

Miami-Dade County Public Schools

# The English Center



2017-18 Schoolwide Improvement Plan

## The English Center

3501 SW 28TH ST, Miami, FL 33133

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Other School<br>Adult                            | No                     | 0%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| Career and Technical 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 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 The English Center

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | 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 mission of The English Center, M-DCPS is to develop students' vocational, social, technological, physical, and emotional potential in a wholesome, self-paced, supportive environment. This endeavor encourages them to become lifelong learners and contributing ethical citizens in a multicultural and changing world.

##### b. Provide the school's vision statement.

The English Center, M-DCPS is a full-service adult education center that will continuously strive to provide access to challenging literacy, vocational, and community education while building learning communities designed to maximize student success.

#### 2. School Environment

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

The English Center promotes and builds multicultural relationships between teachers and students through student-centered instruction, student-centered lesson plans, student-centered classroom activities, and student-centered individualized evaluations that focus on individualized reports rather than the traditional teacher-centered instruction.

These activities include the following:

- \* International Heritage Festival
- \* Blood Drives
- \* Job Fairs
- \* Media Center with free Internet access available seven days a week
- \* United Way campaigns
- \* Discounted bus passes
- \* Constitution and Citizenship Day celebration

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

- \* Miami-Dade County Schools police officers and 10 security monitors are present and visible throughout the campus whenever school is in session.
- \* Counselors, teachers, department chairpersons, assistant principals and principal are all trained to detect students' issues (domestic violence, homelessness, drug use, gang involvement, behavior changes, social detachment, among others) and to tap and activate the different community resources available on an ongoing basis from year to year.

##### 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 visitors report to the office
- \* P.A. system announcements are scheduled exclusively ten minutes before the end of each class session.

- \* All classrooms have two doors so that late-arriving students enter the rooms without interrupting the class in session.
- \* All faculty and staff meetings are scheduled after class sessions end.
- \* Students with serious behavior problems are escorted by the school's security monitors to the counselors and/or assistant principals to avoid teachers leaving classes unattended.
- \* The Student Handbook and the Student Code of Conduct are discussed with new students during orientation sessions before they attend classes for the first time.

**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.**

- \* Counselors are available on campus at all times when school is in session to assist students to transition from English language learning into vocational programs offered at Miami-Dade County Public Schools.
- \* Assistant principals are trained to deal with students' behavioral issues.
- \* Student case managers focus on ABE-GED and Success Pathways students, who tend to show more emotional and/or behavior needs due to their younger ages.
- \* CTE case managers and placement specialists are available to provide mentoring and other pupil oriented services.
- \* The Success Pathways curriculum, which is oriented to the younger students, focuses on building self-esteem, community involvement, and goal setting, is supervised by the principal and assistant principals.

**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.**

- \* Attendance below 90 percent, regardless of whether absence is excused.
- \* One or more suspensions, whether in school or out of school.
- \* Engaging in other behaviors which may lead to failure in the classroom.
- \* Adult students who register and withdraw within the same trimester.
- \* No compliance with class assignments, book reports, presentations, projects.
- \* Absence to scheduled evaluations, tests, exams.
- \* Excessive conversation/interruptions in class.
- \* Excessive restroom visits.
- \* Personal calls during classroom time.

**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     | 0  |
| One or more suspensions         | 0           | 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     | 0  |
| Level 1 on statewide assessment | 0           | 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     | 0  |

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

- \* Phone call to inquire about reason for absences
- \* Student/teacher conference
- \* Case manager referral
- \* Counselor referral
- \* Assistant principal referral
- \* Parent conference in the case of minor ABE-GED and Success Pathways students

**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**

- \* Job fairs open to the community at large.
- \* Ongoing media campaign through radio and TV segments to reach specific community segments.
- \* Internal recruitment through mass emails to present and former students to keep links active.
- \* Ongoing blood drives to help the Florida community at large.
- \* Financial aid assistance for career-technical students.
- \* Resume assistance available through Media Center staff.
- \* Citizenship Works Program open to the community.
- \* Thanksgiving Day Food basket drives for needy students.
- \* School supplies drive to help the children in our community.
- \* Personal toiletries drive on behalf of homeless shelter

**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.**

- \* Membership in the Coral Gables Chamber of Commerce.
- \* Regular contributions to media outlets (newspapers, magazines, radio, TV programs) in reference to educational issues.
- \* Affiliating agreements with other institutions focus on combining resources to support the school and student achievement. There are affiliating agreements with Riverside Nursing Home and Victoria Nursing Home in effect.

