2013-2014 SCHOOL IMPROVEMENT PLAN

South Dade Technical College

109 NE 8TH ST
Homestead, FL 33030
305-248-5723
http://sdec.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Other School	No	*[Data Not Available]*
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
South Dade Technical College

Principal
René Mantilla

School Advisory Council chair
Andres Fonseca

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
René Mantilla	Principal
Angelo E. Vazquez	Vice Principal
Susana Mauri	Assistant Principal
Scott Parker	Test Chairperson
Maria D. Gutierrez	AGE Department Head

District-Level Information

District
Dade

Superintendent
Mr. Alberto M. Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The South Dade Educational Center (SDEC) EESAC Council is made up of 5 teachers, no parents, three students, one education support employee, seven business/community representatives, the UTD designated steward, the principal, and the vice principal. With the exception of the principal, the UTD designated steward, and the business/community representatives; all other members are elected by their constituent groups. The designated steward may designate an alternate steward in his/her absence. The Council is representative of the ethnic, racial, linguistic, disabled, and economic community served by SDEC. The majority (50% plus 1) of members must not be employed by the District.

Involvement of the SAC in the development of the SIP

The SDEC Educational Excellence School Advisory Council (EESAC) receives on-going reports of the status of the implementation of the SIP and updates it throughout the school year. A midyear review of its

implementation allows the assessment of resources needed for compliance. An end-of-year review assesses the School Improvement Process (SIP) progress through a presentation of findings supported by a myriad of data elements. These results guide the direction of the school by promoting the thoughtful and informed use of data in evaluating the achievement of current SIP goals and setting objectives and strategies for future SIPs. The school principal (or designee), the EESAC chairperson, the United Teachers of Dade (UTD) steward, EESAC community/business representatives, and EESAC student representatives are present at these meetings.

Activities of the SAC for the upcoming school year

The SDEC EESAC meets a minimum of three times a year to discuss the findings of the SIP. Together with the SIP writing team, suggestions and recommendations are presented and discussed. The EESAC then monitors the progress of the plan throughout the year.

Projected use of school improvement funds, including the amount allocated to each project

Not applicable in Adult Education

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

René Mantilla		
Principal	Years as Administrator: 15	Years at Current School: 4

Credentials	B.S. in Social Studies Education. M.S. in Educational Leadership. Certificate in Social Studies Education and Educational Leadership.
Performance Record	'12 '11 '10 '09 '08 LCP Gains 808 634 School Grades A B A AYP N N OCP Gains 601 642 Hi. Std Rdg. 55 % 51 % 71 % Hi. Std Math. 82 % 78 % 70 % Lrng Gains Rdg. 57 % 41 % 68 % Lrng Gains Math. 82 % 76 % 70 % Gains-Read. 25% 54% 71% Gains-Math- 25% 65% 69%

Angelo E. Vazquez		
Asst Principal	Years as Administrator: 16	Years at Current School: 4

Credentials	B.S. in History M.S. in Educational Leadership. Certificate in History and Educational Leadership.
Performance Record	'12 '11 '10 '09 '08 LCP Gains 808 634 2,466 2,663 2,585 OCP Gains 601 642 16 0 0

Susana Mauri		
Asst Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	Doctor of Education Educational Leadership, Nova Southeastern University Master of Education Educational Leadership, Nova Southeastern University Certificate in Educational Leadership and Elementary Education (1-6)
Performance Record	'12 '11 '10 '09 '08 LCP Gains 507 OCP Gains 398 EFLs (Educational Functioning Level = LCPs) 2010-11: 1563 2009-10: 2368 OCPs 2010-11: 592 2009-10: 572 Booker T. Washington Graduation rate: 2008-09: 73.7% 2007-08: 67.7% 2006-07: 65.7% Reading Grade performance 2008-09: 38% 2007-08: 41% 2006-07: 42% Math Grade performance 2008-09: 71% 2007-08: 68% 2006-07: 71%

Classroom Teachers

# of classroom teachers
16

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
0%

 # certified in-field
, 0%

 # ESOL endorsed
2, 13%

 # reading endorsed
1, 6%

 # with advanced degrees

7, 44%

 # National Board Certified

1, 6%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

, 0%

 # with 6-14 years of experience

8, 50%

 # with 15 or more years of experience

8, 50%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

At South Dade Educational Center we promote the vision of Miami Dade County Public Schools. We are dedicated to succes for all of our students, particularly those in our highest need schools. Commitment to producing quantifiable student achievement gains. Willingness to persevere through difficulties and use problem solving skills to turn challenges into opportunities. Passion for improving the lives of Miami-Dade's student population.
South Dade Educational Center and Miami-Dade County Public Schools always seeks teachers who are passionate about impacting academic achievement and making a difference in the lives of our students through high quality instruction.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

In an effort to support new teachers and facilitate their transition as they become effective, experienced classroom practitioners; the Mentoring and Induction for New Teachers (MINT) program is offered to all new teachers. MINT is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student
learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and provides sustained support by enlisting veteran school, regional, and district educators to mentor, coach and guide new teachers.
Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting, and release time for classroom observations. Participation in the program is mandatory during the first two years of the new teacher's tenure. Teachers may elect not to participate in MINT during their third year.
At SDEC, new teachers work together with the department head and experienced teachers during weekly common planning sessions. These sessions offer teachers opportunities to develop lesson

plans, analyze student data, evaluate student progress, and develop intervention and enrichment activities for differentiating instruction.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team is instrumental in monitoring the implementation of the School Improvement Plan by ensuring that plan objectives/goals and strategies are met with accuracy and within the established timelines. The team continuously reviews and enhances the school's academic goals and strategies through data collection and data analysis and also provides feedback for modifying and/or deleting strategies.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The following will be implemented by the school's MTSS Leadership Team to address utilization of the RtI process to enhance data collection, data analysis, problem-solving, differentiated instructional support, and progress monitoring:
1. Utilization of Data-in-Your-Hands and school-generated data for monitoring overall student performance
2. Utilization of Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) test results for individualizaing instruction and empowering teachers to improve student performance thereby increasing Literacy Completion Points (LCPs) and Occupational Completion Points (OCPs)
3. Analysis of student achievement data for devising and implementing professional development activities for faculty members
6. Offering of professional development activities on effective reading strategies to all English for Speakers of Other Languages (ESOL), General Education Development (GED), Adult Basic Education (ABE) and high school completion teachers
4. Review of counselors' intake procedures for developing new processes in identifying students with greater barriers to learning and providing the appropriate accommodations
5. Provision of clear indicators of student need and student progress thereby assisting in examining the validity and effectiveness of instructional program delivery
7. Effective use of tutors for providing intervention and enrichment support in small group and individualized settings for all Adult General Education (AGE) students

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team is instrumental in monitoring the implementation of the School Improvement Plan by ensuring that the objectives/goals and strategies of the plan are met and that accommodations are made to meet plan goals. The team uses district- and school site-generated data to identify students at risk for poor learning outcomes and identifies evidence based strategies and accommodations to be implemented in interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data-in-Your-Hands and school-generated data is used to monitor school-wide performance. The MTSS Leadership Team also incorporates TABE and CASAS student test scores in monitoring individual student performance. Instructional decisions are data driven and guide any necessary adjustments to the delivery of instruction in order to meet individual student needs.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership Team meets on a monthly basis. Faculty and staff members are trained on professional development days. Planned professional development activities are provided in house using staff expertise. Faculty and staff also participate in relevant professional development activities organized by the District.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
René Mantilla	Principal
Angelo E. Vazquez	Vice Principal
Susana Mauri	Assistant Principal
Scott Parker	Test Chairperson
Maria D. Gutierrez	AGE Department Head

How the school-based LLT functions

The LLT members are instrumental in monitoring the implementation of the School Improvement Plan by ensuring that the strategies for each goal/objective of the plan are implemented and that accommodations are made to meet plan goals. The LLT Team meets monthly to evaluate progress toward goal attainment, discuss any need for redirection, and plan activities to support school-wide implementation of SIP goals and objectives. Monthly activities include a cross-curricular literacy approach. The LLT Team provides feedback for modifying and/or deleting strategies in order to ensure that the delivery of curriculum and instruction meets the specific needs of students.

Major initiatives of the LLT

Major initiatives of the LLT Team this year include the following:
• Continued implementation of school-wide literacy strategies, pacing guides, coaching cycles, data chats, and common planning
• Partnering with feeder schools to increase the graduation rate and disseminate information regarding graduation options and post-secondary educational options.
• Organizing school activities to increase and sustain enrollment.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The following evidence-based practices will continue.
1. Implementation and ongoing monitoring of a school-wide assessment program for all Adult General Education (AGE) and Career Technical Education (CTE) classes
2. Provision of meaningful data analysis reports to all teachers
3. Teacher data chats
4. Data-driven teacher support for required adjustments to the instructional program

5. Implementation of the coaching cycle with emphasis on modeling evidence-based instructional reading strategies
6. Common planning within departments/programs
7. Reading benchmark-driven instruction
8. School-wide instructional focus calendar for reading
9. Contextualized reading activities

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The Career Pathways Orientation Program provides students with an overview of all career clusters that will enable them to explore career opportunities; identify their strengths and weaknesses in basic skills such as reading, language and mathematics; and create viable short-term and long-term educational and career goals, all with the purpose of guiding students toward successfully continuing a post-secondary education; earning a degree, certificate, or industry credential; and successfully obtaining employment.
The Career Pathways integration into all English for Speakers of Other Languages (ESOL) functional levels provides students with limited English proficiency an opportunity to explore all career clusters. Specific career cluster-related activities are contextualized into ESOL lessons providing students with an opportunity to explore career and employment options within each cluster in order to assist them in developing a career-centered educational plan.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Our Career Pathways Wheel Course offers students exposure to in-depth career exploration covering all of the 16 career clusters as well as the additional "energy"-specific career cluster for the State of Florida. As part of the required activities, students must complete specific career-related activities for each cluster. The clusters are infused throughout the academic core wheel class providing opportunities for contextualized instruction in reading, language and mathematics. These activities always include a heavy technological component. Additionally, students consider their personal career interests and aptitudes in identifying possible job interests within each career cluster.
Career Pathways classrooms are run as small business and/or corporate offices. Instruction is not text-book dependent, but rather real-life dependent. Materials are contextualized into the various occupational sectors and infused with real life technological applications. The focus of instruction is for students to apply new skills and concepts in solving different career-specific situations or problems, and instruction is differentiated to meet the needs of each student. Students are encouraged to construct knowledge for themselves and develop trouble-shooting skills essential for success in today's workforce.

