made as needed throughout the school year.

c. Preparation of the school's annual budget and plan

Not applicable in Adult Education

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

Not applicable in Adult Education

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Mauri, Susana	Principal
Vazquez, Angelo	Assistant Principal
Edouard, Tammy	Assistant Principal
De Leon, Oscar	School Counselor
Bostick, Derick	Teacher, Career/Technical

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major initiatives of the LLT Team this year include the following:

• Continued implementation of school-wide literacy strategies, pacing guides, coaching cycles, data chats, and common planning
• Partnering with feeder pattern high schools to increase the graduation rate and disseminate information regarding graduation options and post-secondary educational options; Partnering with feeder pattern middle schools to provide viable options for over-aged middle school students
• Organizing school activities to increase and sustain enrollment

D. Public and Collaborative Teaching

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

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

At South Dade Technical College our goal is to implement PD and planning opportunities that have the following characteristics: (a) content focused,(b) data driven, (c) ongoing, (d) recognized by the leadership in the school, (e) are standards and strategy based, (f) has follow up (g) are consistent, (h) provides support with feedback and (i) provides access to instructional materials. We schedule Department meetings where we provide opportunities for collaboration, PD, and strengthening of teacher

knowledge. Additionally, we celebrate accomplishments and schedule fun and inclusive activities that foster positive working relationships.

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

At South Dade Technical College we promote the vision of Miami Dade County Public Schools. We are dedicated to succes for all of our students, particularly those in our highest need schools. Commitment to producing quantifiable student achievement gains. Willingness to persevere through difficulties and use problem solving skills to turn challenges into opportunities. Passion for improving the lives of Miami-Dade's student population.

South Dade Technical College and Miami-Dade County Public Schools always seeks teachers who are passionate about impacting academic achievement and making a difference in the lives of our students through high quality instruction.

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

In an effort to support new teachers and facilitate their transition as they become effective, experienced classroom practitioners; the Mentoring and Induction for New Teachers (MINT) program is offered to all new teachers. MINT is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student
learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and provides sustained support by enlisting veteran school, regional, and district educators to mentor, coach and guide new teachers.

Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting, and release time for classroom observations. Participation in the program is mandatory during the first two years of the new teacher's tenure. Teachers may elect not to participate in MINT during their third year.

At SDTC, new teachers work together with the department head and experienced teachers during weekly common planning sessions. These sessions offer teachers opportunities to develop lesson plans, analyze student data, evaluate student progress, and develop intervention and enrichment activities for differentiating instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Florida Standards will implement standards which will require high level cognitive demands on students. These standards will require students to develop a deep conceptual understanding of content areas which will require them to read and comprehend in order to effectively analyze, and synthesize text while learning and interacting with content. In order to align our instructional materials

to Florida Standards, teachers collaborate in developing standards based pacing guides aligned with AGE benchmarks to assure scaffolded and seamless learning objectives.

b. Instructional Strategies

1. 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.

South Dade Technical College's teachers have collaboratively developed and implemented an Individualized Learning Plan tool to assist students and teachers in monitoring individual student progress. These plans assist the students in identifying areas for independent practice and also assist the teacher in organizing and differentiating small group instruction. Lastly this tool is used by the teacher to quickly identify students who are falling behind so that more individualized attention is given to these students via the school's tutoring program.

Tutoring schedules are modified as needed by the assistant principal as per teacher recommendation during common planning, and tutoring logs are submitted biweekly to the assistant principal.

2. 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: Summer Program

Minutes added to school year:

Not applicable to adult education.

Strategy Rationale

Not applicable to adult education.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Not applicable to adult education

2. Student Transition and Readiness

a. 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).

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

N/A

b. College and Career Readiness

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

Our Career Pathways Wheel Course offers students exposure to in-depth career exploration covering all of the 16 career clusters as well as the additional "energy"-specific career cluster for the State of Florida. As part of the required activities, students must complete specific career-related activities for each cluster. The clusters are infused throughout the academic core wheel class providing opportunities for contextualized instruction in reading, language and mathematics. These activities always include a heavy technological component. Additionally, students consider their personal career interests and aptitudes in identifying possible job interests within each career cluster.

