Chuck Shaw Technical Education Center

2017-18 Schoolwide Improvement Plan

Chuck Shaw Technical Education Center

4260 WESTGATE AVE, West Palm Beach, FL 33409

https://aec.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 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 was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Chuck Shaw Technical Education Center

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.

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.

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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.

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 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. The AEC also has a full time career counselor in place to assist students in need of employment with items such as resumes writing, interviewing skills, as well as completing online applications. The administration also takes every opportunity to role play with students that are interested when it comes to preparing for potential interviews with an employer.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Even though this section does not apply to our school and programs, we do take a pro-active role in providing reading and math assistance for those students who have been identified as low performing (Grade Equivalency of 3.0 or less for reading and math).

Sections B1 and B2 below cannot be answered based on the options provided. There should be some option for ABE/GED students as it relates to sections B1 and B2.

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.

Our students are provided with tutoring on campus as well as web-based computer-aided software programs that they can utilize off campus as well. (IXL, Burlington English, Newsela, etc)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. 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.

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.

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.

C. Effective Leadership

1. School Leadership Team

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

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

b. Duties

1. 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.

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 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 individuals or students identified as such, as well as, students that are unemployed/have a financial need.
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 approximately 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rick Swearingen	Principal
Nancy McPherson	Teacher
Karen Parks	Teacher
Ceola Williams	Education Support Employee
Vivian Williams	Teacher
Becky Frederick	Teacher
Jason Athas	Business/Community
Alena Khadakova	Business/Community
Denise Errico	Teacher
Ines Sosa	Teacher
Melisa Barrios	Student
Datcha Joseph	Student
Ayesha Khawar	Student
Jonathan Theodate	Student
Tatiana Toledo	Student
Stuart Mears	Education Support Employee
Sandra Infante	Student
Elida Jimenez	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The AEC did meet or exceed the state goals for adult education programs in both ABE/GED and Adult ESOL for the 2016-2017 school year.

b. 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.

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

The AEC receives no Title I funds.

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

N/A

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

a. 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 2016.

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
Swearingen, Rick	Principal

b. Duties

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

The AEC is a dedicated literacy facility - All resources support adult ESOL & ABE/GED Literacy. The principal leads this team of teachers and administrators, in order to maximize efficient use of material and personnel resources.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

3. 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.

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.

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 Adult Student Assessment System (CASAS) for ESOL, and the Test of Adult Basic Education (TABE) for ABE/GED students.

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.

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.

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: 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

Providing access to technology at school allows the adult students who do not have their own technology devices to use the many learning programs offered through technology.

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 or Google Classroom assignments and tests are recorded by each teacher. LCP's (Literacy Completion Points) 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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 The AEC serves only adults.

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.

The Adult Education Center employs a full-time guidance counselor and provides information about supplement career courses. An example of a career course at our school is the current College and Career Readiness program available to our upper-level ABE/GED and ESOL students. All of these are intended with the purpose to guide students to college and career 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.

2. 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.

3. 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.

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.   If we provide effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success.

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. If we provide effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success. `1a`

🔑 G094974

Targets Supported `1b`

Indicator	Annual Target
Adult ESOL - Percentage of LCP per Enrolled	42.0

Targeted Barriers to Achieving the Goal `3`

- Student Retention

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Administrators, teachers and supportive instructional staff will be able to assist in reducing this barrier of student retention.

Plan to Monitor Progress Toward G1. `8`

TABE test results, CASAS test results, and GED examination completers.

Person Responsible

Rick Swearingen

Schedule

Semiannually, from 11/1/2017 to 6/30/2018

Evidence of Completion

Post test reports showing student learning gains and outcomes as well as the number of GED students that report to us that they have passed the GED exam or a portion of the GED exam.

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. If we provide effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success. 1

🔑 G094974

G1.B1 Student Retention 2

🔑 B255605

G1.B1.S1 More sessions to choose from, Saturday classes, blended models of instruction, virtual classes, phone calls, emails, or texts to encourage students to return, tuition waivers when needed, keeping students informed about public transportation, and satellite programs will be strategies used to remove barrier of Student Retention. 4

🔑 S270138

Strategy Rationale

These strategies will be used to increase the likelihood of fostering post-graduate success.

Action Step 1 5

Teachers will be provided professional development on using virtual tools such as Edmodo and Google Classroom to extend learning beyond their classrooms for the students they serve.

Person Responsible

Rick Swearingen

Schedule

On 6/30/2018

Evidence of Completion

Screen shots of teachers who implement the use of Edmodo or Google Classrooms

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

Key staff will work with instructional staff to ensure they are creating virtual classroom materials and introducing those materials to their students.

Person Responsible

Rick Swearingen

Schedule

Monthly, from 11/1/2017 to 6/30/2018

Evidence of Completion

Screen shots of the virtual resources and the activities posted for students to utilize.

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

Monitor student learning gains and compare/contrast this year's learning gains to last year's learning gains.

Person Responsible

Rick Swearingen

Schedule

Semiannually, from 11/1/2017 to 6/30/2018

Evidence of Completion

Student learning gain reports or LCP monitoring reports that show the percentage of learning gains for each program.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M386119	TABE test results, CASAS test results, and GED examination completers.	Swearingen, Rick	11/1/2017	Post test reports showing student learning gains and outcomes as well as the number of GED students that report to us that they have passed the GED exam or a portion of the GED exam.	6/30/2018 semiannually
G1.B1.S1.MA1 🔑 M386117	Monitor student learning gains and compare/contrast this year's learning gains to last year's...	Swearingen, Rick	11/1/2017	Student learning gain reports or LCP monitoring reports that show the percentage of learning gains for each program.	6/30/2018 semiannually
G1.B1.S1.MA1 🔑 M386118	Key staff will work with instructional staff to ensure they are creating virtual classroom...	Swearingen, Rick	11/1/2017	Screen shots of the virtual resources and the activities posted for students to utilize.	6/30/2018 monthly
G1.B1.S1.A1 🔑 A361456	Teachers will be provided professional development on using virtual tools such as Edmodo and Google...	Swearingen, Rick	11/1/2017	Screen shots of teachers who implement the use of Edmodo or Google Classrooms	6/30/2018 one-time

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success.

G1.B1 Student Retention

G1.B1.S1 More sessions to choose from, Saturday classes, blended models of instruction, virtual classes, phone calls, emails, or texts to encourage students to return, tuition waivers when needed, keeping students informed about public transportation, and satellite programs will be strategies used to remove barrier of Student Retention.

PD Opportunity 1

Teachers will be provided professional development on using virtual tools such as Edmodo and Google Classroom to extend learning beyond their classrooms for the students they serve.

Facilitator

Stuart Mears, Walter Mosca, Denise Errico

Participants

Instructional Staff

Schedule

On 6/30/2018