Strategies for improving student readiness for the public postsecondary level

Not applicable.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 10: Additional Targets

Additional targets for the school

Increase the number of Literacy Completion Points (LCPs) in English for Speakers of Other Languages (ESOL) and Adult Basic Education (ABE) programs, increase school-wide student membership hours, increase the number of 2H students from local high schools who take credit recovery courses at SDEC to facilitate high school graduation, maintain Council on Occupational Education (COE) compliance by meeting required accreditation standards, and increase the number of Occupational Completion Points (OCPs) and industry certifications in Career Technical Education (CTE) programs.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
English for Speakers of Other Languages (ESOL): Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.	527		3%
Adult Basic Education (ABE): Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.	313		3%
Attendance: Increase school-wide student membership hours by 3% as evidenced by comparing Summary Report from DIYH for WDIS year 2011-12 to WDIS year 2012-13.	TBD		3%
Dropout Prevention: Increase the number of 2H students from Homestead Senior High & South Dade Senior High who take credit recovery courses at SDEC to facilitate high school graduation by 3%.	TBD		3%
CTE: Maintain Council on Occupational Education (COE) compliance by meeting the required accreditation standards of 60% program completion on the Annual Report.			65%
CTE: Increase the number of students who demonstrate growth by completing one or more CTE courses by 3% over last year's total OCPs	658		3%
CTE: Increase the number of students obtaining industry certification by 3% over last year's baseline.	TBD		%

Goals Summary

G1. ATTENDANCE: As an adult education facility, we monitor membership hours in lieu of FTE. Increase school-wide student membership hours by 3% as evidenced by comparing Summary Report from DIYH for WDIS year 2012-13 to WDIS year 2013-14.

G2. CTE: Maintain Council on Occupational Education (COE) compliance by meeting the required accreditation standards of 60% program completion on the Annual Report.

G3. OCPs: Increase the number of students who demonstrate growth by completing one or more CTE courses by 3% over last year's total of 658 OCPs, which sets the anticipated 2014 level of performance at 677 OCPs.

G4. CTE: Establish baseline data on the number of students obtaining industry certification.

G5. ESOL Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.

G6. ABE: Increase the number of Literacy Completion Points (LCPs) earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.

G7. DROPOUT PREVENTION: Increase the number of 2H students from Homestead Senior High & South Dade Senior High who take credit recovery courses at South Dade Educational Center to facilitate High School graduation by 3%.

Goals Detail

G1. ATTENDANCE: As an adult education facility, we monitor membership hours in lieu of FTE. Increase school-wide student membership hours by 3% as evidenced by comparing Summary Report from DIYH for WDIS year 2012-13 to WDIS year 2013-14.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Include information on transportation (bus schedules maps, contact telephone numbers, etc.) during all orientation classes

- Include transportation information on continuously playing PowerPoint in school lobby

- Include brochure/flyer on transportation from Metro Transit as part of the Student Registration Packet

- Use diversified marketing tools such as school website, flyers, Career Fair and Career Pathway events

- Use Perkins funds to provide advertisement

- Provide specific information to students and parents regarding required program hours required for post- testing, for obtaining LCPs and OCPs, and for program completion

- Establish procedures for weekly reporting of student attendance to Service Agency Case Managers (Farm workers, SAVES, South Florida Workforce, etc.)

- Create a mentoring program to include students with identified attendance issues

Targeted Barriers to Achieving the Goal

- Students' lack of awareness regarding available options for transportation to and from school.

- Lack of community awareness of course and program offerings

- Lack of understanding/awareness of the direct correlation between program attendance and completion.

Plan to Monitor Progress Toward the Goal

Monitor student attendance through Gradebook and case manager logs

Person or Persons Responsible
Administrators, registrar, case managers

Target Dates or Schedule:
August, 2013 - August, 2014

Evidence of Completion:
Gradebook Attendance Class Summary Report, Case Manager logs, and Career Pathways Electronic Portfolio

G2. CTE: Maintain Council on Occupational Education (COE) compliance by meeting the required accreditation standards of 60% program completion on the Annual Report.

Targets Supported

Resources Available to Support the Goal
- Maintain call logs for non-returning students
- Maintain Local Placement records
- Contact local businesses, organizations, and sponsoring agencies for assistance in funding industry certification exams for students
- At the time of enrollment, the counselor will provide students with industry certification found in The Role of Industry- Based Certifications in Career and Technical Education, a publication from www.acteonline.org.

Targeted Barriers to Achieving the Goal
- Transient student population
- Job Placement prior to Program Completion

Plan to Monitor Progress Toward the Goal

Administrative monitoring of proper implementation of the Vocational Tracking System by Career Technical Education (CTE) instructor(s); and Test for Adult Basic Education (TABE), when applicable.

Person or Persons Responsible
Counselor, Job Placement Specialist, Case Managers, and CTE Teachers

Target Dates or Schedule:
August, 2013 - August, 2014

Evidence of Completion:
Electronic Gradebook Vocational Tracking System Local Placement Data Data In Your Hands Reports

G3. OCPs: Increase the number of students who demonstrate growth by completing one or more CTE courses by 3% over last year's total of 658 OCPs, which sets the anticipated 2014 level of performance at 677 OCPs.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Provide Pell grants (pending certification), fee waivers and District Financial Aid Program (DFAP) awards to eligible students
- At the time of enrollment, the counselor will provide students with salary information related to entry, average, and experienced level employees as well as occupational projections for employees in the student's chosen Career Technical Education (CTE) field
- Utilize the Applied Academics for Adult Education (AAAE) Lab to provide remediation in basic skills
- Facilitate small group learning and provide individual tutoring to students
- Implement National Center for Construction Education and Research (NCCER) Air Conditioning, Refrigeration and Heating Technology (HVAC) Curriculum Pilot at Job Corps

Targeted Barriers to Achieving the Goal
- Cost of tuition
- Lack of understanding of direct correlation between program attendance/completion and potential for future earnings/higher education
- TABE scores attainment for program completers

Plan to Monitor Progress Toward the Goal

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Person or Persons Responsible
Counselor, Financial Aid Officer and registrar

Target Dates or Schedule:
August, 2013 - August, 2014

Evidence of Completion:
TAR, Data- in-your-Hands, OCP Summary Report, In house attendance and student performance data and COE Annual Report.

G4. CTE: Establish baseline data on the number of students obtaining industry certification.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Contact local businesses, organizations, and sponsoring agencies for assistance in funding industry certification exams for students
- At the time of enrollment, the counselor will provide students with industry certification found in The Role of Industry-Based Certifications in Career and Technical Education, a publication from www.acteonline.org

Targeted Barriers to Achieving the Goal
- Cost of exams
- A lack of student understanding of the correlation between attainment of industry certification and job opportunities.

Plan to Monitor Progress Toward the Goal

Monitor State and national certification registration and successful attainment of industry certificate.

Person or Persons Responsible
Administrators, counselors, CTE teachers

Target Dates or Schedule:
August, 2013 - August, 2014

Evidence of Completion:
Industry Certification

G5. ESOL Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Review teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on CASAS post-tests

- Conduct classroom walk throughs to ensure fidelity of strategy implementation and review of lesson plans

- Monitor implementation of Strategic Leadership Coaching Model with ESOL teachers. Monitor coaching logs

- SAVES Program Specialist to work in close collaboration with program case managers to monitor student progress and program completion

- Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL and CASAS benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs

- Conduct walk throughs to ensure fidelity of strategy implementation

- Review program- generated analysis reports of students' progress

- Continue the implementation of two blended language acquisition programs: Rosetta Stone and Burlington English, which combine face-to-face classroom activities with anytime-anywhere access to state-of-the-art online interactive courses

- Provide contextualized lessons with specific career cluster-related activities into all ESOL functional level classes with an opportunity to explore career and employment options within each cluster in order to assist them in developing a career-centered educational plan.

Targeted Barriers to Achieving the Goal

- Lack of progress in ESOL student course completion.

- Teachers ineffectively using data to increase mastery of standards.

- Upper-level ESOL students (intermediate and advanced) not making progress from one functional level to the next.

Plan to Monitor Progress Toward the Goal

Review program-generated analysis reports of students' progress. Monitor in house data and LCPs.