**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               |
|-------------------------|---------------------|
| Carballo, Yamila        | Principal           |
| Ruiz, Manuel            | Assistant Principal |
| De la Paz, Jorge        | Teacher, Adult      |
| Arriete, Lourdes        | Teacher, Adult      |
| Raventos, Gonzalo       | Assistant Principal |
| Rivera, Ana             | Registrar           |
| Oliu, Nuria             | Other               |
| Barrios, Maritza        | Teacher, Adult      |
| Jakubowicz, Elena       | Teacher, Adult      |
| Morejon, Elena          | Teacher, Adult      |
| Garcia, Julio           | Teacher, Adult      |
| Philogene, Marie        | Teacher, Adult      |
| Souza, Irene            | Registrar           |
| Ramirez-Luis, Marlene   | Teacher, Adult      |
| Winfrey, Frances        | Teacher, Adult      |
| Varona, Ana             | Assistant Principal |
| West, Tim               | Teacher, Adult      |
| Arias, Marcela          | Other               |
| Rosh, Patricia          | Teacher, Adult      |
| Perez-Martinez, Eusebio | Teacher, Adult      |

### b. Duties

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

Yamila Carballo – Principal

Complete supervision of all school programs and operations.

Franz Jean-Louis – Assistant Principal

ASNAP grant, ESOL, Citizenship, and SAVES (financial assistance) programs.

Ana M. Varona - Assistant Principal

Career and Technical Programs, and COE accreditation.

Gonzalo Raventós - Assistant Principal

ABE/GED, TLC (online), and Orientation Programs.

Jorge de la Paz

Administrator in Training and Student Council

Elena Jakubowicz

ABE/GED Department Chairperson

Maritza Barrios

Testing Department Chairperson

Lourdes Arriete

ABE/GED, Success Pathways Instructor, Media Liaison, and Sunday Program Coordinator

Julio García  
Saturday Program Coordinator  
Nuria Oliú  
Office Manager  
Ana Rivera  
Registrar  
Elena Morejón  
Financial Aid Advisor  
Marie Philogene  
SAVES Coordinator  
Irene Souza  
CTE Registrar, and COE Coordinator  
Marlene Ramirez-Luis  
Activities Director  
Frances Winfrey  
COE Coordinator  
Marcela Arias  
Placement Specialist  
Eusebio Perez-Martinez  
ESOL Department Chairperson  
Tim West  
TLC Department Chairperson  
Patricia Rosh  
Counselor

**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.**

Focus application, which has replaced Data In Your Hands, the archived VACS mainframe information, and the school's own databases are the main sources of data used to analyze problems and parameter trends. This data is analyzed at different tier levels: department chairpersons, assistant principals, principal, and then EESAC members. The fundamental parameters under analysis are: retention, completion, placement, licensure, and attrition rates by instructor and program.

This process of ongoing analysis determines resource allocation for the different programs, teacher support systems and professional development activities.

The school's budget is comprised of several categories, which include grants, Career/Technical Education, Adult Basic Education/GED, ESOL, and Community Education programs. Funds are allocated based on student needs and enrollment.

Contact "clock" hours in classes determine the overall allotment of personnel to match the needs of the students. The school has also re-allocated funds and personnel to account for a decrease in grant funding. All deletions and additions have taken into account student needs and specific enrollment trends.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name                 | Stakeholder Group          |
|----------------------|----------------------------|
| Yamila Carballo      | Principal                  |
| Jorge de la Paz      | Teacher                    |
| Lourdes Arriete      | Teacher                    |
| Eduardo Tejedor      | Teacher                    |
| Clarissa Borge       | Education Support Employee |
| Auldith Vilson       | Business/Community         |
| Patricia Rosh        | Teacher                    |
| Isidro Admirall      | Business/Community         |
| James Goldstone      | Business/Community         |
| Chester Smoke        | Student                    |
| Tim West             | Teacher                    |
| Jonathan Gonzalez    | Teacher                    |
| Stephanie Eichner    | Business/Community         |
| Joel Orbis           | Business/Community         |
| Silvia Argain        | Business/Community         |
| Pedro Daniel Ordonez | Student                    |
| Jam Otero            | Student                    |
| Facundo Salso        | 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

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

#### a. Evaluation of last year's school improvement plan

Analyzed, discussed, and approved 2017-2018 School Improvement Plan.

