Chuck Shaw Technical Education Center

2019-20 Schoolwide Improvement Plan

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Chuck Shaw Technical Education Center

4260 WESTGATE AVE, West Palm Beach, FL 33409

https://aec.palmbeachschools.org

Demographics

Principal: Awilda Tomas Andres

Start Date for this Principal: 8/4/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-Adult
Primary Service Type (per MSID File)	Adult General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 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.

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)
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

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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. 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 Adult Education Center 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	Job Duties and Responsibilities
Swearingen, Rick	Principal	Routinely review pre-testing and post-testing in order to monitor student achievement and performance measures that need to be addressed 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. Other responsibilities include monitoring instructional practices and working with the instructional staff to improve on our schools overall outcomes.
McPherson, Nancy	Teacher, Adult	Working with students to explore and prepare for workforce/career opportunities. Assist with college and career readiness support. Works with outside agencies such as the Palm Beach County Health Department and Florida Atlantic University/Palm Beach County Food Bank to provide services for our students. Works with the leadership team to implement and monitor professional development.
Sosa, Ines	Teacher, Adult	Works with the ABE/GED instructional staff to improve instructional practices for our GED program/students. Assist with mentoring GED teachers to support teaching/learning in the classroom. Monitors student performance and GED graduates for the school. SAC chair. Program Chair person. Leadership team member.
Mears, Stuart	Assistant Principal	Assist with the overall operation of the school facility and programs for both day and evening programs. Supervises the evening program and staff. School budget review with the principal. Monitors student data, completers, GED graduates, and teacher performance. Organizes school events to include the annual GED Graduation for the district. Participates as a leadership team member/SAC member to communicate school updates and provide input on efforts related to school improvement. Assist the principal as needed.
Louis, Anderson	Other	Instructional support, DATA monitoring and review, monitoring testing procedures and outcomes, school safety, daytime master schedule, and implementation of new educational technology resources for students and teachers.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with 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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
16

Date this data was collected or last updated
Monday 7/22/2019

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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%	57%	56%	0%	55%	53%
ELA Learning Gains	0%	51%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	48%	49%
Math Learning Gains	0%	45%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	43%	45%	0%	38%	39%
Science Achievement	0%	73%	68%	0%	71%	65%
Social Studies Achievement	0%	74%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
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.

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
09	2019					
	2018					
Cohort Comparison						
10	2019					
	2018					
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
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					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
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	
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.

ABE Math only yielded a 10% pass rate as it relates to the Post-Test TABE test. In large part when the economy is performing well attendance tends to decline ultimately impacting our ability to post-

test students. Other contributing factors include a change in the TABE test to a newer version which has proven to be challenging to our students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our ABE program at large went from a completion rate of 56% in SY17/18 to 32% in SY18/19. This was in large part due to our ABE math results and an increased number of students that did not post-test throughout the school year. Additional factors include the use of a new version of the TABE examination.

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.

Our Adult Basic Education (ABE) program has the largest gap compared to state completes. Last year only 32% of our students earned a Learning Completion Point (LCP) based on the number of LCP's earned compared to the number of students enrolled in ABE. We do believe the strong economy and a new format of the TABE examination had a significant impact on our outcomes.

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

Our ESOL Literacy program completers improved from 61% to 72%. Our school added additional resources, such as staff, technology, and tutorial sessions for our students and the Literacy teacher. Additionally there was frequent observations and feedback from administration in addition to request district support.

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

This is not applicable to Adult Education programs

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

1. ABE Math
2. ABE Languager
3. ABE Reading
4. Post testing more students
5. Improved ESOL Literacy performance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress toward student achievement in ABE Math.
Rationale	As our lowest performing area compared to the previous years data and state averages suggest this is where we must put a great deal of effort to improve our overall performance as a school.

State the measurable outcome the school plans to achieve	We intend on improving the number of learning completion points from 10% to a minimum of 20%. This would be an improvement of 10% overall.
Person responsible for monitoring outcome	Stuart Mears (stuart.mears@palmbeachschools.org)
Evidence-based Strategy	Reviewing data with teachers and students on a regular basis. Ensuring teachers utilize data chats with the students to create a path forward and ultimately a goal for each student to achieve. Monitoring student performance from pre-and post test on a regular basis. Communicating with students and teachers the importance of post testing. Review performance progress with students.
Rationale for Evidence-based Strategy	Our rationale is based on the fact that we have not put a great deal of emphasis on our teachers as it relates to discussing student performance and reviewing data with our students on a regular basis. It is believed that students will perform better if they are given a goal and a mechanism to monitor their own performance.

Action Step	
Description	1. Review data with school instructional staff 2. Review and assign available resources 3. Calendar pre and post test dates 4. Complete data chats between teachers/students 5. Set achievement goals 6. Frequently communicate with students regarding the importance of post testing. 7. Data analysis between teachers and students after a post test 8. Data analysis between admin and teachers at the end of each term
Person Responsible	Stuart Mears (stuart.mears@palmbeachschools.org)

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).

This year we will also be dedicated to the expansion of our career and technical education programs currently offered. Ultimately career and technical education programs are designed to be a pathway for students to enter into employment opportunities within the community. This year we are introducing EKG and Phlebotomy programs in addition to our HHA program that is beginning his fourth term.

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.

N/A School only supports adult students

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 Adult Education Center has a full time and a part time guidance counselor to assist students with their academic, social, emotional, and career needs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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 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 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.

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 has a full time career counselor that supports students throughout the year. This person assist with job fairs, professional development, outside business partners and local support for Adult Education/Career programs. Students are encouraged to visit with the career counselor for assistance with resume writing, interview skills, and job searches.

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure progress toward student achievement in ABE Math.	$0.00
		Total:	$0.00