Person or Persons Responsible
Administrators, AGE Department Head, teachers

Target Dates or Schedule:
August, 2013 - August, 2014

Evidence of Completion:
Program-generated reports

G6. ABE: Increase the number of Literacy Completion Points (LCPs) earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Provide all SPED students with information regarding their rights under Federal and State laws during registration
- Inform all students of the availability of support (i.e. accommodations) for adult students with disabilities and the importance of self-identification as well as the process of requesting and determining eligibility for accommodations
- Assess students' TABE test results, learning styles, and educational and career goals to target students' special learning needs
- Develop and implement pacing guides that incorporate online resources for TABE practice and interactive technology- based activities to support ABE course benchmarks
- Conduct professional development on research-based instructional strategies in reading and language
- Implement the Strategic Leadership Coaching Model with all ABE Teachers
- Facilitate small group learning and provide individual tutoring to students
- Review and use student data to make decisions on instruction, interventions, and enrichment
- Implement School-Wide Instructional Focus Calendar for all ABE classes covering targeted lowest-scoring reading benchmarks within each anchor standard
- Use the TABE multi-reference reports to design instructional plans to address students' academic needs
- Utilize AGE Digital Learning Lab for online access to interactive activities in reading and language in order to better prepare them for success in mastering ABE standards and benchmarks
- Incorporate use of interactive technology (Promethean Boards and Mimio Boards) in ABE classes to facilitate classroom instruction and student learning
- Utilize technology-based instructional programs (Skills tutor, SAM, ITTS, and Reading Plus) to enhance classroom instruction and student learning as well as improving students' communication and employability skills in preparing them for success in career and/or technical programs.

Targeted Barriers to Achieving the Goal
- Students with a learning disability who have not self-declared and/or who are unaware of their rights under Federal and State Laws.
- Lack of progress in ABE student course completion.
- Teachers ineffectively using data to increase mastery of standards.
- ABE students having difficulty transitioning to High School Completion, GED, and Career Technical Education (CTE) programs

Plan to Monitor Progress Toward the Goal

Monitor registration Packet and Orientation Survey. Monitor Students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook attendance and grades; and Review coaching logs, Attend common planning sessions, review lesson plans, and monitor Data-in-your-Hands, LCP Summary Report, and school-generated data. Develop Professional Development Calendar; monitor Professional Development Participation Log, and conduct classroom visitations, observations and walk throughs. Monitor in house student performance data and LCPs.

Person or Persons Responsible
Administrators, AGE Department Head, Counselors, teachers.

Target Dates or Schedule:
August, 2013 - August, 2014

Evidence of Completion:
Registration Packet and Orientation Survey, Students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and coaching logs, common planning logs, lesson plans, Gradebook, TABE post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data. Professional Development Calendar, Professional Development Participation Log, classroom visitations, observations and walk throughs.

G7. DROPOUT PREVENTION: Increase the number of 2H students from Homestead Senior High & South Dade Senior High who take credit recovery courses at South Dade Educational Center to facilitate High School graduation by 3%.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Develop an articulation protocol with Homestead Senior High and South Dade Senior High in order to establish a timelier and more efficient referral process

- Establish a common school improvement strategy to enhance the number of referrals for co-enrollment in South Dade Educational Center credit recovery courses

- Participate in Educational Excellence School Advisory Council (EESAC) meetings at Homestead Senior High and South Dade Senior High in order to support articulation with school administrators, counselors, parents, and students and provide information on how credit recovery can positively impact a student's chances of graduating

- Collaborate to develop a master schedule that targets potential graduating students at Homestead Senior High and South Dade Senior High in need of credit recovery courses

Targeted Barriers to Achieving the Goal
- Lack of timely student referrals from the home school.

- Parents' lack of understanding and support of student enrollment in credit recovery courses.

Plan to Monitor Progress Toward the Goal

Maintain a database of 2H students enrolled in credit recovery courses and the corresponding graduation rate for each.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

August, 2013 - August, 2014

Evidence of Completion:

District-generated report delineating the number of students from Homestead Senior High and South Dade Senior High who completed credit recovery courses at South Dade Educational Center and graduated in June 2014 or August 2014.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. ATTENDANCE: As an adult education facility, we monitor membership hours in lieu of FTE. Increase school-wide student membership hours by 3% as evidenced by comparing Summary Report from DIYH for WDIS year 2012-13 to WDIS year 2013-14.

G1.B1 Students' lack of awareness regarding available options for transportation to and from school.

G1.B1.S1 Include information on transportation (bus schedules maps, contact telephone numbers, etc.) during all orientation classes.

Action Step 1

Monitor student attendance through Gradebook and case managers attendance logs and Career Pathways Electronic Portfolio.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitor student attendance through Gradebook, case manager logs and Career Pathways Electronic Portfolios

Person or Persons Responsible

Administrators, registrar, case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor student attendance through Gradebook, case manager logs, and Career Pathways Electronic Portfolio

Person or Persons Responsible

Administrators, registrar, case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs.

G1.B1.S2 Include transportation information on continuously playing PowerPoint in school lobby.

Action Step 1

Monitor student attendance through Gradebook and case manager logs.

Person or Persons Responsible

All teachers, registrar and case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitor student attendance through Gradebook and case manager logs.

Person or Persons Responsible

Administrators, registrar, case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs.

Plan to Monitor Effectiveness of G1.B1.S2

Monitor student attendance through Gradebook and case manager logs

Person or Persons Responsible

Administrators, registrar, case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs.

G1.B1.S3 Include brochure/flyer on transportation from Metro Transit as part of the Student Registration Packet.

Action Step 1

Monitor student attendance through Gradebook and case manager logs.

Person or Persons Responsible

Registrar, counselors, case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor student attendance through Gradebook and case manager logs.

Person or Persons Responsible

Administrator, Registrar, counselors, case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs

Plan to Monitor Effectiveness of G1.B1.S3

Monitor student attendance through Gradebook and case manager logs.

Person or Persons Responsible

Administrator, Registrar, counselors, case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs

G1.B2 Lack of community awareness of course and program offerings

G1.B2.S1 Use diversified marketing tools such as school website, flyers, Career Fair and Career Pathway events.

Action Step 1

Monitor attendance daily through the use of gradebook.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Student Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Monitor enrollment summary reports on a weekly basis.

Person or Persons Responsible

Administrators, counselors, case managers and teachers

Target Dates or Schedule

August, 2013 - August 2014

Evidence of Completion

Data-in-your-Hands, Enrollment Summary Report, Sign in Sheets and Gradebook

Plan to Monitor Effectiveness of G1.B2.S1

Monitor enrollment summary reports on a weekly basis.

Person or Persons Responsible

Administrators, counselors, case managers and teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Data-in-your-Hands, Enrollment Summary Report, Gradebook and Sign in sheets

G1.B2.S2 Use Perkins funds to conduct radio advertisement.

Action Step 1

Carl Perkins Budget Advertising

Person or Persons Responsible

Administrator

Target Dates or Schedule

August, 2013- August, 2014

Evidence of Completion

Radio shows Advertisement Banners Flyers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Carl Perkins Budget Advertisement

Person or Persons Responsible

Administrator

Target Dates or Schedule

August, 2013-August, 2014

Evidence of Completion

Radio Shows Advertisement Banners Flyers

Plan to Monitor Effectiveness of G1.B2.S2

Carl Perkins Budget

Person or Persons Responsible

Administrator

Target Dates or Schedule

August, 2013-August, 2014

Evidence of Completion

Radio Shows Advertisement Banners Flyers

G1.B3 Lack of understanding/awareness of the direct correlation between program attendance and completion.

G1.B3.S1 Provide specific information to students and parents regarding required program hours required for post-testing, for obtaining LCPs and OCPs and for program completion.

Action Step 1

Monitor student attendance through Gradebook and case manager logs.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor student attendance through Gradebook and case manager logs. Monitor attendance using in house data.

Person or Persons Responsible

Counselor, case managers, registrar, and teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs

Plan to Monitor Effectiveness of G1.B3.S1

Monitor student attendance through Gradebook and case manager logs. Monitor attendance using in house data.

Person or Persons Responsible

Counselor, case managers, registrar, and teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report and case manager logs.

G1.B3.S2 Establish procedures for weekly reporting of student attendance to Service Agency Case Managers (Farm workers, SAVES, South Florida Workforce, etc.)

Action Step 1

Monitor Gradebook, case manager logs, and Service Agencies Communication Log

Person or Persons Responsible

Teachers, counselors and case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report, Case Manager logs, and Service Agencies Communication Log.

Facilitator:

Administrator

Participants:

Counselors and case managers

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Monitor Gradebook, case manager logs, and Service Agencies Communication Log

Person or Persons Responsible

Counselors and case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report, Case Manager logs, and Service Agencies Communication Log.

Plan to Monitor Effectiveness of G1.B3.S2

Monitor Gradebook, case manager logs, and Service Agencies Communication Log.

Person or Persons Responsible

Counselors and case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report, Case Manager logs, and Service Agencies Communication Log.

G1.B3.S3 Create a mentoring program to include students with identified attendance issues.

Action Step 1

Monitor mentoring logs on a weekly basis

Person or Persons Responsible

Administrators, case managers, mentors

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Mentoring logs

Facilitator:

Administrator

Participants:

Administrators, case managers, mentors

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Monitor mentoring logs on a weekly basis

Person or Persons Responsible

Administrators, case managers, mentors

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Mentoring logs

Plan to Monitor Effectiveness of G1.B3.S3

Monitor mentoring logs on a weekly basis

Person or Persons Responsible

Administrators, case managers, mentors

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Mentoring Logs

G2. CTE: Maintain Council on Occupational Education (COE) compliance by meeting the required accreditation standards of 60% program completion on the Annual Report.

G2.B1 Transient student population

G2.B1.S1 Monitor attendance through grade and Attendance Summary Report in Data in Your Hands (DIYH).

Action Step 1

Proper implementation of the Vocational Tracking System by Career Technical Education (CTE) instructor(s); and Test for Adult Basic Education (TABE), when applicable.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Vocational Tracking System Data In Your Hands Reports TABE Results Electronic Gradebook

Facilitator:

Administrator Test Chair

Participants:

Counselor, Job Placement Specialist, Case Managers, and CTE Teachers.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Current maintenance of electronic Gradebook to ensure accurate recording of student performance, and monitoring of attendance hours through Attendance Summary Report in Data-In-Your-Hands by student.

