

The School District of Palm Beach County

# Chuck Shaw Technical Education Center



2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>8</b>
<b>Title I Requirements</b>	<b>9</b>
<b>Budget to Support Goals</b>	<b>11</b>

## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-Adult	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Adult General Education	No	%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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

Name	Title
Swearingen, Rick	Principal
McPherson, Nancy	Teacher, Adult
Sosa, Ines	Teacher, Adult
Mears, Stuart	Assistant Principal
Louis, Anderson	Other

**Duties**

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

Routinely review post-testing in order to monitor student achievement and modify master schedule as needed.  
 Teachers share ideas and strategies, materials and resources, coordinating and reviewing purchases, as needed. The principal leads this group and members are encouraged to openly communicate formally and informally.

### Early Warning Systems

**Year 2017-18**

**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	
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	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Monday 7/30/2018

**Year 2016-17 - As Reported**

**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

**Year 2016-17 - Updated**

**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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

ESOL Literacy LCP per Enrollment - 61%

ABE LCP per enrollment - 56%

This is not necessarily a trend as it is typical performance of the lowest level programs at our school.

**Which data component showed the greatest decline from prior year?**

ESOL Literacy has the largest decline out of all of our programs. We had a decline of 20%.

**Which data component had the biggest gap when compared to the state average?**

Though our performance decreased from year to year for the ESOL Literacy and ABE LCP per enrollment, we still out-performed the state by 14% for ABE and 21% for ESOL Literacy.

**Which data component showed the most improvement? Is this a trend?**

Our GED completers went from 71% to 85%, a 14% gain.

**Describe the actions or changes that led to the improvement in this area.**

Close monitoring of students' progress and GED Ready scores throughout the GED program.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	56%	52%
ELA Learning Gains	0%	53%	53%	0%	51%	46%
ELA Lowest 25th Percentile	0%	46%	44%	0%	42%	38%
Math Achievement	0%	54%	51%	0%	45%	43%
Math Learning Gains	0%	47%	48%	0%	40%	39%
Math Lowest 25th Percentile	0%	43%	45%	0%	37%	38%
Science Achievement	0%	72%	67%	0%	70%	65%
Social Studies Achievement	0%	73%	71%	0%	70%	69%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	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)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018					
	2017					
Cohort Comparison						
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**



Activity #1	
<b>Title</b>	ESOL Literacy
<b>Rationale</b>	Due to the decline in our Literacy LCP completers from 81% to 61% we feel this is an area of concern for our Literacy students.
<b>Intended Outcome</b>	Improved LCP outcomes by 10% minimum
<b>Point Person</b>	Anderson Louis (anderson.louis@palmbeachschools.org)

Action Step	
<b>Description</b>	Assign an in class tutor or support person to assist the teacher of record in small group, individual instruction, and daily learning activities. Monitor the class performance closely on a regular basis.
<b>Person Responsible</b>	Anderson Louis (anderson.louis@palmbeachschools.org)

Plan to Monitor Effectiveness	
<b>Description</b>	Periodically monitor for student performance and verify that the student progress report is being monitored and updated on a regular basis.
<b>Person Responsible</b>	Anderson Louis (anderson.louis@palmbeachschools.org)

Activity #2	
<b>Title</b>	ABE Reading and Math
<b>Rationale</b>	These two components of our ABE program are the lowest performing overall. Our ABE math LCP per enrolled was only 20% and our ABE Reading LCP per enrolled was only 19%.
<b>Intended Outcome</b>	To increase our reading and math LCP per enrolled by a minimum of 5%.
<b>Point Person</b>	Anderson Louis (anderson.louis@palmbeachschools.org)

Action Step	
<b>Description</b>	Students and teachers will be provided with additional technology tools (TABE Academy and GED Academy) and new curriculum through the iTeach platform to enhance the learning experience for our students. Ultimately the goal is to improve on our total student performance. These tools extend learning beyond the classroom and school campus.
<b>Person Responsible</b>	Anderson Louis (anderson.louis@palmbeachschools.org)

Plan to Monitor Effectiveness	
<b>Description</b>	Periodically monitor student performance and conduct post test to determine the potential student growth for our ABE students.
<b>Person Responsible</b>	Anderson Louis (anderson.louis@palmbeachschools.org)

**Part IV: Title I Requirements**

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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.

#### **PFEP Link**

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

#### **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.

#### **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.

#### **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 48 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.

**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.

As of this year the Adult Education Center has added a CTE course titled, Home Heath Aide, to expand our students career opportunities. The class is at full capacity on day 1.

Part V: Budget	
Total:	\$0.00