#### b. Development of this school improvement plan

Brainstormed, suggested, modified and approved objectives and strategies.  
Analyzed data results and trends of parameters dealing with objectives and strategies.

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

SAC was informed about changes and restrictions of the school's annual budget and plan by the principal.

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

The school's budget is comprised of several categories, which include grants, Career/Technical, Adult Basic Education/GED, ESOL, and Community Education programs. Funds are allocated based on student needs and enrollment numbers. Contact "clock" hours in classes determine the overall allotment of personnel to match the needs of the students. The school has also re-allocated funds and personnel to account for a decrease in grant funding. All deletions and additions have taken into account student needs and specific enrollment trends.

**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.

**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 |
|------|-------|
|------|-------|

**b. Duties**

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

N/A

**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.**

- \* Implement the Florida Department of Education Curriculum Frameworks
- \* Ongoing professional development sessions are scheduled throughout the school year to focus on the latest academic and instructional trends are based on the following: Florida Department of Education Curriculum Frameworks, new software availability, and best practices.

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

The English Center's accreditation status with the Council on Occupational Education and its historical prestige within the community in terms of completion, job placement, and retention rates is one of the strongest factors to attract highly qualified, certified-in-field, effective teachers to the school. The present process provides for the ongoing supervision of the instructors through administrators' visits to classrooms and review of lesson plans; it guarantees compliance with benchmarks and curriculum standards. The principal and assistant principals are responsible for this task.

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

N/A

**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.

- \* Textbooks to be used are selected based on their alignment to Florida's Department of Education Curriculum Frameworks.
- \* Ongoing review of teachers' lesson plans is used by assistant principals to guarantee their alignment to Florida Department of Education Curriculum Frameworks.
- \* Ongoing classroom visitations by administrators guarantee that classroom instruction is aligned to Florida Department of Education Curriculum Frameworks. Adherence to standards is evident through the Focus software system.

## 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.**

Focus application allows the instructors to identify those areas where the students have not met the standards as outlined in the Florida Department of Education Curriculum Frameworks. The instructors provide the students with supplemental material to overcome their specific challenges.

**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:**

N/A

### **Strategy Rationale**

N/A

### **Strategy Purpose(s)**

- Instruction in core academic subjects

### **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**

N/A

## 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.**

- \* Counselor meets with the students to identify interests and/or career path.
- \* Information sessions about available programs scheduled throughout the school year.
- \* Career Fairs.
- \* Guest speakers from different career and workforce backgrounds.

### 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.**

- \* Partnerships with colleges and universities to promote careers and other professional opportunities available.
- \* Visits to different colleges and universities every semester.
- \* Guest speakers from colleges and universities recruitment departments.
- \* Trained staff at the school's career resource center assist the students in creating their professional resume.

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

- \* Air Conditioning, Refrigeration & Heating Technology 1
  - Air Conditioning, Refrigeration & Heating Helper Certificate
  - Air Conditioning, Refrigeration & Heating Mechanic Assistant
  - Air Conditioning, Refrigeration & Heating Mechanic 1Industry Certification Title
  - HVAC Excellence Employment Ready - Air Conditioning
- \* Child Care Center Operations
  - Child Care Center DirectorIndustry Certification Title
  - Director Credential
- \* Cosmetology
  - Grooming & Salon Services Core: Facials & Nails
  - Cosmetologist & Hairdresser 1
  - Cosmetologist & Hairdresser 2
  - Cosmetologist & Hairdresser 3Industry Certification Title
  - Cosmetologist - Florida Department of Business and Professional Regulation, Division of Professions
- \* Digital Media / Multimedia Design
  - Theory & Foundations of Design
  - Multimedia Digital/Print Designer
  - Multimedia Web Interactive Designer
  - Multimedia Integrated Producer DesignerIndustry Certification Title
  - Adobe Certified Expert (Photoshop) - Adobe Systems
  - Adobe Certified Expert (InDesign) - Adobe Systems
  - Adobe Certified Expert (Dreamweaver) - Adobe Systems
  - Adobe Certified Expert (Illustrator) - Adobe Systems
  - Adobe Certified Expert (After Effects) - Adobe Systems
- \* Early Childhood Education
  - Childcare Worker 1 Certificate
  - Childcare Worker 2 Certificate
  - Teacher Aide - Preschool Certificate
  - Preschool Teacher CertificateIndustry Certification Title
  - Florida Child Care Professional Credential - Florida Department of Children and Families, Child Care Services
  - Early Childhood Professional Certificate (ECPC) Florida Department of Education
  - Staff Credential - Florida Department of Children and Families, Child Care Services
- \* Facials Specialty
  - Facials/Skin Care Specialist CertificateIndustry Certification Title

