

Miami-Dade County Public Schools

# The English Center



2019-20 Schoolwide Improvement Plan

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## The English Center

3501 SW 28TH ST, Miami, FL 33133

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

### Demographics

**Principal: Yamilla Caraballo**

Start Date for this Principal: 8/30/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Other School Adult
<b>Primary Service Type</b> (per MSID File)	Career and Technical Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

- 1. have a school grade of D or F
- 2. have a graduation rate of 67% or lower
- 3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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

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### SIP Authority

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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	Job Duties and Responsibilities
Carballo, Yamila	Principal	
Arriete, Lourdes	Teacher, Adult	
Raventos, Gonzalo	Assistant Principal	
Rivera, Ana	Registrar	
Oliu, Nuria	Other	
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	
Ruiz, Manuel	Assistant Principal	

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	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
Number of students enrolled	0 (0)	
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)	

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
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

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	



ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

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 the prior year? Explain the factor(s) that contributed to this decline.**

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

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

N/A

**Which data component showed the most improvement? What new actions did your school take in this area?**

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

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

N/A

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increased in retention ratio
2. Improved attendance
3. Increased passing ratio
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

<b>Title</b>	Goal 1- Completion rate for CTE students at 60% or higher
<b>Rationale</b>	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.

<b>State the measurable outcome the school plans to achieve</b>	By December 2019, the completion rate for Career Technical Education (CTE) students will meet or exceed the required 60% as evidenced by The English Center's 2019 report to the Council on Occupational Education (COE) Annual Report.
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<b>Person responsible for monitoring outcome</b>	Ana Varona (avarona@dadeschools.net)
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<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Adherence to Curriculum Frameworks</li> <li>2. On-going counselor intervention</li> <li>3. CTE monthly meetings</li> </ol>
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#### **Rationale for Evidence-based Strategy**

#### Action Step

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Schedule monthly meetings from August 19, 2019 to December 20, 2019.</li> <li>2. Regular monitoring of completion rates as reported on the Annual Report to the Council on Occupational Education (COE).</li> </ol>
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<b>Person Responsible</b>	Ana Varona (avarona@dadeschools.net)
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#2	
<b>Title</b>	Goal 2- Job Placement of CTE students will meet or exceed 70%
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	By December 2019, the number of job placement of CTE students at The English Center will meet or exceed 70%.
<b>Person responsible for monitoring outcome</b>	Ana Varona (avarona@dadeschools.net)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. The school will provide assistance to students in creating a professional resume.</li> <li>2. The school will provide online technology resources to all students at the Media Center.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Schedule- Monthly from August 19, 2019 to December 20, 2019.</li> <li>2. Evidence of completion: Annual report to the Council on Occupational Education (COE).</li> </ol>
<b>Person Responsible</b>	Yamila Carballo (pr7841@dadeschools.net)

#3	
<b>Title</b>	Goal 3- Industry certification (s) / licensure (s) will meet or exceed 70%
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	By December 2019, the number of industry certification(s) / licensure(s) earned by the students enrolled in our CTE program will meet or exceed the required 70%.
<b>Person responsible for monitoring outcome</b>	Ana Varona (avarona@dadeschools.net)
<b>Evidence-based Strategy</b>	
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	The following resources will be made available to CTE students in order for them to obtain industry certification and/or licensure: Counselors, Case Managers Job Fairs Online job banks Industry referrals Registration staff Career Resource Center
<b>Person Responsible</b>	Yamila Carballo (pr7841@dadeschools.net)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan 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

#### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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**

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Goal 1- Completion rate for CTE students at 60% or higher	\$0.00
2	III.A.	Areas of Focus: Goal 2- Job Placement of CTE students will meet or exceed 70%	\$0.00
3	III.A.	Areas of Focus: Goal 3- Industry certification (s) / licensure (s) will meet or exceed 70%	\$0.00
Total:			\$0.00