Career Pathways classrooms are run as small business and/or corporate offices. Instruction is not text-book dependent, but rather real-life dependent. Materials are contextualized into the various occupational sectors and infused with real life technological applications. The focus of instruction is for students to apply new skills and concepts in solving different career-specific situations or problems, and instruction is differentiated to meet the needs of each student. Students are encouraged to construct knowledge for themselves and develop trouble-shooting skills essential for success in today's workforce.

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

Career and Technical Education programs available to students are:
Air Conditioning, Refrigeration, and Heating Technology
Automotive Service Technology
Childcare Center Operations
Early Childhood Education
Facials Specialty
Medical Assisting
Nails Specialty
Pharmacy Technician
Phlebotomy

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

The Career Pathways Orientation Program provides students with an overview of all career clusters that will enable them to explore career opportunities; identify their strengths and weaknesses in basic skills such as reading, language and mathematics; and create viable short-term and long-term educational and career goals, all with the purpose of guiding students toward successfully continuing a post-secondary education; earning a degree, certificate, or industry credential; and successfully obtaining employment.

The Career Pathways integration into all English for Speakers of Other Languages (ESOL) functional levels provides students with limited English proficiency an opportunity to explore all career clusters. Specific career cluster-related activities are contextualized into ESOL lessons providing students with an opportunity to explore career and employment options within each cluster in order to assist them in developing a career-centered educational plan.

4. 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.

Not applicable for adult education

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   ATTENDANCE: As an adult education facility, we monitor membership hours in lieu of FTE. Increase school-wide student membership hours by 3% as evidenced by comparing Summary Report from Data In Your Hands (DIYH) for Workforce Development Information System (WDIS), Fall and Winter Survey reports from the year 2015-16 (703,012) to WDIS year 2016-17 (724,102 projected goal).

G2.   OCPs: Increase the number of students who demonstrate growth by completing one or more Career and Technical Education(CTE) courses by 3% over last year's total of 190 Occupational Completion Points (OCPs), which sets the anticipated 2016-17 level of performance at 196 OCPs.

G3.   Literacy Completion Points (LCPs): Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCP total from 904 to 931.

Strategic Goals Detail

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

G1. ATTENDANCE: As an adult education facility, we monitor membership hours in lieu of FTE. Increase school-wide student membership hours by 3% as evidenced by comparing Summary Report from Data In Your Hands (DIYH) for Workforce Development Information System (WDIS), Fall and Winter Survey reports from the year 2015-16 (703,012) to WDIS year 2016-17 (724,102 projected goal). 1a

🔍 G087847

Targets Supported 1b

Indicator	Annual Target
	3.0

Targeted Barriers to Achieving the Goal 3

- Students lack of awareness regarding available options for transportation to and from school.

- Lack of follow up with students who withdrawal due to excessive abscesses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Information on transportation (bus schedules maps, contact telephone numbers, etc.) during all orientation classes

- Case Managers contact log to assure that students with identified attendance issues are receiving follow up phone calls

Plan to Monitor Progress Toward G1. 8

Monitor student attendance and attrition rates per trimester to compare longitudinal data.

Person Responsible
Susana Mauri

Schedule
Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion
Trimester to trimester attendance, enrollment and attrition rates report.

G2. OCPs: Increase the number of students who demonstrate growth by completing one or more Career and Technical Education(CTE) courses by 3% over last year's total of 190 Occupational Completion Points (OCPs), which sets the anticipated 2016-17 level of performance at 196 OCPs. 1a

🔑 G087848

Targets Supported 1b

Indicator	Annual Target
	3.0

Targeted Barriers to Achieving the Goal 3

- Cost of tuition

- Test of Adult Basic Education (TABE) scores attainment for program completers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide Pell grants (pending certification), fee waivers and District Financial Aid Program (DFAP) awards to eligible students

- Utilize the Applied Academics for Adult Education (AAAE) Lab to provide remediation in basic skills

Plan to Monitor Progress Toward G2. 8

Review Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report. Monitor in house attendance and student performance data in correlation with attaining OCPs and DIYH annual LCP report to compare to last year.

