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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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 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
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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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)	2019-20 Title I School	2019-20 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

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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 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Swearingen, Rick	Principal	<p>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.</p> <p>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. Last but not least it will be highly encouraged that students utilize the virtual tools available to them while on and off campus.</p>
McPherson, Nancy	Teacher, Adult	<p>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.</p>
Sosa, Ines	Teacher, Adult	<p>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.</p>
Mears, Stuart	Assistant Principal	<p>Assist with the overall operation of the school facility and programs for both day and evening programs. Works with and organizes the Career and Technical Education classes and staff. 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.</p>
Louis, Anderson	Assistant Principal	<p>Assist with the overall operation of the school facility and programs for both day and evening programs. Works with and organizes the Career and Technical Education classes and staff. Supervises the day 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.</p>

Demographic Information

Principal start date

Thursday 8/4/2011, Awilda Tomas Andres

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

15

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 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
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 .	

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	0
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/11/2020

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	
Number of students enrolled	0	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	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 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	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
Students retained two or more times	0	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	
Number of students enrolled	0	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	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 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	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
Students retained two or more times	0	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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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	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					
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.

Last year our school's lowest performing elements for our GED program were ABE Language (10% completers) and ABE Reading (11% completers) and our general ESOL courses 9900040 A-F (40% completers). Generally speaking these results were a result of not being able to post test our students due to the COVID 19 pandemic. That being said students are required to have a minimum of 70 hours of instruction for between the pre and post test and must complete the test in person which was not an option due to the disruption created by COVID-19.

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

Our biggest decrease in LCP's earned compared to enrolled was for our ESOL 9900040 A-F courses from 45% completers to 40% completers. In essence, approximately 1500 students were not post tested for the last term ultimately decreasing our performance indicators as a whole.

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.

All programs at the Adult Education Center are actually out performing the state average even with the diminished scores.

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

Our GED completers increased from 63% to 98%. In large part this is believed to be a result of the online resources that have been made available as well as encouraging our students to use these resources in and out of the classroom learning environment. Our staff and instructors were continuously improving their relationships with our students and constantly motivating them to reach for excellence.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

This element is NOT applicable to adult education assessments. The elements received from the previous year's performance are not for the same set of students in large part so therefore it cannot be measured similar to that of K-12. We did identify the areas of ABE Language, ABE Reading, Adult ESOL and the use of technology as our areas of focus/improvement.

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

1. Improved ABE Language completers from 10% to 15%
2. Improved ABE Reading completers from 11% to 15%
3. Improved ESOL 9900040 course completers from 40% to 45%
4. Improved use of technology for both staff and students throughout the school year.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the performance indicators from the previous year and the state level performance indicators we have determined that ABE Language and ABE Reading as well as ESOL 9900040 need to be improved due to a decrease in the number of completers for these courses from SY 2019 to SY 2020.

Measurable Outcome: ABE Language completers from 10% to 15%
 ABE Reading completers from 11% to 15%
 ESOL 9900040 completers from 40% to 45%

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. Use of Essentials education and educational technology to extend learning beyond the classroom walls.

Rationale for Evidence-based Strategy: Our rationale is based on the fact that we need to continue to 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. Additionally we feel strongly that the use of technology is key to better results.

Action Steps to Implement

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
9. Ensure students know how and where to access the educational technology available to them both during and after class.

Person Responsible Stuart Mears (stuart.mears@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

This year we will also be dedicated to additional 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. Currently we are offering Home Health Aide, EKG Technician, and Phlebotomy Technician. This year we will be pursuing the start of the accreditation process and potentially adding another career and technical course to our course offerings.

We are always encouraging our students to continue their education in order to pursue opportunities in the workforce and higher education. Our school also has a very diverse instructional and operational staff to meet the needs of the diverse group of students that we serve. From year to year we celebrate multicultural diversity through celebrations and through lessons presented in class. As a school we are all focused on moving our students forward to meet their individual learning needs whether it be through language acquisition or obtaining their GED diploma.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

As a school we all contribute to a positive environment by encouraging our students to reach for excellence and to pursue higher educational opportunities/career opportunities on a regular basis. We all celebrate achievement regularly to include end of term ceremonies, classroom ceremonies, attendance awards, GED graduation ceremony, school advisory council, and numerous other activities that acknowledge the hard work our students put forward.

Our students also are encouraged to participate in the Palm Beach County Literacy Coalition's essay writing to share their story and express how education has impacted their lives.

Our career and college readiness students are encouraged to get involved with volunteering when it comes to helping other students throughout our campus.

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.

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 counselor assists 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.

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 Health Aide, to expand our students career opportunities. The class is at full capacity on day 1.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00