

The School District of Palm Beach County

Chuck Shaw Technical Education Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 10 |
| III. Planning for Improvement | 14 |
| IV. ATSI, TSI and CSI Resource Review | 0 |
| V. Reading Achievement Initiative for Scholastic Excellence | 0 |
| VI. Title I Requirements | 0 |
| VII. Budget to Support Areas of Focus | 0 |

Chuck Shaw Technical Education Center

4260 WESTGATE AVE, West Palm Beach, FL 33409

<https://aec.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| 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 the vision of academic success for all; foster an environment conducive to an effective 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, utilizes data and processes to boost the 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 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> |
| 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 monitoring the 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,</p> |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|-----------------------------|---|
| | | <p>providing equity and access to the curriculum, and expecting academic success for all students. Essential functions of the school instructional specialist includes supporting statewide initiatives, and successful alignment and implementation of the school and district improvement plan. 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. The Instructional specialist assists coaches in using data to make adjustments to instruction, and provides professional development through professional learning communities, coaching and mentoring. The Instructional specialist demonstrates the ability to adapt to change, overcome inertia and status quo. Finally, the specialist 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 other duties as assigned.</p> |
| Errico, Denise | Curriculum Resource Teacher | <p>The Curriculum Resource Teacher assists school principals and staff to meet school objectives identified through the school improvement process, provides staff development on research-based instruction and monitors instructional program 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> |
| Sosa, Ines | Teacher, Adult | <p>The teacher reviews and provides input on the School Improvement Plan. The teacher stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas. Additionally, the teacher uses data to identify high and low performing groups to provide thoughtful and effective intervention, utilizes student data to inform instruction, and achieves continuous improvement through district and schoolwide data driven processes. Finally, the teacher 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> |
| Alexios, Shari | Teacher, Adult | <p>The CTE Teacher assists the school principal, assistant principals and staff, to meet school objectives identified through the school improvement process, provides staff development on research-based instruction and monitors instructional program implementation; supports the School Advisory Council, assists in the coordination of system resources, and models collaborative planning and collegial relationships. Additionally, the CTE Teacher assists the school in the completion of needs assessments and the analysis of achievement and archival data. Finally, the CTE Teacher follows all School Board policies and procedures, conducts herself in the best interest of</p> |

| Name | Position Title | Job Duties and Responsibilities |
|--------------|------------------|--|
| | | students in accordance with the highest standards of public education, and performs other duties as assigned. The CTE teacher also assists the school to develop business relationships to support our CTE programs and COE compliance. |
| Henry, Verna | School Counselor | The school counselor plays a vital role in supporting students with academics, career and personal development. They provide individualized guidance to help students create academic plans, navigate career choices and address personal challenges. The school counselor serves additional roles such as student mediator, liaison, advocate, facilitator and mental health/wellness counselor. The school counselor also plays an active role in supporting school-wide initiatives that lead to increased student outcomes. In general, the school counselor is part of the leadership supporting the school mission and vision, and will be asked to complete other duties as assigned. The school counselor participates in job and career fairs and supports GED student career counseling. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Improvement Plan is collaboratively developed, monitored, and evaluated with the input from all constituents of our school community, including administrators, teachers, staff, students, business partners, and industry experts, institutional and occupational advisory committee members, and community leaders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The goals and objectives are monitored throughout the year. Data is collected and presented to all stakeholders during the SAC meetings, Occupational Advisory Committee meetings and School Advisory Committee meetings. Once the data is reviewed, and trends, strengths, and areas for Improvement are identified, the plan is updated with the new strategies based on the constructive feedback received from all the stakeholders.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|-----------------------------------|--------|
| 2023-24 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 |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 0% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 0% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History *2022-23 school grades will serve as an informational baseline. | |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | | 52 | 50 | | 55 | 51 | | | |
| ELA Learning Gains | | | | | | | | | |
| ELA Lowest 25th Percentile | | | | | | | | | |
| Math Achievement* | | 38 | 38 | | 42 | 38 | | | |
| Math Learning Gains | | | | | | | | | |
| Math Lowest 25th Percentile | | | | | | | | | |
| Science Achievement* | | 68 | 64 | | 43 | 40 | | | |
| Social Studies Achievement* | | 67 | 66 | | 53 | 48 | | | |
| Middle School Acceleration | | | | | 46 | 44 | | | |
| Graduation Rate | | 90 | 89 | | 65 | 61 | | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| College and Career Acceleration | | 71 | 65 | | 69 | 67 | | | |
| ELP Progress | | 40 | 45 | | | | | | |