Person Responsible
Susana Mauri

Schedule
Annually, from 8/22/2016 to 8/4/2017

Evidence of Completion
Data- in-your-Hands, OCP Summary Report, In-house attendance and student performance data and COE Annual Report.

G3. Literacy Completion Points (LCPs): Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCP total from 904 to 931. 1a

🔍 G087849

Targets Supported 1b

Indicator	Annual Target
	3.0

Targeted Barriers to Achieving the Goal 3

- Teachers need additional support using data to increase mastery of standards.

- Upper-level ESOL students (intermediate and advanced) not making progress from one functional level to the next.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Monitor classroom instruction and student progress in Gradebook and on CASAS/TABE post-tests

- Classroom walk-throughs protocol to ensure fidelity of strategy implementation and lesson plans implementation

Plan to Monitor Progress Toward G3. 8

Monitor longitudinal trimester LCP data report from Data in Your Hands.

Person Responsible
Susana Mauri

Schedule
Every 2 Months, from 8/22/2016 to 8/4/2017

Evidence of Completion
Trimester DIYH LCP increase by trimester.

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. ATTENDANCE: As an adult education facility, we monitor membership hours in lieu of FTE. Increase school-wide student membership hours by 3% as evidenced by comparing Summary Report from Data In Your Hands (DIYH) for Workforce Development Information System (WDIS), Fall and Winter Survey reports from the year 2015-16 (703,012) to WDIS year 2016-17 (724,102 projected goal). `1`

🔑 G087847

G1.B1 Students lack of awareness regarding available options for transportation to and from school. `2`

🔑 B233569

G1.B1.S1 Include information on transportation (bus schedules maps, contact telephone numbers, etc.) during all orientation classes. `4`

🔑 S246448

Strategy Rationale

When transportation is impeding attendance students will be knowledgeable of public transportation options.

Action Step 1 `5`

Monitor Orientation and distribution of student information packet with important information regarding transportation.

Person Responsible

Tammy Edouard

Schedule

Weekly, from 8/22/2016 to 7/31/2017

Evidence of Completion

Student sign in sheet of acceptance of information packets.

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

Monitor student sign in sheet binder during case managers meeting.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/23/2016 to 8/4/2017

Evidence of Completion

Student sign in sheets.

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

Monitor student feedback data to ensure that students are receiving pertinent information during the orientation process.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Survey tallies

G1.B1.S2 Follow up with students who are withdrawn due to excessive absences. [4]

🔑 S246449

Strategy Rationale

Follow-up phone calls will help support students so that they may re-enter and complete the program.

Action Step 1 [5]

Provide Case Managers with a copy of withdrawal forms in order for them to contact students and follow-up on reason for withdrawal and possible retention of student.

Person Responsible

Tammy Edouard

Schedule

Weekly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Teacher withdrawal requests and case managers contact logs

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

Withdrawal request slips and case managers contact logs.

Person Responsible

Tammy Edouard

Schedule

Weekly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Case managers passport printout with review of open cases.

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

Monitor student attendance through Gradebook and Attendance Rosters.

Person Responsible

Susana Mauri

Schedule

Weekly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Daily attendance/enrollment reports and rosters

G1.B2 Lack of follow up with students who withdrawal due to excessive abscesses. `2`

🔑 B233570

G1.B2.S1 Identify students with attendance issues to determine support needed in order to retain studdents. `4`

🔑 S246450

Strategy Rationale

Young adults in an adult education center require close monitoring to ensure adequate support is provided so they many complete a program.

Action Step 1 `5`

Mentoring program for students with high absenteeism.

Person Responsible

Tammy Edouard

Schedule

Weekly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Case managers meeting logs and sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Monitor mentoring and student conferences and call logs on a weekly basis by discussing content of cases in case managers Passport.