- Facial Specialist
- \* Nails Specialty
- Manicurists & Pedicurists Certificate
- Industry Certification Title
- Nail Specialist
- \* Network Systems Administration
- Information Technology Assistant Certificate
- Computer Support Assistant Certificate
- Network Support Assistant Certificate
- Systems Administrator Certificate
- Systems Engineer Certificate
- Wireless Network Administrator Certificate
- Data Communications Analyst Certificate
- Industry Certification Title
- Comp TIA A+
- Comp TIA Network +
- Microsoft Certified Solutions Associate (MCSA) - Windows Server

**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 English Center pursued and obtained accreditation with the Council on Occupational Education
- 2002 Candidacy approval
- 2004 Accreditation approval
- 2009 Reaffirmation approval
- 2015 Reaffirmation approval
- 2016 Reaffirmation approval
- 2017 Reaffirmation approval
- \* The English Center is approved as a Microsoft-certified IT Academy
- \* The English Center is a Prometric and VUE Testing Center

**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

## 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" 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.** By December 2017, the completion rate for CTE students will meet or exceed the required 60% as evidenced by The English Center's 2017 report to the Council on Occupational Education (COE) Annual Report.
  
- G2.** By December 2017, the number of job placements attained by CTE students at The English Center will meet or exceed the 70% placement rate as evidenced by the 2017-2018 Annual Report submitted to the Council on Occupational Education (COE).
  
- G3.** By December 2017, the number of industry certification(s)/licensure(s) earned by CTE students enrolled at The English Center will meet or exceed the required 70% rate as reported to the Council on Occupational Education (COE) Annual Report in 2017.

## 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.** By December 2017, the completion rate for CTE students will meet or exceed the required 60% as evidenced by The English Center's 2017 report to the Council on Occupational Education (COE) Annual Report. 1a

G097052

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|           | 0.6           |

**Targeted Barriers to Achieving the Goal** 3

- Limited soft skills (problem solving, adaptability, communication, and teamwork)

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

- Adherence to Curriculum Frameworks
- On-going counselor intervention
- CTE monthly meetings
- 

**Plan to Monitor Progress Toward G1.** 8

Achievement of a minimum 60 percent of completion for Career Technical courses

**Person Responsible**

Yamila Carballo

**Schedule**

Monthly, from 8/21/2017 to 12/15/2017

**Evidence of Completion**

Regular monitoring of completion rates as reported on the Annual Report of the Council on Occupational Education (COE).

**G2.** By December 2017, the number of job placements attained by CTE students at The English Center will meet or exceed the 70% placement rate as evidenced by the 2017-2018 Annual Report submitted to the Council on Occupational Education (COE). 1a

G097053

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|           | 0.7           |

**Targeted Barriers to Achieving the Goal** 3

- Low English language acquisition skills
- Limited prior knowledge and lack of academic/technical experience

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

- Career Resource Center at the Media Center
- Assistance in creating professional resume
- Online technology resources
- 
- 
- 
- 

**Plan to Monitor Progress Toward G2.** 8

Job placement for Career Technical courses

**Person Responsible**

Ana Varona

**Schedule**

Monthly, from 8/21/2017 to 12/15/2017

**Evidence of Completion**

Annual report to the Council on Occupational Education (COE)

**G3.** By December 2017, the number of industry certification(s)/licensure(s) earned by CTE students enrolled at The English Center will meet or exceed the required 70% rate as reported to the Council on Occupational Education (COE) Annual Report in 2017. 1a

G097054

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|           | 0.7           |

**Targeted Barriers to Achieving the Goal** 3

- Lack of good study skills

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

- Case managers
- Community Access program
- Job fairs
- Online job banks
- Industry referrals
- Counselors
- Registration staff
- Career Resource Center

**Plan to Monitor Progress Toward G3.** 8

Minimum of 70 percent of licensure and/or industry certification

**Person Responsible**

Ana Varona

**Schedule**

Monthly, from 8/21/2017 to 12/15/2017

**Evidence of Completion**

Supporting documentation on licensure and/or industry certification

## 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.** By December 2017, the completion rate for CTE students will meet or exceed the required 60% as evidenced by The English Center's 2017 report to the Council on Occupational Education (COE) Annual Report. **1**

 G097052

**G1.B1** Limited soft skills (problem solving, adaptability, communication, and teamwork) **2**

 B261093

**G1.B1.S1** Recruitment of new students into CTE program and the school-at-large **4**

 S276446

### Strategy Rationale

Ongoing counselor intervention to assist students in identifying career goals.