Person or Persons Responsible

Counselor, Job Placement Specialist, Case Managers, and CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Electronic gradebook Local Placement Data Sheets Data In Your Hands Attendnace Reports

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring of membership hours and performance of students to ensure progress toward OCP completion.

Person or Persons Responsible

Counselor, Job Placement Specialist, Case Managers, and CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Electronic Gradebook Vocational Tracking System Local Placement Data Sheet Data In Your Hands Reports

G2.B2 Job Placement prior to Program Completion

G2.B2.S1 Maintain Local Placement records

Action Step 1

Complete Local Placement sheet to document employer information

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Local Placement Data sheet to be kept in student folder

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Complete Local Placement sheet to document employer information

Person or Persons Responsible

Counselor, Job Placement Specialist, and CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Local Placement Data sheet to be kept in student folder

Plan to Monitor Effectiveness of G2.B2.S1

Complete Local Placement sheet to document employer information

Person or Persons Responsible

Counselor, Job Placement Specialist, and CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Local Placement Data sheet to be kept in student folder

G3. OCPs: Increase the number of students who demonstrate growth by completing one or more CTE courses by 3% over last year's total of 658 OCPs, which sets the anticipated 2014 level of performance at 677 OCPs.

G3.B1 Cost of tuition

G3.B1.S1 Monitor enrollment and District Financial Aid Program (DFAP)/Fee waiver allocation reports and Pell Grant Fiscal Operation (FISAP) report. Application to participate for the following year.

Action Step 1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data- in-your-Hands, OCP Summary Report, and COE Annual Report

Facilitator:

Administrator

Participants:

Counselor, Financial Aid Officer and registrar

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report.

Person or Persons Responsible

Counselor, Financial Aid Officer, and registrar

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data- in-your-Hands, OCP Summary Report, and COE Annual Report

Plan to Monitor Effectiveness of G3.B1.S1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report.

Person or Persons Responsible

Counselor, Financial Aid Officer and registrar

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data- in-your-Hands, OCP Summary Report, and COE Annual Report

G3.B2 Lack of understanding of direct correlation between program attendance/completion and potential for future earnings/higher education

G3.B2.S1 At the time of enrollment, the counselor will provide students with salary information related to entry, average, and experienced level employees as well as occupational projections for employees in the student's chosen CTE field.

Action Step 1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data-in-your-Hands, OCP Summary Report, In House student attendance and performance data and COE Annual Report.

Facilitator:

Administrator

Participants:

Counselor

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Person or Persons Responsible

Administrator and counselor

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data-in-your-Hands, OCP Summary Report, In House Attendance and Student Performance data, and COE Annual Report.

Plan to Monitor Effectiveness of G3.B2.S1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Person or Persons Responsible

Administrator and counselor

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data-in-your-Hands, OCP Summary Report, In house attendance and Student Performance Data, and COE Annual Report.

G3.B3 TABE scores attainment for program completers

G3.B3.S1 Utilize the Applied Academics for Adult Education (AAAE) Lab to provide remediation in basic skills.

Action Step 1

Monitor student referrals to the AAAE Lab and review student progress through TABE test results. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE post-test scores Use of Differentiated Instruction In house attendance and student performance data

Facilitator:

Administrator Test Chair

Participants:

Administrators, CTE Department Head, Counselors, CTE teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitor student referrals to the AAAE Lab and review student progress through TABE test results. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Person or Persons Responsible

Administrators, CTE Department Head, Counselors, CTE teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE post-test scores In house attendance and student performance data

Plan to Monitor Effectiveness of G3.B3.S1

Monitor student referrals to the AAAE Lab and review student progress through TABE test results. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Person or Persons Responsible

Administrators, CTE Department Head, Counselors, CTE teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE post-test scores In house attendance and student performance data

G3.B3.S2 Facilitate small group learning and provide individual tutoring to students.

Action Step 1

Monitor tutoring sessions Use of Differentiated Instruction

Person or Persons Responsible

CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Post-test reports and Tutoring Tracking System

Facilitator:

Administrator

Participants:

Administrators, CTE Department Head, CTE Teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Monitor tutoring sessions

Person or Persons Responsible

Administrators, CTE Department Head, CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Post-test reports and Tutoring Tracking System

Plan to Monitor Effectiveness of G3.B3.S2

Monitor tutoring sessions

Person or Persons Responsible

Administrators, CTE Department Head, CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Post-test reports and Tutoring Tracking System

G3.B3.S3 Implement National Center for Construction Education and Research (NCCER) Air Conditioning, Refrigeration and Heating Technology (HVAC) Curriculum at Job Corps.

Action Step 1

Monitor implementation of program

Person or Persons Responsible

CTE Teacher

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

NCCER HVAC Industry Certification Exam

Plan to Monitor Fidelity of Implementation of G3.B3.S3

Monitor implementation of program

Person or Persons Responsible

Administrators, CTE Department Head, CTE Teacher

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

NCCER HVAC Industry Certification Exam

Plan to Monitor Effectiveness of G3.B3.S3

Monitor implementation of program

Person or Persons Responsible

Administrators, CTE Department Head, CTE Teacher

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

NCCER Industry Certification Exam

G4. CTE: Establish baseline data on the number of students obtaining industry certification.

G4.B1 Cost of exams

G4.B1.S1 Monitor State and national certification registration and successful attainment of industry certificate.

Action Step 1

Monitor State and national certification registration and successful attainment of industry certificate.

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Industry Certification

Facilitator:

Administrator District CTE Liaison

Participants:

Administrators, counselors, CTE teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor State and national certification registration and successful attainment of industry certificate

Person or Persons Responsible

Administrators, counselors, CTE teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Industry Certification

Plan to Monitor Effectiveness of G4.B1.S1

Monitor State and national certification registration and successful attainment of industry certificate.

Person or Persons Responsible

Administrators, counselors, CTE teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Industry Certification

G4.B2 A lack of student understanding of the correlation between attainment of industry certification and job opportunities.

G4.B2.S1 At the time of enrollment, the counselor will provide students with salary information related to entry, average, and experienced level employees as well as occupational projections for employees in the student's chosen CTE field.

Action Step 1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report

Person or Persons Responsible

Counselor

Target Dates or Schedule

August, 2013 - August 2014

Evidence of Completion

TAR, Data-in-your-Hands, OCP Summary Report, and COE Annual Report

Facilitator:

Administrator

Participants:

Counselor

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report

Person or Persons Responsible

Counselor

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data-in-your-Hands, OCP Summary Report, and COE Annual Report

Plan to Monitor Effectiveness of G4.B2.S1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report

Person or Persons Responsible

Counselor

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data-in-your-Hands, OCP Summary Report, and COE Annual Report

G5. ESOL Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.

G5.B1 Lack of progress in ESOL student course completion.

G5.B1.S1 Develop and implement pacing guides that incorporate online resources for CASAS practice and interactive technology-based activities to support ESOL and CASAS benchmarks. Use pacing guides in developing differentiated lessons during common planning.

Action Step 1

Teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on CASAS post-tests.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

August, 2013 -August, 2014

Evidence of Completion

Common planning logs, lesson plans, Differentiated Instruction, Gradebook, CASAS post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data

Facilitator:

AGE Department Head Testing Chair

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Review teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on CASAS post-tests. Monitor in house data of student performance and LCPs.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs, common planning logs, lesson plans, Gradebook, CASAS post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data.

Plan to Monitor Effectiveness of G5.B1.S1

Review teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on CASAS post-tests. Monitor in house data on student performance and LCPs

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs, common planning logs, lesson plans, Gradebook, CASAS post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data.

G5.B1.S2 Conduct professional development on research-based instructional strategies in language acquisition and reading.

Action Step 1

Professional Development Registration Professional Development Participation Log Use of Common Board Configuration

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Professional Development Calendar, Professional Development Participation Log, classroom visitations, participation in common planning.

Facilitator:

AGE Department Head Adminsitrator

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Conduct classroom walk throughs to ensure fidelity of strategy implementation and review of lesson plans.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Professional Development Calendar, Professional Development Participation Log, classroom visitations, coaching logs, observations and walk throughs.

Plan to Monitor Effectiveness of G5.B1.S2

Conduct classroom walk throughs to ensure fidelity of strategy implementation and review of lesson plans

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Professional Development Calendar, Professional Development Participation Log, classroom visitations, coaching logs, observations and walk throughs.

G5.B1.S3 Implement the Strategic Leadership Coaching Model with all ESOL teachers.

Action Step 1

Strategic Leadership Coaching Model with ESOL teachers Lesson Plans Instructional Focus Calendars Pacing Guides

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching Logs Lesson Plans Instructional Focus Calendars Pacing Guides

Facilitator:

Administrator AGE Department Head

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Strategic Leadership Coaching Model with ESOL teachers. Monitor coaching logs.

Person or Persons Responsible

Administrator, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of G5.B1.S3

Strategic Leadership Coaching Model with ESOL teachers. Monitor coaching logs.

Person or Persons Responsible

AGE Department Head, English Language Literacy Coach

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching Logs

G5.B1.S4 Actively monitor the SAVES program and enforce the "earn benefits" policy where a student must demonstrate progress and good attendance to continue receiving program benefits.

Action Step 1

SAVES Program Specialist to work in close collaboration with teachers to monitor student progress and program completion.

Person or Persons Responsible

All Teachers SAVES Program Specialist

Target Dates or Schedule

August, 2013 -August, 2014

Evidence of Completion

CASAS Tops Pro score reports

Facilitator:

Administrator Testing Chairperson

Participants:

Assistant Principal, SAVES Program Specialist, Case Managers

Plan to Monitor Fidelity of Implementation of G5.B1.S4

SAVES Program Specialist to work in close collaboration with program case managers to monitor student progress and program completion.