Person Responsible

Tammy Edouard

Schedule

Weekly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Mentoring logs/Case Manager's Passports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Run attrition reports for ABE and ESOL programs

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Attrition reports

G2. OCPs: Increase the number of students who demonstrate growth by completing one or more Career and Technical Education(CTE) courses by 3% over last year's total of 190 Occupational Completion Points (OCPs), which sets the anticipated 2016-17 level of performance at 196 OCPs. [1]

🔑 G087848

G2.B1 Cost of tuition [2]

🔑 B233571

G2.B1.S1 Monitor enrollment and District Financial Aid Program (DFAP)/Fee waiver allocation reports and Pell Grant Fiscal Operation (FISAP) report. Application to participate for the following year. [4]

🔑 S246451

Strategy Rationale

Financial aid opportunities are essential for some students to complete the course and earn an OCP.

Action Step 1 [5]

Review Occupational Completion Point (OCP) checklists,
Gradebook Attendance Summary Report, and the COE Annual Report.

Person Responsible

Angelo Vazquez

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Data- in-your-Hands, OCP Summary Report, and COE Annual Report

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Review Occupational Completion Point (OCP) checklists

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Data- in-your-Hands, OCP Summary Report, and COE Annual Report

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Occupational Completion Point (OCP) DIYH trimester report

Person Responsible

Susana Mauri

Schedule

Quarterly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Increased OCP from same time previous year.

G2.B2 Test of Adult Basic Education (TABE) scores attainment for program completers `2`

🔑 B233572

G2.B2.S1 Utilize the Applied Academics for Adult Education (AAAE) Lab to provide remediation in basic skills. `4`

🔑 S246452

Strategy Rationale

The lab setting provides individualized instruction and self paced learning for students.

Action Step 1 `5`

Monitor student referrals to the AAAE Lab and review student progress through TABE test results.

Person Responsible

Angelo Vazquez

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

TABE post-test scores, Use of Differentiated Instruction during walk-throughs and in house attendance and student performance data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Monitor in Lab usage through in house reporting and data gathering.

Person Responsible

Angelo Vazquez

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Lab usage reports.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Monitor student referrals to the AAAE Lab and review student progress through TABE test results. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Person Responsible

Angelo Vazquez

Schedule

Quarterly, from 8/22/2016 to 8/4/2017

Evidence of Completion

TABE post-test scores and in house attendance and student performance data

G3. Literacy Completion Points (LCPs): Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCP total from 904 to 931. [1]

🔑 G087849

G3.B1 Teachers need additional support using data to increase mastery of standards. [2]

🔑 B233573

G3.B1.S1 Review and use student data to make decisions on instruction, interventions, and enrichment. [4]

🔑 S246453

Strategy Rationale

Reviewing data will help provide students with access to targeted and individualized instruction.

Action Step 1 [5]

Use common planning and department meetings to analyze students' CASAS Tops Pro/ITTS score reports to determine student progress on ESOL, CASAS and TABE benchmarks and drive instructional decisions.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

CASAS, TABE Tops Pro, and ITTS score reports, common planning logs, lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Fidelity of common planning and/or department meetings will be monitored by reviewing teacher lesson plans, sign-in sheets, and agendas.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

CASAS Tops Pro/ ITTS score reports, common planning logs, lesson plans, coaching logs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Analyze students' CASAS Tops Pro/ ITTS score reports to determine student progress on ESOL/ ABE benchmarks. Monitor student performance data, common planning logs, and lesson plans.. Monitor in house data on LCPs.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

CASAS Tops Pro/ ITTS score reports, common planning logs, lesson plans.

G3.B1.S2 Implement School-Wide Instructional Focus Calendar for all ESOL/ABE classes covering targeted lowest-scoring reading benchmarks within each anchor standard. `4`

🔍 S246454

Strategy Rationale

An instructional focus calendar will assist teachers as they collaborate during common planning to assure targeted instruction.

Action Step 1 `5`

Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides

Person Responsible

Tammy Edouard

Schedule

Weekly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Classroom visitations, observations, and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Conduct classroom walk throughs to ensure fidelity of strategy implementation and alignment to Pacing Guides and/or Instructional Focus Calendars.

Person Responsible

Susana Mauri

Schedule

Weekly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Classroom visitations feedback worksheet.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Monitor the effective use of Pacing Guides to develop lesson plans and cover all required material will be measured by end of trimester LCP teacher reports.