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|----|
| ESSA Category (CSI, TSI or ATSI) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|----|
| ESSA Category (CSI, TSI or ATSI) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | | | | |

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2021-22 | C & C Accel 2021-22 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | | | | | | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | | | | | | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
|--------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| All Students | | | | | | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Student Academic Achievement

FY22-23 Data Review:

The Literacy Completion Points Comparison analysis showed consistent improvement in all programmatic offerings at our school. Students achievement data from the SY 2023 was compared to the student achievement data from the previous SY 2022. Our Adult ABE Math improved from 11% in SY2022 to 13.29% in SY 2023. The ABE RLA improved from 12% in SY2022 to 12.80% in SY2023. The ESOL improved from 68%(SY2022) to 69.23% (SY2023). The College and Career Readiness improved from 40% (SY2022) to 49.12% (SY2023). The GED RLA improved from 33% (SY2022) to 40% (SY2023). The GED Social Studies improved from 42% (SY2022) to 57.89% (SY2023). The GED Science improved from 40% (SY2022) to 47.37% (SY2023). The GED Math improved from 22% (SY2022) to 25% (SY2023). The Adult Literacy improved from 25% (SY2022) to 45.52% (SY2023).

The lowest data component is the ABE RLA currently at 12.8% (503 students enrolled). In order for students to show gains they must take the CASAS GOALS test and score a higher EFL (Educational Functioning Level). Challenges in this area can be attributed to attendance and lack of post-testing. The state also changed the assessment systems from TABE to CASAS GOALS. Historically, this has been a low functioning cell for adult education.

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

None of our cells showed a decline. However we realize that there are areas for further growth. Such as ABE RLA and ABE Math. Testing and attendance contribute to a slower growth in these areas. Students who do not post-test, impact the data adversely.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the National Reporting System (NRS) Adult Education State Performance Targets for SY 2022-23, the state performance target for ABE performance indicator is 28.7%. In SY 2022-23, the CSTEC ABE achieved 28.3%. The NRS state performance target for ESOL is 26.7%; our school ESOL achieved 69.23%, thus outperforming the state target. Therefore, the gap between the state target and the achieved performance exist for the performance indicator ABE; we didn't meet the target by 0.4%. The gap is statistically insignificant and maybe attributed to the challenges associated with attendance and lack of post-testing, and/or the fact that during the SY 2022-23, the state also changed the assessment systems from TABE to CASAS Goals.

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

The GED Social Studies improved from 42% (SY2022) to 57.89% (SY2023). We implemented a new aligned instructional software program (AZTEC), with fidelity and to the program's full capacity. Our instructional specialist monitored outcomes and met with teachers weekly to go over progress and support differentiated instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is ABE RLA and Math outcomes.

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

In congruence with the 2022-27 District Strategic Plan, we will continue to prioritize student academic excellence and growth, specifically, ABE RLA and Math. Additionally, we will also continue to foster a culture that is student focused. Mental health, safety, and wellness of our school community will be a priority. Finally, we will continue building capacity and educating, inspiring and empowering our teachers, students, and staff to improve instructional practices, customer service, create committed and impactful employees, and help our students achieve success.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ABE Math improved from 11% to 13.29 (goal 13%). ABE RLA from 12% to 12.80% (goal 14%). GED RLA from 33% to 40% (goal 35%). GED SS from 42% to 57.89% (goal 44%). GED SC from 40% to 47.37% (goal 42%) GED Math from 22% to 25% (goal 24%). We have made great progress towards the goals and met our goals for ABE and GED Math and Reading, and GED Social Studies and Science. We need to continue to improve student achievement in ABE RLA.

Measurable Outcome:

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

By September 2024, our Adult ABE Math will increase from 13.29% (SY 2023) to 29.3%(SY 2024); ABE Reading will grow from 12.80% (SY2023) to 29.3% (SY 2024). Our GED RLA will maintain at 40% (SY2023) to 40% or higher (SY2024). GED Social Studies will maintain at 57.89% (SY2023) to 58% or higher (SY2024). GED Science will maintain at 47.37% (SY2023) to 47% or higher(SY2024); and GED Math 25% (SY2023) to 29.3%(SY2024). We realize that our target in many cases is higher than the state target, but we want to align our FY24 targets with the achievement history of our school. In the event we do not meet our target, we still aim to meet or exceed the ABE state target of 29.3% in all areas.