Person or Persons Responsible

Assistant Principal, SAVES Program Specialist

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports

Plan to Monitor Effectiveness of G5.B1.S4

SAVES Program Specialist to work in close collaboration with program case managers to monitor student progress and program completion.

Person or Persons Responsible

Assistant Principal, SAVES Program Specialist

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports

G5.B2 Teachers ineffectively using data to increase mastery of standards.

G5.B2.S1 Review and use student data to make decisions on instruction, interventions, and enrichment.

Action Step 1

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL and CASAS benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports, common planning logs, lesson plans, coaching logs.

Facilitator:

Administrator AGE Department Head Testing Chairperson

Participants:

Administrators, AGE Department Head, teachers.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL and CASAS benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs. Monitor in house data on student performance and LCPs.

Person or Persons Responsible

Administrators, AGE Department Head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports, common planning logs, lesson plans, coaching logs.

Plan to Monitor Effectiveness of G5.B2.S1

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL and CASAS benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs. Monitor in house data and LCPs.

Person or Persons Responsible

Administrators, AGE Department Head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports, common planning logs, lesson plans, coaching logs.

G5.B2.S2 Implement School-Wide Instructional Focus Calendar for all ESOL classes covering targeted lowest-scoring reading benchmarks within each anchor standard.

Action Step 1

Lesson Plans Instructional Focus Calendars Pacing Guides CASAS Scores

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Classroom visitations, observations, and lesson plans

Facilitator:

Administrator AGE Department Head

Participants:

Administrators, AGE Department Head,

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Conduct classroom walk throughs to ensure fidelity of strategy implementation.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Classroom visitations, observations, and walk throughs; coaching logs, lesson plans.

Plan to Monitor Effectiveness of G5.B2.S2

Conduct classroom walk throughs to ensure fidelity of strategy implementation.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Classroom visitations, observations, and walk throughs; coaching logs, lesson plans.

G5.B3 Upper-level ESOL students (intermediate and advanced) not making progress from one functional level to the next.

G5.B3.S1 Use CASAS Tops Pro score reports to design instructional plans to address students' academic needs.

Action Step 1

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Monitor student performance data and conduct Data Chats.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.

Facilitator:

AGE Department Head

Participants:

AGE Department Head, counselors, teachers.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Monitor student performance data and coaching logs

Person or Persons Responsible

AGE Department Head, counselors, teachers.

Target Dates or Schedule

August, 2013 -August, 2014

Evidence of Completion

CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.

Plan to Monitor Effectiveness of G5.B3.S1

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Monitor student performance data and coaching logs.

Person or Persons Responsible

AGE Department Head, counselors, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.

G5.B3.S2 Utilize ESOL mobile computer lab for online access to interactive activities in language acquisition and reading in order to better prepare them for success in mastering ESOL/CASAS standards and benchmarks.

Action Step 1

Conduct walkthroughs to ensure fidelity of strategy implementation. Monitor computer lab usage by teacher.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Computer Lab Schedule, walk throughs, coaching logs, lesson plans.

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Conduct walkthroughs to ensure fidelity of strategy implementation. Monitor computer lab usage by teacher.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Computer Lab Schedule, walk throughs, coaching logs, lesson plans

Plan to Monitor Effectiveness of G5.B3.S2

Conduct walkthroughs to ensure fidelity of strategy implementation. Monitor computer lab usage by teacher.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Computer Lab Schedule, walk throughs, coaching logs, lesson plans.

G5.B3.S3 Incorporate use of interactive technology (Promethean Boards and Mimio Boards) in ESOL classes to facilitate classroom instruction and student learning

Action Step 1

Lesson Plans Use of Mimio Boards

Person or Persons Responsible

ALL AGE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Student Performance

Facilitator:

Administrator Product Represeentative

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Conduct walk throughs to ensure fidelity of strategy implementation.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Walk throughs and coaching logs

Plan to Monitor Effectiveness of G5.B3.S3

Conduct walk throughs to ensure fidelity of strategy implementation.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Walk throughs and coaching logs

G5.B3.S4 Utilize technology-based instructional programs (ELLIS, Skills Tutor) to enhance classroom instruction and student learning.

Action Step 1

Review program-generated analysis reports of students' progress Conduct Data Chats

Person or Persons Responsible

AllTeachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program-generated reports

Facilitator:

Administrator Computer Specialist

Participants:

AGE Department Head, teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S4

Review program-generated analysis reports of students' progress.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program-generated reports

Plan to Monitor Effectiveness of G5.B3.S4

Review program-generated analysis reports of students' progress.

Person or Persons Responsible

AGE Department Head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program-generated reports

G5.B3.S5 Continue implementation of two blended language acquisition programs: Rosetta Stone and Burlington English, which combine face-to-face classroom activities with anytime-anywhere access to state-of-the-art online interactive courses.

Action Step 1

Review program-generated and District-generated analysis reports of students' progress.

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program- and District-generated reports

Facilitator:

AGE Department Head Program Representative

Participants:

AGE Department Head, teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S5

Review program-generated and District-generated analysis reports of students' progress

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program- and District-generated reports

Plan to Monitor Effectiveness of G5.B3.S5

Review program-generated and District-generated analysis reports of students' progress

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August 31, 2014

Evidence of Completion

Program- and District-generated reports

G5.B3.S6 Provide contextualized lessons with specific career cluster-related activities into all ESOL functional level classes with an opportunity to explore career and employment options within each cluster in order to assist them in developing a career-centered educational plan.

Action Step 1

Lesson Plans Instructional Focus Calendars Pacing Guides Career Clusters Florida Choices Survey CASAS Tops Pro Reports

Person or Persons Responsible

ESOL Teachers

Target Dates or Schedule

August 2013 - August 2014

Evidence of Completion

Conduct walkthroughs to ensure fidelity of strategy implementation. Monitor computer lab usage by teacher. Monitor Lesson Plans and computer generated reports.

Facilitator:

Administrator

Participants:

Teachers Career Pathways Case Managers

Plan to Monitor Fidelity of Implementation of G5.B3.S6

Review program-generated and District-generated analysis reports of students' progress.

Person or Persons Responsible

AGE Department Head and teachers

Target Dates or Schedule

August 2013-August 2014

Evidence of Completion

Program- and District-generated reports.

Plan to Monitor Effectiveness of G5.B3.S6

Review program-generated and District-generated analysis reports of students' progress.

Person or Persons Responsible

Administrator, AGE Department Head and teachers

Target Dates or Schedule

August 2013-August 2013

Evidence of Completion

Program- and District-generated reports.

G6. ABE: Increase the number of Literacy Completion Points (LCPs) earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.

G6.B1 Students with a learning disability who have not self-declared and/or who are unaware of their rights under Federal and State Laws.

G6.B1.S1 Monitor the inclusion of information regarding availability of support for SPED students during the registration process, the orientation program, and upon entry into every program.

Action Step 1

Monitor the inclusion of information regarding support for SPED students during the orientation program, and upon entry into every program though the use of differentiated instruction.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS scores TABE scores Lesson Plans Pacing Guides

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitor the inclusion of information regarding availability of support for SPED students during the registration process, the orientation program, and upon entry into every program.

Person or Persons Responsible

Administrators, counselors, AGE Department Head and teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Registration Packet

Plan to Monitor Effectiveness of G6.B1.S1

Monitor the inclusion of information regarding availability of support for SPED students during the registration process, the orientation program, and upon entry into every program.

Person or Persons Responsible

Administrators, counselors, Department Head and teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Registration Packet

G6.B1.S2 Monitor orientation classes and registration process.

Action Step 1

Monitor orientation classes and registration process.

Person or Persons Responsible

Counselors, AGE Department Head and case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Registration Packet and Orientation Survey.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Monitor orientation classes and registration process.

Person or Persons Responsible

Counselors, AGE Department Head and case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Registration Packet and Orientation Survey.

Plan to Monitor Effectiveness of G6.B1.S2

Monitor orientation classes and registration process.

Person or Persons Responsible

Counselors, AGE Department Head and case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Registration Packet and Orientation Survey

G6.B1.S3 Monitor students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and coaching logs.

Action Step 1

Monitor students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and Tutoring Intervention Logs.

Person or Persons Responsible

ABE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and differentiated instruction.

Facilitator:

Administrator Testing Chairperson

Participants:

Counselors, AGE Department Head,and teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Monitor students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and coaching logs.

Person or Persons Responsible

Counselors, AGE Department Head, and teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and coaching logs

Plan to Monitor Effectiveness of G6.B1.S3

Monitor students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and coaching logs.

Person or Persons Responsible

Counselors, AGE Department Head, and teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and coaching logs

G6.B2 Lack of progress in ABE student course completion.

G6.B2.S1 Develop and implement pacing guides that incorporate online resources for TABE practice and interactive technology-based activities to support ABE course benchmarks.

Action Step 1

Review teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on TABE post-tests.

Person or Persons Responsible

Administrator, AGE Department Head, ABE teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs, common planning logs, lesson plans, Gradebook, TABE post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data.

Facilitator:

Administrator AGE Department Head

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Review teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on TABE post-tests. Monitor in house data on student performance and LCPs.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs, common planning logs, lesson plans, Gradebook, TABE post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data.

Plan to Monitor Effectiveness of G6.B2.S1

Review teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on TABE post-tests. Monitor in house data on student performance and LCPs.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs, common planning logs, lesson plans, Gradebook, TABE post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data

G6.B2.S2 Conduct professional development on research-based instructional strategies in reading and language

Action Step 1

Registration to Professional Development Session Participation in Common Planning Sessions

Person or Persons Responsible

All Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Professional Development Calendar, Professional Development Participation Log, classroom visitations, observations and walk throughs.