Person Responsible

Susana Mauri

Schedule

Semiannually, from 8/22/2016 to 8/4/2017

Evidence of Completion

DIYH LCP report by teacher

G3.B2 Upper-level ESOL students (intermediate and advanced) not making progress from one functional level to the next. 2

🔑 B233574

G3.B2.S1 Use CASAS Tops Pro score reports to design instructional plans to address students' academic needs. 4

🔑 S246455

Strategy Rationale

Casas Tops Pro reports will help teachers plan for individualized instruction during DI.

Action Step 1 5

During common planning and department meetings, analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Teachers will also discuss how to monitor student performance data and conduct Data Chats.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

CASAS Tops Pro score reports, Data-in-your-Hands, LCP Summary Report, and school-generated data.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Monitor student performance data and coaching logs

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Monitor student performance data and coaching logs.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.

G3.B2.S2 Incorporate use of interactive technology (Promethean Boards) in ESOL classes to facilitate classroom instruction and student learning `4`

🔧 S246456

Strategy Rationale

Interactive technology will help teachers differentiate instruction in order to provide students with access to multiple learning styles.

Action Step 1 `5`

Monitor Lesson Plans and use of Promethean Boards during walk-throughs

Person Responsible

Tammy Edouard

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Student Performance

Plan to Monitor Fidelity of Implementation of G3.B2.S2 [6]

Conduct walk throughs to ensure fidelity of strategy implementation.

Person Responsible

Phaion Hicks

Schedule

Weekly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Walk throughs and coaching logs

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 [7]

Conduct walk throughs to ensure fidelity of strategy implementation.