### Action Step 1 **5**

The school counselor will meet with the CTE students at the beginning and at the end of the trimester.

#### Person Responsible

Patricia Rosh

#### Schedule

Quarterly, from 8/21/2017 to 8/1/2018

#### Evidence of Completion

Counselor's log

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

The prospective students will meet with the school counselor to determine professional interests and career goals.

**Person Responsible**

Patricia Rosh

**Schedule**

On 8/1/2018

***Evidence of Completion***

Counselor's log

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** By December 2017, the number of job placements attained by CTE students at The English Center will meet or exceed the 70% placement rate as evidenced by the 2017-2018 Annual Report submitted to the Council on Occupational Education (COE). 1

G097053

**G2.B1** Low English language acquisition skills 2

B261094

**G2.B1.S1** Implement the Florida Department of Education Curriculum Frameworks 4

S276448

### Strategy Rationale

#### Action Step 1 5

The job placement specialist will assist students in meeting with prospective employers.

##### **Person Responsible**

Marcela Arias

##### **Schedule**

Quarterly, from 8/21/2017 to 8/1/2018

##### **Evidence of Completion**

Appointment logs will evidence the completion of this service.

#### Action Step 2 5

A designated staff member will assist students in creating their professional resumes.

##### **Person Responsible**

Frances Winfrey

##### **Schedule**

Monthly, from 8/21/2017 to 8/1/2018

##### **Evidence of Completion**

Appointment logs in the Media Center will serve as evidence that this service is provided.

**Action Step 3** 5

Job fairs will be conducted twice a year to provide the students the opportunity to meet with prospective employers.

**Person Responsible**

Marcela Arias

**Schedule**

Semiannually, from 8/21/2017 to 8/1/2018

***Evidence of Completion***

Participants' log will serve as evidence.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***



**G3.** By December 2017, the number of industry certification(s)/licensure(s) earned by CTE students enrolled at The English Center will meet or exceed the required 70% rate as reported to the Council on Occupational Education (COE) Annual Report in 2017. 1

G097054

**G3.B2** Lack of good study skills 2

B261097

**G3.B2.S1** Employability skills workshops 4

S276450

### Strategy Rationale

Hands-on activities presented in these workshops make students more marketable and reinforce their self-worth at the prospective workplace.

### Action Step 1 5

In-house training on how to prepare for job interviews

#### Person Responsible

Ana Varona

#### Schedule

On 8/1/2018

#### Evidence of Completion

Attendance roster

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

Achievement of minimum of 60 percent completion for Career Technical courses

#### Person Responsible

Yamila Carballo

#### Schedule

On 8/1/2018

#### Evidence of Completion

Annual report to the Council on Occupational Education (COE)

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

Employability skills workshops worksheets

**Person Responsible**

Yamila Carballo

**Schedule**

Quarterly, from 8/21/2017 to 8/1/2018

**Evidence of Completion**

Completion of skills workshop worksheets

**G3.B2.S2** Employment referrals 4

 S276451

**Strategy Rationale**

Job referrals motivate students to continue their programs of study because they see job prospects in the near future.

**Action Step 1** 5

Students will be referred to potential employers

**Person Responsible**

Ana Varona

**Schedule**

On 8/1/2018

**Evidence of Completion**

Referral logs

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Administrators will review procedures and records

**Person Responsible**

Yamila Carballo

**Schedule**

On 8/1/2018

***Evidence of Completion***

Systematic review of records and procedure manuals

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Review program completion data results

