

The School District of Palm Beach County

Chuck Shaw Technical Education Center



2021-22 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 |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 0% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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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| Budget to Support Goals | 0 |

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) | 2020-21 Title I School | 2020-21 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 Chuck Shaw Technical 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 Chuck Shaw Technical Education Center's 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 | Position 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. Last but not least, it will be highly encouraged that students utilize the virtual tools available to them while on and off campus. |
| Mears, Stuart | Assistant Principal | 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 graduate, and teacher performance. Organizes school event to include the annual GED Graduation for the district. Participates as 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 | Assistant Principal | 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 graduate, and teacher performance. Organizes school event to include the annual GED Graduation for the district. Participates as leadership team member/SAC member to communicate school updates and provide input on efforts related to school improvement. Assist the principal as needed. |
| McPherson, Nancy | Teacher, Adult | Work with students to explore and prepare for workforce/career opportunities. Assist with college and career readiness support. Work 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. Work with the leadership team to implement and monitor professional development. |
| Sosa, Ines | Teacher, Adult | Work 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. ABE/GED Dept. head. Leadership team member. eLearning contact for the school. |

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

Total number of students enrolled at the school

1,332

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring includes LCP reports, SIS, EDW, Topspro Enterprise reports for students, teachers, and administration, and state reports by term provided by the Department of Adult and Community Education.

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Among our ABE students and GED students we did see a significant decrease in completers for these programs. ABE Math only 9% completed or increased based on post test scores compared to 14% in SY 19_20. ABE Reading only 6% completed or increased based on post test scores

compared to 11% in SY 19_20. Our GED population only had a completion rates across all levels of 33%, compared to 98% in SY 19_20.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ABE Math, ABE Reading, and GED completers (RLA, Math, Science, and Social Studies)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Primary the decrease in performance was based on unique factors during this COVID pandemic such as no or limited opportunity for students to post test being there was a significant increase of virtual learning as well as limited access to learning for students who have been impacted by the COVID pandemic. Additionally live face to face teaching was replaced with a virtual classrooms which typically are not as conducive to learning for learning that lack technology skills to begin with. Additionally, the GED testing center was closed so students could NOT take the GED for an extended period of time.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We did see a slight increase in ABE language completers from a 10% completion rate to a 11% completion rate. As well as a 40% to 43% increase for our ESOL students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In large part it appears that the use of online reading programs and enhanced instructional support were contributors to this increase. This is especially true being these platforms were virtual and accessible 24 hours per day.

What strategies will need to be implemented in order to accelerate learning?

Small group instruction, tutorial for struggling learners, additional instructional tools and learning platforms (Essential Ed, Burlington English, iTeach) to provide additional learning experiences for our adult learners. Students are encouraged to use these platforms both in and out of school. Additionally, the instructional staff are updated with usage reports to create a competitive environment to see who can acquire the most hours per student/class.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have regular professional development activities for our instructional staff. We also encourage the use of PLC's, attendance at conferences, the use of emerging technologies to enhance learning both in and out of the classroom, as well as instructional leaders on campus to provide support to teachers when it comes to new instructional tools and technology. Lastly the use of data is used to have meaningful discussions with our instructional staff throughout the year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Essential Ed, Burlington English, iTeach, instructional leaders assisting in the classroom, data chats with students, the development of IET program which will focus on supporting students that want to earn their GED while also learning a trade or completing a certificate program that puts them to work.

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 Math and ABE Reading as well as GED completers need to be improved due to a decrease in the number of completers for these courses from SY 2020 to SY 2021. |
| Measurable Outcome: | ABE Math completers from 9% to 14% ABE Reading completers from 6% to 11% GED completers from 33% to 45% |
| Monitoring: | At leadership meetings, teacher/staff meetings, one on one with teachers as needed, admin discussion groups, and data chats with students. Teachers will be expected to discuss the importance of post testing with their students on a regular basis. |
| 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. Communicate regularly with the GED manager to review completers YTD monthly. |
| 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. Additionally testing sites are open and post testing/GED test are available to all students. |

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As an adult school we do not experience disciplinary issues or behavioral issues. If an adult displays any such issue they will meet with Administration to discuss their future at our school.

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.

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 adult 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.

Chuck Shaw Technical Education Center 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. Chuck Shaw Technical 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 CSTECH 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 CSTECH, each term, in ESOL and ABE/GED classes.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

CSTECH 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.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of the Holocaust;
- (h) History of African and African Americans
- (p) Study of Hispanics contributions s
- (q) Study of Women's Contributions
- (t) Sacrifices of Veterans and the value of Medal of Honor recipients

CSTEC 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 resumes and job-application forms, and also trains them in job-search skills.

CSTEC has added added CTE's courses such as Home Health Aide, Phlebotomy and CPR certification to expand our students career opportunities and other career and technical programs will be forthcoming soon.