

The School District of Palm Beach County

Chuck Shaw Technical Education Center



2022-23 Schoolwide Improvement Plan

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Chuck Shaw Technical Education Center

4260 WESTGATE AVE, West Palm Beach, FL 33409

<https://aec.palmbeachschools.org>

Demographics

Principal: Awilda Tomas Andres

Start Date for this Principal: 1/4/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-Adult
Primary Service Type (per MSID File)	Adult General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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<https://aec.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-Adult	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Adult General Education	No	0%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Chuck Shaw Technical Education Center is to provide a first-class career and technical learning environment, where students are inspired to acquire language and work skills to succeed in life.

Provide the school's vision statement.

Chuck Shaw Technical Education Center envisions providing an adult education environment where all students and staff can flourish and succeed without bias or discrimination, and where all individuals from all backgrounds are valued and supported to reach individual goals that strengthen our community's families and workforce.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Tomas Andres, Awilda	Principal	<p>The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. Essential functions include establish, model and monitor the implementation of vision of academic success for all; foster conducive to learning climate, cultivate leadership, and improve instruction through deepening understanding, aligning, and monitoring the implementation of standard-based, data-driven accountability and assessment. Additionally, the principal hires, collaborates and supervises personnel, data, and processes to boost school's effectiveness and efficiency. Finally, the principal follows School Board's policies and procedures, conducts herself in the best interest of students in accordance with the highest standards of public education, and performed other duties as assigned.</p>
Mears, Stuart	Assistant Principal	<p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Essential functions of the school assistant principal include communicating, demonstrating and monitor implementation of the vision of academic success for all; supporting the principal in building a culture conducive to learning and aligning new and existing community and business partnerships. Additionally, the assistant principal assists the principal in cultivating leadership and coordinating people, data and processes to ensure the school's effectiveness, efficiency and excellent systemic customer service. Finally, the assistant principal follows all School Board policies and procedures, conducts himself in the best interest of students, in accordance with the highest standards of public education and performs other duties as assigned.</p>
Louis, Anderson	Assistant Principal	<p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Essential functions of the school assistant principal include communicating, demonstrating and monitor implementation of the vision of academic success for all; supporting the principal in building a culture conducive to learning and aligning new and existing community and business partnerships. Additionally, the assistant principal assists the principal in cultivating leadership and coordinating people, data and processes to ensure the school's effectiveness, efficiency and excellent systemic customer service. Finally, the assistant principal follows all School Board policies and procedures, conducts himself in the best interest of students, in accordance with the highest standards of public education and performs other duties as assigned.</p>
Ziemke, Lyudmyla	Instructional Coach	<p>The school instructional specialist supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic</p>

Name	Position Title	Job Duties and Responsibilities
		<p>success for all students. Essential functions of the school instructional specialist include support the statewide initiatives, and successful alignment and implementation of the school and district improvement plans. Additionally, the instructional specialist assists the principal in building capacity by increasing instructional density(systematic, explicit and differentiated) and research-based program implementation and fidelity. Instructional specialist assists coaches in using data to make adjustments to instruction, and provide professional development through professional learning communities and coaching and mentoring. Instructional specialist demonstrates ability to adapt to change, overcome inertia and status quo. Finally, the specialist follows all School Board policies and procedures, conducts himself in the best interest of students, in accordance with the highest standards of public education and performs other duties as assigned.</p>
Sosa, Ines	Teacher, Adult	<p>The Department Head reviews and provides input on the School and District Improvement Plans, assists with data analysis, curriculum and alignment; helps develop capacity, supports schools through data coaching, assists in effective professional development delivery. The Department Head stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas. Additionally, Department Head uses data to identify high and low performing groups to provide thoughtful and effective intervention, helps schools connect student data and data on teacher professional development, and achieves continuous improvement through district and schoolwide data driven processes. Finally, the Department Head follows all School Board policies and procedures, conducts herself in the best interest of students, in accordance with the highest standards of public education, and performs duties as assigned.</p>
Errico, Denise	Curriculum Resource Teacher	<p>The Curriculum Resource Teacher assists school principals and staff to meet school objectives identifies through school improvement process, provides staff development on research-based instruction and monitors instructional programs implementation; supports the School Advisory Council, assists in the coordination of system resources, and models collaborative planning and collegial relationships. Additionally, the Curriculum Resource Teacher assists schools in the completion of needs assessments and the analysis of achievement and archival data. Finally, the Curriculum Resource Teacher follows all School Board policies and procedures, conducts himself in the best interest of students, in accordance with the highest standards of public education and performs other duties as assigned.</p>

