



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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The English Center  
3501 SW 28TH ST  
Miami, FL 33133  
305-445-7731  
<http://www.tecmiami.com/>

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## School Demographics

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**School Type**

Other School

**Title I**

No

**Free and Reduced Lunch Rate***[Data Not Available]***Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate***[Data Not Available]*


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## School Grades History

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## SIP Authority and Template

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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.

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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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

The English Center

##### Principal

Richard Vidal

##### School Advisory Council chair

Gloria Palacio

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

Name	Title
Richard Vidal	Principal
Gloria Palacio	EESAC Chair, Adult/Vocational Teacher
Dr. Maritza Barrios	UTD Steward
Susana Ricondo	EESAC Secretary, Adult/Vocational Teacher
Jonathan González	Adult/Vocational Teacher
Jorge de la Paz	Adult/Vocational Teacher
María Teresa Lafuente	Adult/Vocational Teacher
Edith Cricien	Alternate Teacher/Paraprofessional
Nurys Contreras	Educational Support Employee
María Eugenia Arbeláez	Alternate Educational Support Employee
Lina Leiva	Adult/Vocational Student
Jorge Hernández	Alternate Adult/Vocational Student
Alicia Fernández	Business/Community Representative
César Centrano	Business/Community Representative
Danny Kolker	Business/Community Representative
Flor Castañeda	Business/Community Representative
Gabriel Parrado	Business/Community Representative
Rafael Mancera	Business/Community Representative
Ramón Santos	Business/Community Representative
Tomás Martínez	Business/Community Representative

#### 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

1. Richard Vidal, Adult/Vocational Principal
2. Gloria Palacio, EESAC Chair, Adult/Vocational Teacher
3. Dr. Maritza Barrios, UTD Steward
4. Susana Ricondo, EESAC Secretary, Adult/Vocational Teacher
5. Jonathan González, Adult/Vocational Teacher
6. Jorge de la Paz, Adult/Vocational Teacher
7. María Teresa Lafuente, Adult/Vocational Teacher
8. Edith Cricien, Alternate Teacher/Paraprofessional
9. Nurys Contreras, Educational Support Employee
10. María Eugenia Arbeláez, Alternate Educational Support Employee
11. Lina Leiva, Adult/Vocational Student
12. Jorge Hernández, Alternate Adult/Vocational Student
13. Alicia Fernández, Business/Community Representative
14. César Centrano, Business/Community Representative
15. Danny Kolker, Business/Community Representative
16. Flor Castañeda, Business/Community Representative
17. Gabriel Parrado, Business/Community Representative
18. Rafael Mancera, Business/Community Representative
19. Ramón Santos, Business/Community Representative
20. Tomás Martínez, Business/Community Representative

### Involvement of the SAC in the development of the SIP

Brainstormed, suggested, modified and approved objectives and strategies.  
Analyzed data results and trends of parameters dealing with objectives and strategies.

### Activities of the SAC for the upcoming school year

Will brainstorm, suggest, modify and approve objectives and strategies.  
Will analyze data results and trends of parameters dealing with objectives and strategies.

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

N/A

### 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

N/A

## 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**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Richard Vidal**

Principal

Years as Administrator: 23

Years at Current School: 1

**Credentials**

School Principal (all levels)  
Music (K-12)

**Performance Record**

Mr. Vidal has been a Region Director for the last ten years.

**Dr. Armando Gutiérrez**

Asst Principal

Years as Administrator: 16

Years at Current School: 10

**Credentials**

Educational Leadership  
Psychology (6-12)  
Gifted Endorsement  
Teacher.Coordinator  
Work Experience Program Endorsement

**Performance Record**

LCPs  
2012-13: 2862  
2011-12: 2676  
2010-11: 3836  
2009-10: 2517  
2008-09: 3067  
OCPs  
2012-13: 754  
2011-12: 706  
2010-11: 592  
2009-10: 572  
2008-09: 633



**Esteban Sardón**

Asst Principal

Years as Administrator: 19

Years at Current School: 3

**Credentials**

Master of Science Degree, Educational Leadership.  
 Certifications-Educational Leadership, Administration of Adult Education, District Director of Vocational Education, Occupational Specialist.