Facilitator:

Administrator AGE Department Head

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G6.B2.S2

Conduct classroom walk throughs to ensure fidelity of strategy implementation and review of lesson plans.

Person or Persons Responsible

Administrators, AGE Department Head,

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Professional Development Calendar, Professional Development Participation Log, classroom visitations, coaching logs, observations and walk throughs.

Plan to Monitor Effectiveness of G6.B2.S2

Conduct classroom walk throughs to ensure fidelity of strategy implementation and review of lesson plans.

Person or Persons Responsible

Administrators, AGE Department Head,

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Professional Development Calendar, Professional Development Participation Log, classroom visitations, coaching logs, observations and walk throughs.

G6.B2.S3 Implement the Strategic Leadership Coaching Model with all ABE teachers.

Action Step 1

Monitor implementation of Strategic Leadership Coaching Model with ABE teachers. Monitor coaching logs.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs

Facilitator:

Administrator AGE Department Head

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G6.B2.S3

Monitor implementation of Strategic Leadership Coaching Model with ABE teachers. Monitor coaching logs.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs

Plan to Monitor Effectiveness of G6.B2.S3

Monitor implementation of Strategic Leadership Coaching Model with ABE teachers. Monitor coaching logs.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching Logs

G6.B2.S4 Facilitate small group learning and provide individual tutoring to students.

Action Step 1

Create differentiated activities during common planning and monitor tutoring sessions, tutoring logs and coaching logs.

Person or Persons Responsible

ABE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE post-test results and Tutoring Tracking System.

Facilitator:

Administrator AGE Department Head

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G6.B2.S4

Create differentiated activities during common planning and monitor tutoring sessions, tutoring logs and coaching logs

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE post-test results and Tutoring Tracking System.

Plan to Monitor Effectiveness of G6.B2.S4

Create differentiated activities during common planning and monitor tutoring sessions, tutoring logs and coaching logs

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE post-test results and Tutoring Tracking System.

G6.B3 Teachers ineffectively using data to increase mastery of standards.

G6.B3.S1 Review and use student data to make decisions on instruction, interventions, and enrichment.

Action Step 1

Analyze students' TABE Score Reports to determine student progress on ABE benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs.

Person or Persons Responsible

ABE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Score Reports, common planning log, lesson plans, coaching logs .

Facilitator:

Administrator AGE Department Head Testing Chair

Participants:

Administrators, AGE Department head, teachers.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Analyze students' TABE Score Reports to determine student progress on ABE benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs. Monitor in house student performance data and LCPs.

Person or Persons Responsible

Administrators, AGE Department Head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Score Reports, common planning log, lesson plans, coaching logs .

Plan to Monitor Effectiveness of G6.B3.S1

Analyze students' TABE Score Reports to determine student progress on ABE benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs. Monitor in house student performance data and LCPs.

Person or Persons Responsible

Administrators, AGE Department Head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Score Reports, common planning log, lesson plans, coaching logs

G6.B3.S2 Implement School-Wide Instructional Focus Calendar for all ABE classes covering targeted lowest-scoring reading benchmarks within each anchor standard.

Action Step 1

Lesson Plans Data Binders Use of Instructional Focus Calendars Intervention Tutoring Logs ABE Digital Cooperative Learning Lab Rotations Software Usage Reports

Person or Persons Responsible

ABE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Classroom visitations, observations, and walk throughs; coaching logs, and lesson plans.

Facilitator:

Administrator AGE Department Head

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G6.B3.S2

Conduct classroom walk throughs to ensure fidelity of strategy implementation in instructional areas. Monitor in house student performance data and LCPs.

Person or Persons Responsible

Administrators, AGE Department head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Classroom visitations, observations, and walk throughs; coaching logs, and lesson plans.

Plan to Monitor Effectiveness of G6.B3.S2

Conduct classroom walk throughs to ensure fidelity of strategy implementation in instructional areas. Monitor in house student performance data and LCPs.

Person or Persons Responsible

Administrators, AGE Department head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Classroom visitations, observations, and walk throughs; coaching logs, and lesson plans.

G6.B4 ABE students having difficulty transitioning to High School Completion, GED, and Career Technical Education (CTE) programs

G6.B4.S1 Use the TABE multi-reference reports to design instructional plans to address students' academic needs.

Action Step 1

Analyze students' TABE score reports to determine student progress on ABE benchmarks. Monitor student performance data through software usage reports and Tutoring Intervention logs.

Person or Persons Responsible

ABE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Score Reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data

Facilitator:

Administrator AGE Department Head Test Chair

Participants:

AGE Department Head, counselors, teachers

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Analyze students' TABE score reports to determine student progress on ABE benchmarks. Monitor student performance data and coaching logs.

Person or Persons Responsible

AGE Department Head, counselors, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Score Reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data

Plan to Monitor Effectiveness of G6.B4.S1

Analyze students' TABE score reports to determine student progress on ABE benchmarks. Monitor student performance data and coaching logs.

Person or Persons Responsible

AGE Department Head, counselors, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Score Reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.

G6.B4.S2 Utilize ABE mobile computer lab for online access to interactive activities in reading and language in order to better prepare them for success is mastering ABE standards and benchmarks.

Action Step 1

Conduct walk throughs to ensure fidelity of strategy implementation. Monitor computer lab usage by teacher.

Person or Persons Responsible

AGE Department Head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Computer lab schedule, walk throughs, coaching logs, lesson plans.

Plan to Monitor Fidelity of Implementation of G6.B4.S2

Conduct walk throughs to ensure fidelity of strategy implementation. Monitor computer lab usage by teacher.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Computer lab schedule, walk throughs, coaching logs, lesson plans.

Plan to Monitor Effectiveness of G6.B4.S2

Conduct walk throughs to ensure fidelity of strategy implementation. Monitor computer lab usage by teacher.

Person or Persons Responsible

AGE Department Head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Computer lab schedule, walk throughs, coaching logs, lesson plans

G6.B4.S3 Incorporate use of interactive technology (Promethean Boards and Mimio Boards) in ABE classes to facilitate classroom instruction and student learning.

Action Step 1

Review program-generated analysis reports of students' progress.

Person or Persons Responsible

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program-generated reports

Facilitator:

AGE Department Head Product Representative

Participants:

Administrators, AGE Department Head

Plan to Monitor Fidelity of Implementation of G6.B4.S3

Conduct walk throughs to ensure fidelity of strategy implementation.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Walk throughs and coaching logs.

Plan to Monitor Effectiveness of G6.B4.S3

Conduct walk throughs to ensure fidelity of strategy implementation.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Walk throughs and coaching logs.

G6.B4.S4 Utilize technology-based instructional programs (Skills Tutor, ITTS, GED Academy and Reading Plus) to enhance classroom instruction and student learning as well as improving students' communication and employability skills in preparing them for success in career and/or technical programs.

Action Step 1

Monitor Data Binders with TABE scores Review program-generated analysis reports of students' progress

Person or Persons Responsible

ABE Teachers

Target Dates or Schedule

August 2013 - August 2014

Evidence of Completion

Program-generated reports

Plan to Monitor Fidelity of Implementation of G6.B4.S4

Review program-generated analysis reports of students' progress.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August 2013 - August 2014

Evidence of Completion

Program-generated reports

Plan to Monitor Effectiveness of G6.B4.S4

Review program-generated analysis reports of students' progress.

Person or Persons Responsible

AGE Department Head, teachers

Target Dates or Schedule

August 2013 - August 2014

Evidence of Completion

Program-generated reports

G6.B4.S5 Infuse throughout the ABE academic core wheel class opportunities for contextualized instruction in reading, language and mathematics; these activities always include a heavy technological component. Additionally, students consider their personal career interests and aptitudes in identifying possible job interests within each career cluster.

Action Step 1

Lesson Plans Instructional Focus Calendars Pacing Guides Florida Choices Survey Individualized Instruction Student Plan TABE Multi-Reference Report ITTS, Reading Plus, GED Academy

Person or Persons Responsible

ABE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program- and District-generated reports, usage reports from the AGE Digital Cooperative Learning Lab

Facilitator:

Administrator AGE Department Head

Participants:

Teachers Case Managers

Plan to Monitor Fidelity of Implementation of G6.B4.S5

Review program-generated and District-generated analysis reports of students' progress. Usage of the AGE Digital Cooperative Learning Lab. Individualized Instruction Learning Plan

Person or Persons Responsible

Administrator AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program- and District-generated reports. AGE Digital Cooperative Learning Center usage report

Plan to Monitor Effectiveness of G6.B4.S5

Review program-generated and District-generated analysis reports of students' progress. Monitor software usage reports through the AGE Digital Cooperative Learning Center

Person or Persons Responsible

Administrator AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program- and District-generated reports, Software Usage Reports

G7. DROPOUT PREVENTION: Increase the number of 2H students from Homestead Senior High & South Dade Senior High who take credit recovery courses at South Dade Educational Center to facilitate High School graduation by 3%.

G7.B1 Lack of timely student referrals from the home school.

G7.B1.S1 Develop an articulation protocol with Homestead Senior High and South Dade Senior High in order to establish a timelier and more efficient referral process.

Action Step 1

Maintain a database of 2H students enrolled in credit recovery courses and the corresponding graduation rate for each.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

District-generated report delineating the number of students from Homestead Senior High and South Dade Senior High who completed credit recovery courses at South Dade Educational Center and graduated in June 2014 or August 2014

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Maintain a database of 2H students enrolled in credit recovery courses and the corresponding graduation rate for each.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

District-generated report delineating the number of students from Homestead Senior High and South Dade Senior High who completed credit recovery courses at South Dade Educational Center and graduated in June 2014 or August 2014

Plan to Monitor Effectiveness of G7.B1.S1

Maintain a database of 2H students enrolled in credit recovery courses and the corresponding graduation rate for each.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

District-generated report delineating the number of students from Homestead Senior High and South Dade Senior High who completed credit recovery courses at South Dade Educational Center and graduated in June 2014 or August 2014.