Person Responsible

Phaion Hicks

Schedule

Monthly, from 8/22/2016 to 8/4/2017

Evidence of Completion

Walk throughs and common planning monotoring

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 🔍 A319771	Monitor Orientation and distribution of student information packet with important information...	Edouard, Tammy	8/22/2016	Student sign in sheet of acceptance of information packets.	7/31/2017 weekly
G1.MA1 🔍 M333095	Monitor student attendance and attrition rates per trimester to compare longitudinal data.	Mauri, Susana	8/22/2016	Trimester to trimester attendance, enrollment and attrition rates report.	8/4/2017 monthly
G2.MA1 🔍 M333100	Review Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the...	Mauri, Susana	8/22/2016	Data- in-your-Hands, OCP Summary Report, In-house attendance and student performance data and COE Annual Report.	8/4/2017 annually
G3.MA1 🔍 M333109	Monitor longitudinal trimester LCP data report from Data in Your Hands.	Mauri, Susana	8/22/2016	Trimester DIYH LCP increase by trimester.	8/4/2017 every-2-months
G1.B1.S1.MA1 🔍 M333089	Monitor student feedback data to ensure that students are receiving pertinent information during...	Mauri, Susana	8/22/2016	Survey tallies	8/4/2017 monthly
G1.B1.S1.MA1 🔍 M333090	Monitor student sign in sheet binder during case managers meeting.	Mauri, Susana	8/23/2016	Student sign in sheets.	8/4/2017 monthly
G1.B2.S1.MA1 🔍 M333093	Run attrition reports for ABE and ESOL programs	Mauri, Susana	8/22/2016	Attrition reports	8/4/2017 monthly
G1.B2.S1.MA1 🔍 M333094	Monitor mentoring and student conferences and call logs on a weekly basis by discussing content of...	Edouard, Tammy	8/22/2016	Mentoring logs/Case Manager's Passports	8/4/2017 weekly
G1.B2.S1.A1 🔍 A319773	Mentoring program for students with high absenteeism.	Edouard, Tammy	8/22/2016	Case managers meeting logs and sign in sheets.	8/4/2017 weekly
G2.B1.S1.MA1 🔍 M333096	Occupational Completion Point (OCP) DIYH trimester report	Mauri, Susana	8/22/2016	Increased OCP from same time previous year.	8/4/2017 quarterly
G2.B1.S1.MA1 🔍 M333097	Review Occupational Completion Point (OCP) checklists	Mauri, Susana	8/22/2016	Data- in-your-Hands, OCP Summary Report, and COE Annual Report	8/4/2017 monthly
G2.B1.S1.A1 🔍 A319774	Review Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and...	Vazquez, Angelo	8/22/2016	Data- in-your-Hands, OCP Summary Report, and COE Annual Report	8/4/2017 monthly
G2.B2.S1.MA1 🔍 M333098	Monitor student referrals to the AAAE Lab and review student progress through TABE test results....	Vazquez, Angelo	8/22/2016	TABE post-test scores and in house attendance and student performance data	8/4/2017 quarterly
G2.B2.S1.MA1 🔍 M333099	Monitor in Lab usage through in house reporting and data gathering.	Vazquez, Angelo	8/22/2016	Lab usage reports.	8/4/2017 monthly
G2.B2.S1.A1 🔍 A319775	Monitor student referrals to the AAAE Lab and review student progress through TABE test...	Vazquez, Angelo	8/22/2016	TABE post-test scores, Use of Differentiated Instruction during walk-throughs and in house attendance and student performance data	8/4/2017 monthly
G3.B1.S1.MA1 🔍 M333101	Analyze students' CASAS Tops Pro/ ITTS score reports to determine student progress on ESOL/ ABE...	Mauri, Susana	8/22/2016	CASAS Tops Pro/ ITTS score reports, common planning logs, lesson plans.	8/4/2017 monthly
G3.B1.S1.MA1 🔍 M333102	Fidelity of common planning and/or department meetings will be monitored by reviewing teacher...	Mauri, Susana	8/22/2016	CASAS Tops Pro/ ITTS score reports, common planning logs, lesson plans, coaching logs.	8/4/2017 monthly
G3.B1.S1.A1 🔍 A319776	Use common planning and department meetings to analyze students' CASAS Tops Pro/ITTS score reports...	Mauri, Susana	8/22/2016	CASAS, TABE Tops Pro, and ITTS score reports, common planning logs, lesson plans.	8/4/2017 monthly
G3.B2.S1.MA1 🔍 M333105	Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS...	Mauri, Susana	8/22/2016	CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands,	8/4/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				LCP Summary Report, and school-generated data.	
G3.B2.S1.MA1 🔑 M333106	Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS...	Mauri, Susana	8/22/2016	CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.	8/4/2017 monthly
G3.B2.S1.A1 🔑 A319778	During common planning and department meetings, analyze students' CASAS Tops Pro score reports to...	Mauri, Susana	8/22/2016	CASAS Tops Pro score reports, Data-in-your-Hands, LCP Summary Report, and school-generated data.	8/4/2017 monthly
G1.B1.S2.MA1 🔑 M333091	Monitor student attendance through Gradebook and Attendance Rosters.	Mauri, Susana	8/22/2016	Daily attendance/enrollment reports and rosters	8/4/2017 weekly
G1.B1.S2.MA1 🔑 M333092	Withdrawal request slips and case managers contact logs.	Edouard, Tammy	8/22/2016	Case managers passport printout with review of open cases.	8/4/2017 weekly
G1.B1.S2.A1 🔑 A319772	Provide Case Managers with a copy of withdrawal forms in order for them to contact students and...	Edouard, Tammy	8/22/2016	Teacher withdrawal requests and case managers contact logs	8/4/2017 weekly
G3.B1.S2.MA1 🔑 M333103	Monitor the effective use of Pacing Guides to develop lesson plans and cover all required material...	Mauri, Susana	8/22/2016	DIYH LCP report by teacher	8/4/2017 semiannually
G3.B1.S2.MA1 🔑 M333104	Conduct classroom walk throughs to ensure fidelity of strategy implementation and alignment to...	Mauri, Susana	8/22/2016	Classroom visitations feedback worksheet.	8/4/2017 weekly
G3.B1.S2.A1 🔑 A319777	Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides	Edouard, Tammy	8/22/2016	Classroom visitations, observations, and lesson plans	8/4/2017 weekly
G3.B2.S2.MA1 🔑 M333107	Conduct walk throughs to ensure fidelity of strategy implementation.	Hicks, Phaion	8/22/2016	Walk throughs and common planning monotoring	8/4/2017 monthly
G3.B2.S2.MA1 🔑 M333108	Conduct walk throughs to ensure fidelity of strategy implementation.	Hicks, Phaion	8/22/2016	Walk throughs and coaching logs	8/4/2017 weekly
G3.B2.S2.A1 🔑 A319779	Monitor Lesson Plans and use of Promethean Boards during walk-throughs	Edouard, Tammy	8/22/2016	Student Performance	8/4/2017 monthly

V. Professional Development Opportunities

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

G2. OCPs: Increase the number of students who demonstrate growth by completing one or more Career and Technical Education(CTE) courses by 3% over last year's total of 190 Occupational Completion Points (OCPs), which sets the anticipated 2016-17 level of performance at 196 OCPs.