**Performance Record**

LCPs  
 2012-13: 2862  
 2011-12: 2676  
 2010-11: 2096  
 2009-10: 2414  
 2008-09: 2714  
 OCPs  
 2012-13: 754  
 2011-12: 706  
 2010-11: 1636  
 2009-10: 1821  
 2008-09: 1840

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

16

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

0%

**# certified in-field**

, 0%

**# ESOL endorsed**

8, 50%

**# reading endorsed**

0, 0%

**# with advanced degrees**

8, 50%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

0, 0%

**# with 6-14 years of experience**

6, 38%

**# with 15 or more years of experience**

10, 63%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**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**

The English Center accreditation status with the Council of Occupational Education and its historical prestige within the community in terms of completion and retention rates is one of the strongest factors to attract highly qualified, certified-in-field, effective teachers to the school. Present process in place to supervise instructors through administrators' visits to classrooms and lesson plans review guarantees compliance with benchmarks and curriculum standards. Principal and Assistant Principals are responsible for this task.

**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**

N/A – no new teachers hired

## 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**

Data In Your Hands, the Vocational Tracking System, the VACS mainframe information and the school's own databases are the main sources of data used to analyze problems and parameter trends. This data is analyzed at different tier levels: Department Coordinators, Assistant Principals, Principal, and then EESAC members. The fundamental parameters under analysis are normally: retention, completion, placement, and attrition rates per instructor and program.

This ongoing analysis defines resource allocation for the different programs, teacher support systems and professional development activities.

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

Richard Vidal – Principal

Dr. Armando Gutiérrez – Assistant Principal

Franz Jean-Louis – Assistant Principal

Esteban Sardón – Assistant Principal

Bibiana Castro – Registrar

Nuria Oliú – Treasurer

Dr. Maritza Barrios – Testing Coordinator

Elena Jakubowicz – ABE-GED Department Coordinator

José Montes – ESOL-Citizenship Department & Sunday Program Coordinator

Linda Pruitt – TLC online Department Coordinator

Jorge de la Paz – CTE Department Counselor

Elena Morejón – Financial Aid Advisor

Marlene Ramírez-Arcila – Activity Director

Julio García – Saturday Program Coordinator

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

Syllabi submission at the beginning of the term.

Lesson plan correlation to Curriculum Standards.

Program Completion Rate trend.

Program Placement Rate trend.

Program Retention Rate trend.

Program Attrition Rate trend.

### **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

Vocational Tracking System

VACS mainframe information

School databases

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

EESAC meetings are open to all staff and community members.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:**

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**

## 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

CTE. 35 % of students who register for courses in Accounting Operations, Cosmetology, Facials Specialty, Nails Specialty, Network Support Services, and Network System Administration during the 2013-1 term will find job placements in their fields of study, or will continue their selected programs of study during the 2013-2 term, as evidenced by official registration reports, as documented in a school-site generated printout.

ESOL. 35% of students, who meet the attendance requirements to complete the ESOL Academic courses, will complete the requirements of the Curriculum Standards for this level, as evidenced by the Progress Reports submission, as documented in a school-site generated printout.

#### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
CTE students	378	28%	35%
ESOL	60	25%	35%

## Goals Summary

- G1.** Progress of ESOL Academic students.
- G2.** Placement or re-enrollment of current post-secondary CTE students during the 2013-2014 school year.

## Goals Detail

### G1. Progress of ESOL Academic students.

#### Targets Supported

#### Resources Available to Support the Goal

- Rosetta Stone software
- EDMODO communication platform
- Online technology resources
- National Geographic/CENGAGE contract

#### Targeted Barriers to Achieving the Goal

- ESOL Academic students leave course before completing curriculum

### Plan to Monitor Progress Toward the Goal

Progress of ESOL Academics students

#### Person or Persons Responsible

Principal and Assistant Principals

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Student progress and completion of Academic Standards

**G2. Placement or re-enrollment of current post-secondary CTE students during the 2013-2014 school year.**

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- Case managers
- Community Access program
- Job fairs
- Online job banks
- Industry referrals
- Counselors
- Registration staff

**Targeted Barriers to Achieving the Goal**

- Students do not remain registered in their programs.
- Students do not find placement in their field of training.