G7.B1.S2 Establish a common school improvement strategy to enhance the number of referrals for co-enrollment in South Dade Educational Center credit recovery courses.

Action Step 1

Database of 2H students Written Procedures and guidelines regarding referral process. EESAC meetings High School Enrolllment

Person or Persons Responsible

Administrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Maintain a database of 2H students enrolled in credit recovery courses and the corresponding graduation rate for each. Include strategies in School Improvement Plan. Establish written procedures and guidelines regarding the referral process for co-enrollment at South Dade Educational Center. Monitor implementation of procedures. Monitor EESAC meeting attendance sign-in sheets and meeting summaries for Homestead Senior High and South Dade Senior High. Monitor high school student enrollment (2H students) for students whose home school is South Dade Senior High or Homestead Senior High.

Action Step 2

Database of 2H students Written Procedures and guidelines regarding referral process. EESAC meetings High School Enrolllment

Person or Persons Responsible

Administrators

Target Dates or Schedule

July 31, 2013 - June 30, 2013

Evidence of Completion

Maintain a database of 2H students enrolled in credit recovery courses and the corresponding graduation rate for each. Include strategies in School Improvement Plan. Establish written procedures and guidelines regarding the referral process for co-enrollment at South Dade Educational Center. Monitor implementation of procedures. Monitor EESAC meeting attendance sign-in sheets and meeting summaries for Homestead Senior High and South Dade Senior High. Monitor high school student enrollment (2H students) for students whose home school is South Dade Senior High or Homestead Senior High.

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Continued articulation with Homestead Senior High and South Dade Senior High; development of master schedule to encompass State-approved course recovery classes; continued participation in EESAC meetings at Homestead Senior High and South Dade Senior High; continued monitoring of student attendance and grades in Gradebook; continued benchmark-driven instruction in preparation for End-of-Course exams in Algebra I, Geometry, Biology; and continued differentiated instruction targeting student deficiencies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Attendance data, discipline referrals, potential failure list, and Gradebook

Plan to Monitor Effectiveness of G7.B1.S2

Include strategies in School Improvement Plan. Establish written procedures and guidelines regarding the referral process for co-enrollment at South Dade Educational Center. Monitor implementation of procedures.

Person or Persons Responsible

Adminsitrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Written procedures and guidelines for co-enrollment

G7.B2 Parents' lack of understanding and support of student enrollment in credit recovery courses.

G7.B2.S1 Participate in Educational Excellence School Advisory Council (EESAC) meetings at Homestead Senior High and South Dade Senior High in order to support articulation with school administrators, counselors, parents, and students and provide information on how credit recovery can positively impact a student's chances of graduating.

Action Step 1

Monitor EESAC meeting attendance sign-in sheets and meeting summaries for Homestead Senior High and South Dade Senior High.

Person or Persons Responsible

Administrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

EESAC meeting attendance sign-in sheets and meeting summaries for Homestead Senior High and South Dade Senior High.

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Monitor EESAC meeting attendance sign-in sheets and meeting summaries for Homestead Senior High and South Dade Senior High.

Person or Persons Responsible

Adminsitrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

EESAC meeting attendance sign-in sheets and meeting summaries for Homestead Senior High and South Dade Senior High.

Plan to Monitor Effectiveness of G7.B2.S1

Monitor EESAC meeting attendance sign-in sheets and meeting summaries for Homestead Senior High and South Dade Senior High.

Person or Persons Responsible

Adminsitrators

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

EESAC meeting attendance sign-in sheets and meeting summaries for Homestead Senior High and South Dade Senior High.

G7.B2.S2 Collaborate to develop a master schedule that targets potential graduating students at Homestead Senior High and South Dade Senior High in need of credit recovery courses.

Action Step 1

Monitor high school student enrollment (2H students) for students whose home school is South Dade Senior High or Homestead Senior High.

Person or Persons Responsible

Administrators

Target Dates or Schedule

June 30, 2013 - JUly 31, 2014

Evidence of Completion

Master schedule and student schedules, district-generated report delineating the number of students from Homestead Senior High and South Dade Senior High who completed credit recovery courses at South Dade Educational Center and graduated in June 2014 or August 2014.

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Monitor high school student enrollment (2H students) for students whose home school is South Dade Senior High or Homestead Senior High.

Person or Persons Responsible

Administrators

Target Dates or Schedule

June 30, 2013 - July 31, 2014

Evidence of Completion

Master schedule and student schedules, district-generated report delineating the number of students from Homestead Senior High and South Dade Senior High who completed credit recovery courses at South Dade Educational Center and graduated in June 2014 or August 2014.

Plan to Monitor Effectiveness of G7.B2.S2

Monitor high school student enrollment (2H students) for students whose home school is South Dade Senior High or Homestead Senior High.

Person or Persons Responsible

Adminsitrators

Target Dates or Schedule

June 30, 2013 - July 31, 2014

Evidence of Completion

Master schedule and student schedules, district-generated report delineating the number of students from Homestead Senior High and South Dade Senior High who completed credit recovery courses at South Dade Educational Center and graduated in June 2014 or August 2014.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Adult Education: Funds are allocated to each Adult/Vocational Technical Education through membership hours and student performance.

Career Pathways: Funds are allocated through Federal Grant monies dispersed through the Workforce Development Office. (TBD)

District Financial Aid Program (DFAP)/Fee Waiver: Monies are allocated through the district office and dispersed based on student enrollment and performance. DFAP ($25,000.00) and Fee Waiver ($20,000.00)

Carl Perkins Funds: Funds are allocated through Federal Grant monies and dispersed through the the Career and Technical Education Office at the District Level. ($2,000.00)

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. ATTENDANCE: As an adult education facility, we monitor membership hours in lieu of FTE. Increase school-wide student membership hours by 3% as evidenced by comparing Summary Report from DIYH for WDIS year 2012-13 to WDIS year 2013-14.

G1.B3 Lack of understanding/awareness of the direct correlation between program attendance and completion.

G1.B3.S2 Establish procedures for weekly reporting of student attendance to Service Agency Case Managers (Farm workers, SAVES, South Florida Workforce, etc.)

PD Opportunity 1

Monitor Gradebook, case manager logs, and Service Agencies Communication Log

Facilitator

Administrator

Participants

Counselors and case managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Gradebook Attendance Class Summary Report, Case Manager logs, and Service Agencies Communication Log.

G1.B3.S3 Create a mentoring program to include students with identified attendance issues.

PD Opportunity 1

Monitor mentoring logs on a weekly basis

Facilitator

Administrator

Participants

Administrators, case managers, mentors

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Mentoring logs

G2. CTE: Maintain Council on Occupational Education (COE) compliance by meeting the required accreditation standards of 60% program completion on the Annual Report.

G2.B1 Transient student population

G2.B1.S1 Monitor attendance through grade and Attendance Summary Report in Data in Your Hands (DIYH).

PD Opportunity 1

Proper implementation of the Vocational Tracking System by Career Technical Education (CTE) instructor(s); and Test for Adult Basic Education (TABE), when applicable.

Facilitator

Administrator Test Chair

Participants

Counselor, Job Placement Specialist, Case Managers, and CTE Teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Vocational Tracking System Data In Your Hands Reports TABE Results Electronic Gradebook

G3. OCPs: Increase the number of students who demonstrate growth by completing one or more CTE courses by 3% over last year's total of 658 OCPs, which sets the anticipated 2014 level of performance at 677 OCPs.

G3.B1 Cost of tuition

G3.B1.S1 Monitor enrollment and District Financial Aid Program (DFAP)/Fee waiver allocation reports and Pell Grant Fiscal Operation (FISAP) report. Application to participate for the following year.

PD Opportunity 1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report.

Facilitator

Administrator

Participants

Counselor, Financial Aid Officer and registrar

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data- in-your-Hands, OCP Summary Report, and COE Annual Report

G3.B2 Lack of understanding of direct correlation between program attendance/completion and potential for future earnings/higher education

G3.B2.S1 At the time of enrollment, the counselor will provide students with salary information related to entry, average, and experienced level employees as well as occupational projections for employees in the student's chosen CTE field.

PD Opportunity 1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Facilitator

Administrator

Participants

Counselor

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TAR, Data-in-your-Hands, OCP Summary Report, In House student attendance and performance data and COE Annual Report.

G3.B3 TABE scores attainment for program completers

G3.B3.S1 Utilize the Applied Academics for Adult Education (AAAE) Lab to provide remediation in basic skills.

PD Opportunity 1

Monitor student referrals to the AAAE Lab and review student progress through TABE test results. Monitor in house attendance and student performance data in correlation with attaining OCPs.

Facilitator

Administrator Test Chair

Participants

Administrators, CTE Department Head, Counselors, CTE teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE post-test scores Use of Differentiated Instruction In house attendance and student performance data

G3.B3.S2 Facilitate small group learning and provide individual tutoring to students.

PD Opportunity 1

Monitor tutoring sessions Use of Differentiated Instruction

Facilitator

Administrator

Participants

Administrators, CTE Department Head, CTE Teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Post-test reports and Tutoring Tracking System

G4. CTE: Establish baseline data on the number of students obtaining industry certification.

G4.B1 Cost of exams

G4.B1.S1 Monitor State and national certification registration and successful attainment of industry certificate.

PD Opportunity 1

Monitor State and national certification registration and successful attainment of industry certificate.

Facilitator

Administrator District CTE Liaison

Participants

Administrators, counselors, CTE teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Industry Certification

G4.B2 A lack of student understanding of the correlation between attainment of industry certification and job opportunities.