Demographic Information

Principal start date

Tuesday 1/4/2022, Awilda Tomas Andres

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

1,132

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 8/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled		0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent		0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions		0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA		0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math		0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment		0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment		0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency		0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

Part III: Planning for Improvement

Data Analysis

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

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

Student Enrollment:

Student Enrollment increased across all programs. Comparison analysis of SY 2020-21 and SY 2021-22 revealed growth of 59.5 % in Adult Basic Education (ABE), 81.3% in Adult English for Speakers of Other Languages (ESOL), 106.5% in Adult ESOL College and Career Readiness (CCR), 112.1% in General Education Development (GED) Preparation, and 294.9% in Adult ESOL Literacy Skills.

Student Academic Achievement:

Literacy Completion Points (LCP) per enrolled students evidenced the increase in all programs except ESOL Literacy Program. LCP increased from 9% (SY 2021) to 11% (SY 2022) in ABE Math; from 6% (SY2021) to 12% (SY 2022) in ABE Reading; and from 11% (SY2021) to 13%(SY2022) in ABE Language. ESOL increased from 43%(SY2021) to 68% (SY2022). CCR increased from 19% (SY2021) to 40% (SY2022). RLA grew from 15% (2021) to 33% (SY2022). GED Social Studies increased from 14% (2021) to 42% (SY2022). GED Science increased from 8% (2021) to 40% (SY2022). GED Math grew from 14% (2021) to 22% (SY2022). ESOL Literacy LCP per students enrolled decreased from 51%

(2021) to 25% (SY2022).

CTE Completion and Job Placement:

Based on the SY 2020-2021 CSTE CTE courses data, our school achieved 100% graduation and completion rates in all CTE medical sciences programs, including HHA (Home Health Aide), Phlebotomy, and EKG (Electrocardiograph) Technician. Graduate Job Placement rates in these programs are as follows: HHA-46%, Phlebotomy- 14%, and EKG Technician- 100%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Adult ABE Math, ABE Reading, Adult GED Preparation (RLA, Math, Social Studies, and Science) are the areas in need of improvement. Although our ABE/GED programs showed a 3 to 6 percentage point growth in all subject areas compared to the previous school year data, the overall ABE/GED Preparation programs' enrollment and academic achievement remains relatively low compared to the historic averages of our institution which adversely impacts Educational Functioning Level Progression rate and consequently, the Learning Completion Points rates per student enrolled.

Additional area in need of improvement is our Adult ESOL Literacy program. The program experienced a significant decrease in LCP per students enrolled. Accurate progress monitoring and data entry procedures must be enforced in our Adult Literacy Programs to ensure compliance with the district and state policies and procedures.

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

As our school recovers from the negative ramifications of COVID pandemic, and students begin to enroll in our face-to-face classes in greater numbers, we will capitalize on our school leadership and instructional staff efforts to implement high quality standard-based, data-driven instruction to address areas in need of improvement.

We will:

1. Ensure that teachers use instructional materials and resources, and use pedagogy that is research-based and aligned with the state standards and assessments.
2. Provide professional development to build teacher capacity and implement progress monitoring for enrichment, remediation and differentiation.
3. Monitor that instructional strategies are implemented with fidelity in our identified subgroups. We will revisit our computer lab schedules to allow individualized learning opportunities for all students.
4. Provide academic advising services for all students to meet the unique needs of all students and accommodate all learning modalities and styles.
5. Teachers and students will participate in monthly seminars to boost their academic skills, including reading comprehension, test-taking skill, critical/creative thinking, collaboration, as well as mental health, well-being and stress management.
6. Teachers will receive support from Instructional specialist and instructional coach in data analysis, curriculum alignment and pacing.
7. Teachers and counselors will use data for conferencing with students to improve instruction and enhance student learning outcomes.