**Plan to Monitor Progress Toward the Goal**

Placement or Reenrollment of CTE students

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

End of terms

**Evidence of Completion:**

Placement and reenrollment data reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Progress of ESOL Academic students.

#### G1.B1 ESOL Academic students leave course before completing curriculum

##### G1.B1.S1 Strengthen student retention through motivational techniques

#### Action Step 1

Strengthen student retention through motivational techniques

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student participation and attendance

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

Monitor student attendance records

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data-In-Your-Hands Attendance Reports



## Plan to Monitor Effectiveness of G1.B1.S1

End-of-Term Enrollment reports

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

End-of-Term

### Evidence of Completion

Data-In-Your-Hands Enrollment reports

## G1.B1.S2 Student-centered instruction

### Action Step 1

Student-centered instruction

### Person or Persons Responsible

Instructor

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student participation and attendance

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

Instructors' lesson plans

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Teachers' informal observations

## Plan to Monitor Effectiveness of G1.B1.S2

Differentiated instruction

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student progress reports

## G1.B1.S3 Teaching to different learning styles

### **Action Step 1**

Teaching to different learning styles

### **Person or Persons Responsible**

Instructor

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student participation and attendance

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

Differentiated instruction

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Student progress reports

### Plan to Monitor Effectiveness of G1.B1.S3

Instructors' lesson plans

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student progress report

### G1.B1.S4 Heavy focus on critical thinking activities

**Action Step 1**

Focus on critical thinking activities

**Person or Persons Responsible**

Instructor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student participation and attendance

### Plan to Monitor Fidelity of Implementation of G1.B1.S4

Progress of ESOL Academic students

**Person or Persons Responsible**

Principal and Assistant Principals

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students' registration, attendance and participation.

### Plan to Monitor Effectiveness of G1.B1.S4

Progress of ESOL Academic students

#### Person or Persons Responsible

Principal and Assistant Principals

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Students' registration, attendance and participation

**G2.** Placement or re-enrollment of current post-secondary CTE students during the 2013-2014 school year.

**G2.B1** Students do not remain registered in their programs.

**G2.B1.S1** Provide opportunity to maintain enrollment

#### Action Step 1

Monitor attendance records

#### Person or Persons Responsible

Registration staff, instructors, administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Grade book attendance summary reports

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

Review of Data-In-Your-Hands reports on attendance and enrollment

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

End-of-term enrollment data trend

## Plan to Monitor Effectiveness of G2.B1.S1

Review of data reports

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Reenrollment of previously-registered students

## G2.B2 Students do not find placement in their field of training.

### G2.B2.S1 Employability skills workshops

#### Action Step 1

In-house training on how to prepare for job interviews

#### Person or Persons Responsible

Community Access program

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Attendance roster

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

Sign-in sheets from workshop rosters

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

End of the terms

### Evidence of Completion

Certificate of workshop completion

## Plan to Monitor Effectiveness of G2.B2.S1

Employability skills workshops worksheets

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

End of the term

### Evidence of Completion

Completion of skills workshop worksheets

## G2.B2.S2 Employment referrals

### Action Step 1

Students will be referred to potential employers

### Person or Persons Responsible

Community Access program

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Referral logs

## Plan to Monitor Fidelity of Implementation of G2.B2.S2

Administrators will reviews procedures and records

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Review of records

## Plan to Monitor Effectiveness of G2.B2.S2

Review placement data results

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Placement rate

## 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.*



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Placement or re-enrollment of current post-secondary CTE students during the 2013-2014 school year.	\$75,000
Total		\$75,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
School-based budget	\$75,000	\$75,000
Total	\$75,000	\$75,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** Placement or re-enrollment of current post-secondary CTE students during the 2013-2014 school year.

**G2.B1** Students do not remain registered in their programs.

**G2.B1.S1** Provide opportunity to maintain enrollment

#### Action Step 1

Monitor attendance records

#### Resource Type

Personnel

#### Resource

Registration/Student Services staff

#### Funding Source

School-based budget

#### Amount Needed

\$75,000