The English Center

2018-19 Schoolwide Improvement Plan

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The English Center

3501 SW 28TH ST, Miami, FL 33133

http://www.tecmiami.com/

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)
Other School Adult	No	%

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

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade 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 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.

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.

School Leadership Team

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

Name	Title
Carballo, Yamila	Principal
Arriete, Lourdes	Teacher, Adult
Raventos, Gonzalo	Assistant Principal
Rivera, Ana	Registrar
Oliu, Nuria	Other
Jakubowicz, Elena	Teacher, Adult
Morejon, Elena	Teacher, Adult
Garcia, Julio	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
Ruiz, Manuel	Assistant Principal

Duties

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

Manuel Ruiz- Assistant Principal
ASNAP grant, ESOL, Citizenship, and SAVES (financial assistance) programs
Ana M. Varona- Assistant Principal- Career and Technical Programs, and COE accreditation
Gonzalo Raventos- Assistant Principal- ABE/GED, TLC (online), and Orientation Programs
Elena Jakubowicz- ABE/GED Department Chairperson
Patricia Rosh- Counselor and Testing Department Chairperson
Lourdes Arriete- Instructor ABE/GED, Success Pathways program, and Sunday Program Coordinator
Julio Garcia- Saturday Program Coordinator
Nuria Oliu- Office Manager
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

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	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	
- Attendance below 90 percent, regardless of whether absence is excused.	0	0	0	0	0	0	0	0	0	0	0	0	0	
- One of more suspensions, in/out of school.	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Engaging in behaviors leading to failure.	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Adult students who register and withdraw within the same trimester.	0	0	0	0	0	0	0	0	0	0	0	0	0	
-No compliance with class assignments.	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Absence on test dates	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Excessive talking/interruptions in class	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Excessive restroom visits	0	0	0	0	0	0	0	0	0	0	0	0	0	
-Phone calls during class session	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	

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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 9/6/2018

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	
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	

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	
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	

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?

According to COE report, the lowest performing program was Cosmetology, with a total completion rate of 68%.
It was determined that this data exhibited a trend over the past four years.

Which data component showed the greatest decline from prior year?

Network Systems Administration showed the greatest decline, from a 90% completion rate, to a 78% total completion rate.

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

N/A

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

The greatest improvement was shown by the Digital Media/Multimedia Design program, with a total completion rate of 74%. No trend was demonstrated.

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

Systematic support to students in order to pass the Tests of Adult Basic Education (TABE) assessment.

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%	0%	0%	0%	0%	0%
ELA Learning Gains	0%	0%	0%	0%	0%	0%
ELA Lowest 25th Percentile	0%	0%	0%	0%	0%	0%
Math Achievement	0%	0%	0%	0%	0%	0%
Math Learning Gains	0%	0%	0%	0%	0%	0%
Math Lowest 25th Percentile	0%	0%	0%	0%	0%	0%
Science Achievement	0%	0%	0%	0%	0%	0%
Social Studies Achievement	0%	0%	0%	0%	0%	0%

EWS Indicators as Input Earlier in the Survey		
Indicator	**Grade Level (prior year reported)**	**Total**
Attendance below 90 percent	0 (0)	
One or more suspensions	0 (0)	
Course failure in ELA or Math	0 (0)	
Level 1 on statewide assessment	0 (0)	

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)	Total
- Attendance below 90 percent, regardless of whether absence is excused.	0 (0)	
- One of more suspensions, in/out of school.	0 (0)	
-Engaging in behaviors leading to failure.	0 (0)	
-Adult students who register and withdraw within the same trimester.	0 (0)	
-No compliance with class assignments.	0 (0)	
-Absence on test dates	0 (0)	
-Excessive talking/interruptions in class	0 (0)	
-Excessive restroom visits	0 (0)	
-Phone calls during class session	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

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	
Title	Goal 1- Completion rate for CTE students at 60% or higher
Rationale	The Council on Occupational Education (COE) requires each accredited institution to achieve a minimum completion rate of 60%. This is one of several requirements for accreditation.
Intended Outcome	By December 2018, the completion rate for Career Technical Education (CTE) students will meet or exceed the required 60% as evidenced by The English Center's 2018 report to the Council on Occupational Education (COE) Annual Report.
Point Person	Ana Varona (avarona@dadeschools.net)

Action Step	
Description	1. Adherence to Curriculum Frameworks 2. On-going counselor intervention 3. CTE monthly meetings
Person Responsible	Yamila Carballo (pr7841@dadeschools.net)

Plan to Monitor Effectiveness	
Description	Schedule- Monthly from 8-20-2018 to 12-20-2018 Evidence of completion: Regular monitoring of completion rates as reported on the Annual Report to the Council on Occupational Education (COE)
Person Responsible	Ana Varona (avarona@dadeschools.net)

Activity #2	
Title	Goal 2- Job Placement of CTE students will meet or exceed 70%
Rationale	The Council on Occupational Education (COE) requires each accredited institution to achieve a minimum job placement rate of 70%. This is one of several requirements for accreditation.
Intended Outcome	By December 2018, the number of job placement of CTE students at The English Center will meet or exceed 70%.
Point Person	Ana Varona (avarona@dadeschools.net)

Action Step	
Description	1. The school will provide assistance to students in creating a professional resume. 2. The school will provide online technology resources to all students at the Media Center.
Person Responsible	Yamila Carballo (pr7841@dadeschools.net)

Plan to Monitor Effectiveness	
Description	Schedule- Monthly from 8-20-2018 to 12-20-2018 Evidence of completion: Annual report to the Council on Occupational Education (COE).
Person Responsible	Yamila Carballo (pr7841@dadeschools.net)

Activity #3	
Title	Goal 3- Industry certification(s) / licensure(s) will meet or exceed 70%
Rationale	The Council on Occupational Education (COE) requires each accredited institution to achieve a minimum licensure passing rate of 70%. This is one of several requirements for accreditation.
Intended Outcome	By December 2018, the number of industry certification(s)/licensure(s) earned by CTE students will meet or exceed the required 70% rate.
Point Person	Ana Varona (avarona@dadeschools.net)

Action Step	
Description	1. The following resources will be made available to CTE students in order to obtain industry certification/licensure: Counselors Case Managers Job Fairs Online job banks Industry referrals Registration staff Career Resource Center 2. Instructors will be available to provide one-on-one guidance to students seeking industry certification/licensure.
Person Responsible	Yamila Carballo (pr7841@dadeschools.net)

Plan to Monitor Effectiveness	
Description	Schedule- Monthly, from 8-20-2018 to 12-20-2018 Evidence of completion- Supporting documentation on licensure and/or industry certification
Person Responsible	Yamila Carballo (pr7841@dadeschools.net)

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.

* 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

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.

* 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.

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.

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, 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.

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.

Part V: Budget

Total:	$0.00