8. We will make sure that our online instructional resources enhance classroom instruction and offer supplemental extended learning opportunities, and are updated and aligned with the state standards and assessments to improve student promotion, and progression through Educational Functioning Levels (EFLs).

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Adult ESOL LCP data showed significant improvement compared to the last year. Students utilized online resources such as Burlington English and google classroom with fidelity. Teachers conducted data chats with students using Posttest Student Competency Performance Reports. Students received individualized educational assignments that they completed in class or online from home.

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

Teachers used student data from Post-assessment to drive differentiated instruction. Students received academic counseling from the testing manager, guidance, and leadership team to meet their needs. Our new principal met with instructional personnel one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, secured feedback to achieve the visions and standards, reviewed evidence of progress toward the goals, and identified exemplars of the vision in action and barriers to it to inspire high expectations and continuous improvement. Additionally, teachers were allowed to visit one another's classrooms to improve transparency, collaborate, and share best practices. Teachers with deep content knowledge and competence in pedagogy were hired to replace retired teachers.

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

Our Adult ABE/GED preparation programs will implement best practices and bell-to-bell rigorous instruction with the support from the school and district leadership and instructional support teams. We will build teacher capacity through professional development and use student data to drive instruction. We will utilize technology and small groups to remediate student learning gaps/ weaknesses, enrich and differentiate instruction. We will provide additional learning experiences to students who need extra support with boosting academic skills via monthly student assemblies and individualized counseling services. Although our ESOL program data evidenced significant improvement, we will capitalize on this success by continuing to build ESOL teacher capacity, maximizing resource and processes optimization (testing and intake processes and procedures) to enhance equity, effectiveness, and efficiency of our daily operations. We will insure that student progress and assessment data from our Adult Literacy program is carefully documented and processed to adequately reflect student academic growth and compliance with the district and state policies. Literacy Student Progress reports will be completed, signed by an administrator or a designee, entered into the SIS database filed to ensure accurate students performance recording and compliance. Testing procedures will be clearly communicated and enforces in our day and evening programs.

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

To accelerate learning, our school's vision, mission, school and district strategic plan's goals and objectives will be clearly communicated to reinforce high expectations for students and staff. Additionally, school leadership team will establish and communicate non-negotiables (print rich classroom, growth mindset and accountability) related to teaching and learning in intellectually stimulating ways that promote application of learning. We will continue to provide ongoing coaching with constructive feedback to teachers and visit classrooms to support and monitor instruction in all programs. We will ensure our

online programs enhance classroom instruction and student learning by implementing high quality educational programs aligned to the state standards. We will work with the district to provide teachers with professional development opportunities to implement the programs with full capacity and fidelity to increase student EFL progression and promotion rates. We will continue to align new and existing community partnerships to accomplish our strategic plan goals.

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

We will offer Native Language Support (Spanish) in ABE/GED Math classes to meet the language needs of our students whose native language is Spanish. Small group instruction, data chats and goal setting with students. Integrated Education Training opportunities to help students to work simultaneously on their GED and CTE certification courses. We will use data to inform decisions and instruction, professional learning, performance and student learning. We will also continue to seek input from all constituents of the school community including students, teachers, community and business partners via systematic processes to improve and expend our programs, enhance systemic effectiveness, efficiency, safety, equity and compliance with federal, state, and local statutes and School Board policies and directives.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the performance indicators from the previous year and the state level performance indicators we have identified that Adult ABE Math and Reading, and Adult GED Preparation RLA, science, social studies, and math are in need of improvement. Last year, our goal was to increase ABE Math from 9% to 14%. We did not meet our goal; however, we achieved 11%. Our goal for ABE Reading was to improve from 6% to 11%. We met our goals by achieving 12%. Adult GED Preparation overall goal was to increase from 33% to 45%. We did not meet our goal but improved to 37%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By September 2023, our Adult ABE Math will increase from 11% (SY 2022) to 13% (SY 2023); ABE Reading will grow from 12% (SY2022) to 14% (SY 2023). Our GED RLA will improve from 33% (SY2022) to 35% (SY2023). GED Social Studies will grow from 42% (SY2022) to 44% (SY2023). GED Science will improve from 40% (SY2022) to 42%(SY2023); and GED Math 22% (SY2022) to 24%(SY2023).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our school leadership will monitor the implementation of instructional programming, face-to-face and online learning tailored to the learners' individual needs, strengths and goals. Teachers will conduct ongoing progress monitoring to track individual student data bi-weekly. Leadership team will visit classrooms to support and monitor the fidelity and consistency of the program's implementation. Leadership team will meet with teachers to review and discuss data on a monthly basis. We will discuss progress made, anticipated barriers and solutions. Teachers will convey the importance of testing with students.