**Person Responsible**

Yamila Carballo

**Schedule**

On 8/1/2018

***Evidence of Completion***

Completion rate

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date    |
|-------------------------|---|------------------|-------------------------------|---|-----------------------|
| <b>2018</b>             |   |                  |                               |   |                       |
| G1.B1.S1.MA1<br>M400568 | [no content entered]  |                  | No Start Date                 |   | No End Date one-time  |
| G2.B1.S1.MA1<br>M400571 | [no content entered]  |                  | No Start Date                 |   | No End Date one-time  |
| G2.B1.S1.MA1<br>M400572 | [no content entered]  |                  | No Start Date                 |   | No End Date one-time  |
| G1.MA1<br>M400570       | Achievement of a minimum 60 percent of completion for Career Technical courses                      | Carballo, Yamila | 8/21/2017                     | Regular monitoring of completion rates as reported on the Annual Report of the Council on Occupational Education (COE). | 12/15/2017 monthly    |
| G2.MA1<br>M400573       | Job placement for Career Technical courses  | Varona, Ana      | 8/21/2017                     | Annual report to the Council on Occupational Education (COE)  | 12/15/2017 monthly    |
| G3.MA1<br>M400578       | Minimum of 70 percent of licensure and/or industry certification                                    | Varona, Ana      | 8/21/2017                     | Supporting documentation on licensure and/or industry certification   | 12/15/2017 monthly    |
| G1.B1.S1.MA1<br>M400569 | The prospective students will meet with the school counselor to determine professional interests... | Rosh, Patricia   | 8/21/2017                     | Counselor's log   | 8/1/2018 one-time     |
| G1.B1.S1.A1<br>A372442  | The school counselor will meet with the CTE students at the beginning and at the end of the...      | Rosh, Patricia   | 8/21/2017                     | Counselor's log   | 8/1/2018 quarterly    |
| G2.B1.S1.A1<br>A372443  | The job placement specialist will assist students in meeting with prospective employers.            | Arias, Marcela   | 8/21/2017                     | Appointment logs will evidence the completion of this service.  | 8/1/2018 quarterly    |
| G2.B1.S1.A2<br>A372444  | A designated staff member will assist students in creating their professional resumes.              | Winfrey, Frances | 8/21/2017                     | Appointment logs in the Media Center will serve as evidence that this service is provided.                              | 8/1/2018 monthly      |
| G2.B1.S1.A3<br>A372445  | Job fairs will be conducted twice a year to provide the students the opportunity to meet with...    | Arias, Marcela   | 8/21/2017                     | Participants' log will serve as evidence.   | 8/1/2018 semiannually |
| G3.B2.S1.MA1<br>M400574 | Employability skills workshops worksheets   | Carballo, Yamila | 8/21/2017                     | Completion of skills workshop worksheets  | 8/1/2018 quarterly    |
| G3.B2.S1.MA1<br>M400575 | Achievement of minimum of 60 percent completion for Career Technical courses                        | Carballo, Yamila | 8/21/2017                     | Annual report to the Council on Occupational Education (COE)  | 8/1/2018 one-time     |
| G3.B2.S1.A1<br>A372446  | In-house training on how to prepare for job interviews  | Varona, Ana      | 8/21/2017                     | Attendance roster   | 8/1/2018 one-time     |
| G3.B2.S2.MA1<br>M400576 | Review program completion data results  | Carballo, Yamila | 8/21/2017                     | Completion rate   | 8/1/2018 one-time     |
| G3.B2.S2.MA1<br>M400577 | Administrators will review procedures and records   | Carballo, Yamila | 8/21/2017                     | Systematic review of records and procedure manuals  | 8/1/2018 one-time     |
| G3.B2.S2.A1<br>A372447  | Students will be referred to potential employers  | Varona, Ana      | 8/21/2017                     | Referral logs   | 8/1/2018 one-time     |

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

**G3.** By December 2017, the number of industry certification(s)/licensure(s) earned by CTE students enrolled at The English Center will meet or exceed the required 70% rate as reported to the Council on Occupational Education (COE) Annual Report in 2017.

### G3.B2 Lack of good study skills

#### G3.B2.S2 Employment referrals

#### TA Opportunity 1

Students will be referred to potential employers

#### Facilitator

#### Participants

Students enrolled in CTE courses

#### Schedule

On 8/1/2018

## VII. Budget

|               |             |  |               |
|---------------|-------------|--|---------------|
| 1             | G1.B1.S1.A1 | The school counselor will meet with the CTE students at the beginning and at the end of the trimester.               | \$0.00        |
| 2             | G2.B1.S1.A1 | The job placement specialist will assist students in meeting with prospective employers.                             | \$0.00        |
| 3             | G2.B1.S1.A2 | A designated staff member will assist students in creating their professional resumes.                               | \$0.00        |
| 4             | G2.B1.S1.A3 | Job fairs will be conducted twice a year to provide the students the opportunity to meet with prospective employers. | \$0.00        |
| 5             | G3.B2.S1.A1 | In-house training on how to prepare for job interviews   | \$0.00        |
| 6             | G3.B2.S2.A1 | Students will be referred to potential employers   | \$0.00        |
| <b>Total:</b> |             |  | <b>\$0.00</b> |