Monitoring:

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

Our school leadership team will monitor the implementation of instructional programming, which includes face-to-face and personalized computer-based learning. Student instructional plans are tailored to the learners' individual needs, strengths and goals. Teachers will conduct ongoing progress monitoring to track individual student data bi-weekly. Our leadership team will visit classrooms to support and monitor the fidelity and consistency of program implementation. Our 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 by

meaningful reflection, goal-setting and access to extended learning opportunities, will motivate students to learn independently and continuously beyond the classroom setting. 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, stress management, study and academic skills, test anxiety, etc.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 (i.e. better aligned materials and resources, additional professional development on program implementation, data analysis and utilization, conduct and plan professional development activities.) 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 programs for remediation and enrichment. School and district leadership will collaborate to provide on-going professional development and support, on an individual basis, in order to support and retain 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)

By When: On-going

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student Attendance:

In the postsecondary adult education setting, student attendance is very important, as it is indicative of programmatic quality and effectiveness. Adult learners will choose to invest their time to attend school, if they see the relevance, purpose, and utility of attendance, in accomplishing of their educational and professional goals. This year we will monitor student attendance to improve our student retention rate and decrease student withdrawal rate. In adult education, if a student accumulates six consecutive absences, the student is withdrawn from the school due to absences. Data suggests that in SY 2022-2023, the total school enrollment was 4,147 students. The number of withdrawals due to attendance in the same school year was 2425 which is 58%. Some students represented in this withdrawal rate, were repetitive, meaning he or she withdrew more than one time in the same term. Our goal is to reduce the number of student withdrawals this school year by eliminating the barriers that might impede student attendance, and emphasize the importance of being in class on time, and staying in class the entire scheduled time. We believe that in monitoring and improving attendance, we will achieve greater student outcomes such as: increased academic growth, a student-focused culture, and students whose mental health and wellness are a priority.

Measurable Outcome:

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

By September 2024, our withdrawal rates will decrease by 20% compared to the previous SY 2023. By making these valuable changes, we believe the total instructional hours will increase by 2% or greater and as a consequence, at least 60% of enrolled students will report a positive school culture as measured by student survey.

Monitoring:

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

Teachers will send out notifications to students to that have missed three or more days and refer to the counselors for interventions. Our school counselors will run weekly attendance reports to identify students at-risk of withdrawing. Clerical personnel will call students and document the reason for multiple absences. The school counselor will meet with the student(s) to provide support systems. For students who fail to return to school, the counselor will reach out to determine the reason for withdrawal. The data processor will record the appropriate withdrawal data on SIS. Administrators will monitor teachers, clerical personnel, and counselors, to ensure fidelity of implementation of our specified attendance interventions.

Person responsible for monitoring outcome:

Lyudmyla Ziemke (lyudmyla.ziemke@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Fostering positive relationship between all constituents of our school community has a positive impact on student achievement and attendance. We will showcase our student academic and attendance achievements, and organize initiatives like job fairs, industry expert guest speakers, internships, on the job trainings, apprenticeship, and shadowing opportunities. These interventions and strategies are valuable ways for students to start networking, building professional relationships and mentorships within the industries of their choice, and gain desired professional experience. By providing access to these student-centered activities, our positive school culture will be reinforced.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research on positive school culture suggests that students that actively attend school feel a connection to their teacher or another adult on campus. At CSTECH, we provide an inclusive and welcoming environment that embraces all cultures. We extend support services to our students through career and mental health counseling, and opportunities to participate in career and cultural school-wide events. We also showcase student academic and behavioral success through monthly incentive programs and participation in Adult Student Honor Society.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 student attendance:

1. During student orientation, we will emphasize the value of regular attendance and the importance of adhering to all school and district policies on attendance, withdrawals, refunds, etc.
2. Teachers will emphasize our school attendance goals for the year to students and challenge them to do better, be on time, and stay in class the entire time. The teachers will also contact students who missed three or more days of class, and make referrals to the counselors.
3. Our school counselors will run weekly attendance reports to identify students at-risk of withdrawing. School counselors will meet with the students to provide support, such as time management workshops.
4. Clerical personnel will call students and document the reason for multiple absences.
5. The data processor will record the appropriate withdrawal data on SIS.
6. Teachers will issue monthly student attendance awards and administrators will issue student of the month awards.
7. Our leadership team will meet monthly to review the progress towards our SIP goals.

Person Responsible: Lyudmyla Ziemke (lyudmyla.ziemke@palmbeachschools.org)

By When: on-going via monthly meetings, second Friday, every month.