Person responsible for monitoring outcome:

Lyudmyla Ziemke (lyudmyla.ziemke@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being

Standards aligned instruction, research-based pedagogy, system of incentives, ongoing progress monitoring, data-driven accountability(student data chats, professional development, programmatic and instructional decision-making, capacity building coaching and support). District Curriculum support to align instructional resources to school/program needs. Web-based Differentiated Instruction Program specifically designed for ABE/GED students. Academic skills counseling (Reading and remembering information, test-taking strategies, critical thinking/problem solving, collaboration, stress management strategies/ test anxiety). Career counseling.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

Adult Learner Theory suggests that effective instruction must be memorable, meaningful and relevant. Adult learners will most likely be engaged and learn if they see the utility and purpose of the information to their real lives and career and educational goals. Motivation and Lifelong Learning theories suggest adult learners will retain and retrieve new content more accurately if they are accountable and responsible for their own learning. Timely constructive feedback from ongoing formative assessments followed with meaningful reflection and goal-setting and access to extended learning opportunity will motivate students to learn independently and continuously beyond the classroom walls. Finally, according to the affective filter/second language acquisition theory, students will learn faster and perform on tests better if they feel safe and stress/anxiety free. Individual and group counseling and student assemblies will target student well-being and stress management, study and academic skills, test anxiety, etc.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Previous year data review and analysis will be conducted in leadership meetings and preschool faculty meeting. Needs assessment will be conducted to determine areas for improvement (better aligned materials and resources, additional professional development on program implementation, data analysis and utilization, conducted and professional development activities planned. Programmatic goal setting to improve. Teachers will implement instructional programs to their full capacity and with fidelity. Administration will conduct classroom walk-throughs and data review meetings to monitor progress. Teachers will differentiate instruction based on recent data and devise education plans to meet the needs of their unique learners. Teaching will be supplemented with research-based online program for remediation and enrichment. School and district leadership will collaborate to provide on-going professional development and support on an individual basis to support teachers. Student post-assessment data will be collected and reviewed to evaluate programmatic effectiveness and future goals for continuous improvement.

Person

Responsible

Lyudmyla Ziemke (lyudmyla.ziemke@palmbeachschools.org)

#2. Positive Culture and Environment specifically relating to CTE Graduate Job Placement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>CTE Completion and Job Placement:</p> <p>Based on the SY 2020-2021 CSTE CTE courses data, our Graduate Job Placement rates are in need of improvement. Specifically, in our Phlebotomy program only 14% of graduates gained employment as Phlebotomy Technicians, while 46% of HHA graduates were able to secure jobs in the healthcare industry.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By September 2023, our Graduate Job Placement rate will increase from 14% to 70% in our Phlebotomy program, and our Graduate Job Placement rate will increase from 46% to 70% in our HHA program. Our goal is to achieve at least 70% or higher in both Phlebotomy and HHA programs, and maintain the 100% Graduate Job Placement rate in our EKG program.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Our school career specialist will implement initiatives and activities to build positive, conducive to learning and career development culture and environment. Students will receive a comprehensive initial educational and career orientation with our instructional specialist. Students' skills, abilities, and career goals will be considered to plan their future academic and career endeavors. Students will be matched with career pathways based on their individual strengths, preferences, and life goals. Our career specialist will build relationships with each student enrolled in our CTE courses to monitor their progress, and further assist them with their job placement or career advancement.</p>
Person responsible for monitoring outcome:	<p>Lyudmyla Ziemke (lyudmyla.ziemke@palmbeachschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Strengthening and expending our school's business and community partnerships is the focus of our school's and district's strategic plans. Business and community partnerships are key in supporting our CTE graduates to obtain initial employment or achieve a career advancement. Job fairs, industry expert guest speakers, internships, on the job trainings, apprenticeship, and shadowing opportunities are valuable ways for students to start networking, building professional relationships and mentorships within the industries of their choice, and gain the desired professional experience. By reaching out to the healthcare providers countywide, forming new and nurturing existing productive and</p>