G2.B1 Cost of tuition

G2.B1.S1 Monitor enrollment and District Financial Aid Program (DFAP)/Fee waiver allocation reports and Pell Grant Fiscal Operation (FISAP) report. Application to participate for the following year.

PD Opportunity 1

Review Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report.

Facilitator

Administrator

Participants

Counselor, Financial Aid Officer and registrar

Schedule

Monthly, from 8/22/2016 to 8/4/2017

G3. Literacy Completion Points (LCPs): Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCP total from 904 to 931.

G3.B1 Teachers need additional support using data to increase mastery of standards.

G3.B1.S1 Review and use student data to make decisions on instruction, interventions, and enrichment.

PD Opportunity 1

Use common planning and department meetings to analyze students' CASAS Tops Pro/ITTS score reports to determine student progress on ESOL, CASAS and TABE benchmarks and drive instructional decisions.

Facilitator

Administrator, AGE Department Head, Testing Chairperson

Participants

Administrators, AGE Department Head, teachers.

Schedule

Monthly, from 8/22/2016 to 8/4/2017

G3.B1.S2 Implement School-Wide Instructional Focus Calendar for all ESOL/ABE classes covering targeted lowest-scoring reading benchmarks within each anchor standard.

PD Opportunity 1

Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides

Facilitator

Administrator AGE Department Head

Participants

Administrators, AGE Department Head,

Schedule

Weekly, from 8/22/2016 to 8/4/2017

G3.B2 Upper-level ESOL students (intermediate and advanced) not making progress from one functional level to the next.

G3.B2.S1 Use CASAS Tops Pro score reports to design instructional plans to address students' academic needs.

PD Opportunity 1

During common planning and department meetings, analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Teachers will also discuss how to monitor student performance data and conduct Data Chats.

Facilitator

AGE Department Head

Participants

AGE Department Head, counselors, teachers.

Schedule

Monthly, from 8/22/2016 to 8/4/2017

G3.B2.S2 Incorporate use of interactive technology (Promethean Boards) in ESOL classes to facilitate classroom instruction and student learning

PD Opportunity 1

Monitor Lesson Plans and use of Promethean Boards during walk-throughs

Facilitator

Administrator Product Representative

Participants

Administrators, AGE Department Head

Schedule

Monthly, from 8/22/2016 to 8/4/2017

VI. Technical Assistance Items

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

VII. Budget

#	ID	Description	Amount
1	G1.B1.S1.A1	Monitor Orientation and distribution of student information packet with important information regarding transportation.	$0.00
2	G1.B1.S2.A1	Provide Case Managers with a copy of withdrawal forms in order for them to contact students and follow-up on reason for withdrawal and possible retention of student.	$0.00
3	G1.B2.S1.A1	Mentoring program for students with high absenteeism.	$0.00
4	G2.B1.S1.A1	Review Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report.	$0.00
5	G2.B2.S1.A1	Monitor student referrals to the AAAE Lab and review student progress through TABE test results.	$0.00
6	G3.B1.S1.A1	Use common planning and department meetings to analyze students' CASAS Tops Pro/ITTS score reports to determine student progress on ESOL, CASAS and TABE benchmarks and drive instructional decisions.	$0.00
7	G3.B1.S2.A1	Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides	$0.00
8	G3.B2.S1.A1	During common planning and department meetings, analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Teachers will also discuss how to monitor student performance data and conduct Data Chats.	$0.00
9	G3.B2.S2.A1	Monitor Lesson Plans and use of Promethean Boards during walk-throughs	$0.00
		Total:	$0.00