G4.B2.S1 At the time of enrollment, the counselor will provide students with salary information related to entry, average, and experienced level employees as well as occupational projections for employees in the student's chosen CTE field.

PD Opportunity 1

Review Training Achievement Record (TAR), Occupational Completion Point (OCP) checklists, Gradebook Attendance Summary Report, and the COE Annual Report

Facilitator

Administrator

Participants

Counselor

Target Dates or Schedule

August, 2013 - August 2014

Evidence of Completion

TAR, Data-in-your-Hands, OCP Summary Report, and COE Annual Report

G5. ESOL Increase the number of LCPs earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.

G5.B1 Lack of progress in ESOL student course completion.

G5.B1.S1 Develop and implement pacing guides that incorporate online resources for CASAS practice and interactive technology-based activities to support ESOL and CASAS benchmarks. Use pacing guides in developing differentiated lessons during common planning.

PD Opportunity 1

Teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on CASAS post-tests.

Facilitator

AGE Department Head Testing Chair

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 -August, 2014

Evidence of Completion

Common planning logs, lesson plans, Differentiated Instruction, Gradebook, CASAS post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data

G5.B1.S2 Conduct professional development on research-based instructional strategies in language acquisition and reading.

PD Opportunity 1

Professional Development Registration Professional Development Participation Log Use of Common Board Configuration

Facilitator

AGE Department Head Adminsitrator

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Professional Development Calendar, Professional Development Participation Log, classroom visitations, participation in common planning.

G5.B1.S3 Implement the Strategic Leadership Coaching Model with all ESOL teachers.

PD Opportunity 1

Strategic Leadership Coaching Model with ESOL teachers Lesson Plans Instructional Focus Calendars Pacing Guides

Facilitator

Administrator AGE Department Head

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching Logs Lesson Plans Instructional Focus Calendars Pacing Guides

G5.B1.S4 Actively monitor the SAVES program and enforce the "earn benefits" policy where a student must demonstrate progress and good attendance to continue receiving program benefits.

PD Opportunity 1

SAVES Program Specialist to work in close collaboration with teachers to monitor student progress and program completion.

Facilitator

Administrator Testing Chairperson

Participants

Assistant Principal, SAVES Program Specialist, Case Managers

Target Dates or Schedule

August, 2013 -August, 2014

Evidence of Completion

CASAS Tops Pro score reports

G5.B2 Teachers ineffectively using data to increase mastery of standards.

G5.B2.S1 Review and use student data to make decisions on instruction, interventions, and enrichment.

PD Opportunity 1

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL and CASAS benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs.

Facilitator

Administrator AGE Department Head Testing Chairperson

Participants

Administrators, AGE Department Head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports, common planning logs, lesson plans, coaching logs.

G5.B2.S2 Implement School-Wide Instructional Focus Calendar for all ESOL classes covering targeted lowest-scoring reading benchmarks within each anchor standard.

PD Opportunity 1

Lesson Plans Instructional Focus Calendars Pacing Guides CASAS Scores

Facilitator

Administrator AGE Department Head

Participants

Administrators, AGE Department Head,

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Classroom visitations, observations, and lesson plans

G5.B3 Upper-level ESOL students (intermediate and advanced) not making progress from one functional level to the next.

G5.B3.S1 Use CASAS Tops Pro score reports to design instructional plans to address students' academic needs.

PD Opportunity 1

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Monitor student performance data and conduct Data Chats.

Facilitator

AGE Department Head

Participants

AGE Department Head, counselors, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.

G5.B3.S3 Incorporate use of interactive technology (Promethean Boards and Mimio Boards) in ESOL classes to facilitate classroom instruction and student learning

PD Opportunity 1

Lesson Plans Use of Mimio Boards

Facilitator

Administrator Product Represeentative

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Student Performance

G5.B3.S4 Utilize technology-based instructional programs (ELLIS, Skills Tutor) to enhance classroom instruction and student learning.

PD Opportunity 1

Review program-generated analysis reports of students' progress Conduct Data Chats

Facilitator

Administrator Computer Specialist

Participants

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program-generated reports

G5.B3.S5 Continue implementation of two blended language acquisition programs: Rosetta Stone and Burlington English, which combine face-to-face classroom activities with anytime-anywhere access to state-of-the-art online interactive courses.

PD Opportunity 1

Review program-generated and District-generated analysis reports of students' progress.

Facilitator

AGE Department Head Program Representative

Participants

AGE Department Head, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program- and District-generated reports

G5.B3.S6 Provide contextualized lessons with specific career cluster-related activities into all ESOL functional level classes with an opportunity to explore career and employment options within each cluster in order to assist them in developing a career-centered educational plan.

PD Opportunity 1

Lesson Plans Instructional Focus Calendars Pacing Guides Career Clusters Florida Choices Survey CASAS Tops Pro Reports

Facilitator

Administrator

Participants

Teachers Career Pathways Case Managers

Target Dates or Schedule

August 2013 - August 2014

Evidence of Completion

Conduct walkthroughs to ensure fidelity of strategy implementation. Monitor computer lab usage by teacher. Monitor Lesson Plans and computer generated reports.

G6. ABE: Increase the number of Literacy Completion Points (LCPs) earned by students who demonstrate growth by advancing one or more functional levels by 3% over last year's LCPs.

G6.B1 Students with a learning disability who have not self-declared and/or who are unaware of their rights under Federal and State Laws.

G6.B1.S3 Monitor students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and coaching logs.

PD Opportunity 1

Monitor students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and Tutoring Intervention Logs.

Facilitator

Administrator Testing Chairperson

Participants

Counselors, AGE Department Head,and teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Students' TABE test results and multi-reference reports, Learning Styles Inventory, Gradebook, and differentiated instruction.

G6.B2 Lack of progress in ABE student course completion.

G6.B2.S1 Develop and implement pacing guides that incorporate online resources for TABE practice and interactive technology-based activities to support ABE course benchmarks.

PD Opportunity 1

Review teacher lesson plans, common planning logs, and coaching logs. Monitor classroom instruction and student progress in Gradebook and on TABE post-tests.

Facilitator

Administrator AGE Department Head

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs, common planning logs, lesson plans, Gradebook, TABE post-test scores, Data-in-your-Hands, LCP Summary Report, and school-generated data.

G6.B2.S2 Conduct professional development on research-based instructional strategies in reading and language

PD Opportunity 1

Registration to Professional Development Session Participation in Common Planning Sessions

Facilitator

Administrator AGE Department Head

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Professional Development Calendar, Professional Development Participation Log, classroom visitations, observations and walk throughs.

G6.B2.S3 Implement the Strategic Leadership Coaching Model with all ABE teachers.

PD Opportunity 1

Monitor implementation of Strategic Leadership Coaching Model with ABE teachers. Monitor coaching logs.

Facilitator

Administrator AGE Department Head

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Coaching logs

G6.B2.S4 Facilitate small group learning and provide individual tutoring to students.

PD Opportunity 1

Create differentiated activities during common planning and monitor tutoring sessions, tutoring logs and coaching logs.

Facilitator

Administrator AGE Department Head

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE post-test results and Tutoring Tracking System.

G6.B3 Teachers ineffectively using data to increase mastery of standards.

G6.B3.S1 Review and use student data to make decisions on instruction, interventions, and enrichment.

PD Opportunity 1

Analyze students' TABE Score Reports to determine student progress on ABE benchmarks. Monitor student performance data, common planning logs, lesson plans, and coaching logs.

Facilitator

Administrator AGE Department Head Testing Chair

Participants

Administrators, AGE Department head, teachers.

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Score Reports, common planning log, lesson plans, coaching logs .

G6.B3.S2 Implement School-Wide Instructional Focus Calendar for all ABE classes covering targeted lowest-scoring reading benchmarks within each anchor standard.

PD Opportunity 1

Lesson Plans Data Binders Use of Instructional Focus Calendars Intervention Tutoring Logs ABE Digital Cooperative Learning Lab Rotations Software Usage Reports

Facilitator

Administrator AGE Department Head

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Classroom visitations, observations, and walk throughs; coaching logs, and lesson plans.

G6.B4 ABE students having difficulty transitioning to High School Completion, GED, and Career Technical Education (CTE) programs

G6.B4.S1 Use the TABE multi-reference reports to design instructional plans to address students' academic needs.

PD Opportunity 1

Analyze students' TABE score reports to determine student progress on ABE benchmarks. Monitor student performance data through software usage reports and Tutoring Intervention logs.

Facilitator

Administrator AGE Department Head Test Chair

Participants

AGE Department Head, counselors, teachers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

TABE Score Reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data

G6.B4.S3 Incorporate use of interactive technology (Promethean Boards and Mimio Boards) in ABE classes to facilitate classroom instruction and student learning.

PD Opportunity 1

Review program-generated analysis reports of students' progress.

Facilitator

AGE Department Head Product Representative

Participants

Administrators, AGE Department Head

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program-generated reports

G6.B4.S5 Infuse throughout the ABE academic core wheel class opportunities for contextualized instruction in reading, language and mathematics; these activities always include a heavy technological component. Additionally, students consider their personal career interests and aptitudes in identifying possible job interests within each career cluster.

PD Opportunity 1

Lesson Plans Instructional Focus Calendars Pacing Guides Florida Choices Survey Individualized Instruction Student Plan TABE Multi-Reference Report ITTS, Reading Plus, GED Academy

Facilitator

Administrator AGE Department Head

Participants

Teachers Case Managers

Target Dates or Schedule

August, 2013 - August, 2014

Evidence of Completion

Program- and District-generated reports, usage reports from the AGE Digital Cooperative Learning Lab

Appendix 2: Budget to Support School Improvement Goals