implemented for this Area of Focus.

mutually beneficial business partnerships, our school will aim to connect our future graduates to their potential employers.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.**

Research on effective human resource hiring and retention strategies suggest that the relationship of trust, mentorship, on-the-job training, apprenticeship and shadowing opportunities are three main factors contributing to increase levels of employment and consequent satisfaction with employment.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will implement the following steps to improve our Graduate Job Placement rates in our Phlebotomy and HHA courses.

1. Reach out to and recruit new business partners in HHA and Phlebotomy industries.
2. Seek representation of EKG and Phlebotomy experts in our SAC and School Occupational Committee meetings.
3. Invite our business, community partners, and the CTE industries representatives to all school events, such as Job fairs, luncheons, ceremonies.
4. Organize internship opportunities for our Phlebotomy, HHA, and EKG students.
5. Invite expert guest speakers in our CTE programs.
6. Implement Job Offer and Sponsorship initiatives for our CTE students
7. Nominate and celebrate induction of our CTE students into the National Education Honor Society.
8. Provide Career Exploration and Research opportunities, such as resume writing, job interview skills development, etc.
9. Reach out to and follow up with last year graduates to assist with employment or career advancement.

Person

Responsible

Lyudmyla Ziemke (lyudmyla.ziemke@palmbeachschools.org)

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

School leadership creates school-wide and team expectations of shared responsibility for student learning and academic success by sharing the school's vision and mission. School leadership cultivates the culture of trust, respect and collaboration by scheduling time for professional learning. Successes and opportunities for growth are celebrated. Finally, the school environment is clean, safe, and welcoming. Students, faculty and staff are surveyed about their perceptions of the school climate to ensure input of all stakeholders is considered and issues are addressed immediately. Teachers and school leadership set high expectations for students and ensure students are actively evolved in their learning. Students are encouraged to volunteer in peer tutoring opportunities, participate and compete in the District Literacy Coalition contests. Our school espouses the culture of wrap-around approach to services, meaning, we try to help students academic and other needs that might negatively impact their learning and employment. We offer waiver and scholarships to help students with financial needs. All faculty and staff adhere to the state, district and local policies, directives and standards of conduct as outlined in the Code of Ethics for Education Profession. We also embrace single school culture initiative, character education, multicultural diversity and school and district safety protocols to ensure welcoming, safe, and conducive to learning environment.

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

Our school's community and business partners play an important role in all aspects of our school's life. All stakeholders of the school community are represented in our School Advisory Committee (SAC) and Occupational Committee. We maintain our existing community and business partnerships and seek to expand by inviting Phlebotomy, EKG representatives and other healthcare experts by providing effective communication with them via systematic processes. We invite all stakeholders to participate in our school activities, such as job and career fairs, guest speaker events, as well as visit our partners to advertise our services. Our business partnerships input is very important in our CTE courses growth. Pour students receive comprehensive academic and life-skills counseling and Career exploration and research initiatives. Our school faculty and staff celebrate and diversity of the students we serve by conducting campus-wide International Friendship Days. We capitalize on our extended learning opportunities during summer by celebrating culture-building Summer Block Party. In addition, as stipulated within Policy 2.09 and in alignment with the District's Strategic Plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards.