

The English Center



2014-15 School Improvement Plan

The English Center

3501 SW 28TH ST, Miami, FL 33133

<http://www.tecmiami.com/>

School Demographics

School Type

Other

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of The English Center, M-DCPS is to develop students vocational, social, technological, physical, and emotional potential in a wholesome, self-paced, supportive environment. This endeavor encourages them to become lifelong learners and contributing ethical citizens in a multicultural and changing world.

Provide the school's vision statement

The English Center, M-DCPS is a full-service adult education center that will continuously strive to provide access to challenging literacy, vocational, and community education while building learning communities designed to maximize student success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The English Center promotes and builds multicultural relationships between teachers and students through student-centered instruction, student-centered lesson plans, student-centered classroom activities, and student-centered individualized evaluations that focus on individualized reports rather than the traditional teacher-centered instruction.

These activities include, among others::

- * International Festival
- * Blood Drives
- * Job Fairs
- * Health Fairs
- * Media Center with free Internet access available seven days a week
- * United Way campaigns
- * Discounted bus passes

Describe how the school creates an environment where students feel safe and respected before, during and after school

- * City of Miami and Miami-Dade County Schools police officers are present and visible through the campus whenever school is in session.
- * Counselors, Teachers, Department Chairpersons, Assistant Principals and Principal are all trained to detect students' issues (domestic violence, homelessness, drug use, gang involvement, behavior changes, social detachment, among others) to tap and activate the different community resources available.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- * All visitors report to the office
- * P.A. system announcements scheduled exclusively ten minutes before the end of each class session.

- * All classrooms have two doors so that late-arriving students enter the rooms without interrupting the class in session.
- * All faculty and staff meetings are scheduled after class sessions end.
- * Students with serious behavior problems are escorted to Counselors and/or Assistant Principals to avoid teachers leaving classes unattended.
- * The Student Handbook is discussed with new students during orientation sessions before they attend classes for the first time.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- * Professional counselors are available on campus at all times when school is in session.
- * Assistant Principals are trained to deal with students' behavior issues.
- * Student Case Managers focus on ABE-GED and Career Pathways students, who tend to show more emotional and/or behavior needs due to their younger ages.
- * The Career Pathways curriculum, oriented to the younger students, focuses on self-esteem, community involvement, and goals issues, and it is constantly checked by the Principal and Assistant Principals.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- * Attendance below 90 percent, regardless of whether absence is excused.
- * One or more suspensions, whether in school or out of school.
- * Course failure in ESOL or ABE-GED courses.
- * Adult students who register and withdraw within the same trimester.
- * No compliance with class assignments: book reports, presentations, projects.
- * Absence to scheduled evaluations, tests, exams.
- * Excessive conversation/interruptions in class.
- * Excessive bathroom visits.
- * Personal calls during classroom time.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- * Conversation with teacher.
- * Case Manager referral.
- * Counselor referral.
- * Assistant Principal referral.
- * Parent conference (in the case of the younger ABE-GED and Career Pathways students).
- * Phone call to inquire about reason for absences.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

- * Job fairs open to the community at large.
- * Health fairs open to the community at large.
- * Ongoing media campaign through radio and TV segments to reach specific community segments.
- * Internal recruitment through mass emails to present and former students to keep links active.
- * Free Tax preparation services during tax season open to the community at large.
- * Ongoing blood drives to help the Florida community at large.
- * Financial Aid assistance for career-technical students.
- * Resume help available through Media Center staff.
- * Citizenship Works Program open to the community.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

- * Membership in the Coral Gables Chamber of Commerce.
- * Membership in the Hialeah Chamber of Commerce.
- * Periodical contributions to media outlets (newspapers, magazines, radio, TV programs) in reference to educational issues.
- * Affiliating agreements with other institutions (elementary schools, churches, banks, parks...) focusing on combining resources to support the school and student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Carballo, Yamila	Principal
Jean-Louis, Frantz	Assistant Principal
Garza, Felipe	Teacher, Adult
Montes, Jose	Teacher, Adult
De la Paz, Jorge	Teacher, Adult
Arriete, Lourdes	Teacher, Adult
Lopez, Ximena	Teacher, Adult
Padro, Orlando	Teacher, Adult
Tejedor, Eduardo	Teacher, Adult
Philogene, Marie	Administrative Support
Borge, Clarissa	Administrative Support
Lopez, Elsie	Other
Souza, Irene	Other
Nunez, Jose	Other
Winfrey, Frances	Other
Ramirez-Luis, Marlene	Other
Le, Cindy	Other
Sardon, Esteban	Assistant Principal
Raventos, Gonzalo	Assistant Principal
Rivera, Ana	Registrar
Oliu, Nuria	Other
Barrios, Maritza	Teacher, Adult
Jakubowicz, Elena	Teacher, Adult
Pruitt, Linda	Teacher, Adult
Morejon, Elena	Teacher, Adult
Garcia, Julio	Teacher, Adult

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Yamila Carballo – Principal

Complete supervision of all school programs and operations.

Franz Jean-Louis – Assistant Principal

ASNAP grant, ESOL, ELCATE, Citizenship, and SAVES (financial assistance) programs.

Estaban Sardón - Assistant Principal

Career and Technical Programs, and COE Accreditation.

Gonzalo Raventós - Assistant Principal

ABE/GED, TLC (online), and Orientation Programs.

Jorge de la Paz

Administrator in Training and Student Council

Felipe Garza

ESOL-Citizenship Department Chairperson

Elena Jakubowicz
ABE/GED Department Chairperson
Maritza Barrios
Testing Department Chairperson
Linda Pruitt
TLC online Department Chairperson
José Montes
Media Liaison and Sunday Program Coordinator
Julio García
Saturday Program Coordinator
Nuria Oliú
Treasurer
Ana Rivera
Registrar
Elena Morejón
Financial Aid Advisor
Lourdes Arriete
ABE-GED-Career Pathways instructor
Ximena López
CTE Instructor
Orlando Padró
ESOL Instructor
Eduardo Tejedor
ABE-GED-Career Pathways instructor
María Eugenia Arbeláez
Support Staff
Clarissa Borge
Support Staff Alternate
Elsie López
Student Representative
Armando Fornos
Student Representative
José Núñez
Student Representative
Judith Guerra
Student Representative
Henry Solas
Student Representative
Cindy Le
Business Representative

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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 Chairpersons, Assistant Principals, Principal, and then EESAC members. The fundamental parameters under analysis are: 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.

The school's budget is comprised of several categories, which include grant, Vocational, Adult Basic Education/GED, ESOL, SAVES financial assistance, and Community Education programs. Funds are allocated based on student needs and enrollment.

Contact "clock" hours in classes determine the overall allotment of personnel to match the needs of the students. The school has also re-allocated funds and personnel to account for a decrease in grant funding. All deletions and additions have taken into account student needs and specific enrollment trends.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Yamila Carballo	Principal
Jose Montes	Teacher
Jorge de la Paz	Teacher
Lourdes Arriete	Teacher
Ximena López	Teacher
Orlando Padró	Teacher
Eduardo Tejedor	Teacher
Maria E. Arbeláez	Education Support Employee
Clarissa Borge	Education Support Employee
Elsie López	Student
Armando Fornos	Student
José Núñez	Student
Judith Guerra	Student
Henry Solas	Student
Cindy Le	Business/Community
Felipe Garza	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Analyzed, discussed and approved 2013-2014 School Improvement Plan.

Development of this school improvement plan

Brainstormed, suggested, modified and approved objectives and strategies.

Analyzed data results and trends of parameters dealing with objectives and strategies.

Preparation of the school's annual budget and plan

SAC was informed about changes and restrictions of the school's annual budget and plan by the Principal.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school's budget is comprised of several categories, which include grant, Vocational, Adult Basic Education/GED, ESOL, SAVES financial assistance, and Community Education programs. Funds are allocated based on student needs and enrollment. Contact "clock" hours in classes determine the overall allotment of personnel to match the needs of the students. The school has also re-allocated funds and personnel to account for a decrease in grant funding. All deletions and additions have taken into account student needs and specific enrollment trends.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
------	-------

Duties

Describe how the LLT promotes literacy within the school

N/A

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- * A school initiative (drive "U") allows teachers to access multiple teaching resources dealing with the four ESOL and ELCATE skills (Reading, Writing, Listening & Speaking), all present benchmarks, all curriculum standards, lesson plans, and technology resources, and also to share planning and instruction best practices.
- * Ongoing professional development sessions are scheduled throughout the school year to focus on the latest academic and instruction trends: pacing guides, new software availability, and best practice examples.
- * Collective planning sessions are scheduled on planning days.
- * ELITE conferences allow teachers to explore the latest academic and educational technology resources in a professional and collaborative environment.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The English Center accreditation status with the Council on 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.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

N/A – no new teachers hired

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

- * Textbooks and workbooks to be used are selected after verifying their alignment to Florida's Standards.
- * Instructional software is used to strengthen core instructional programs alignment to Florida's Standards.
- * Ongoing review of teachers' lesson plans is used by Assistant Principals to guarantee their alignment to Florida's Standards.
- * Ongoing classroom visitations by administrators guarantee that classroom instruction is aligned to Florida's Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- * Tops-PRO reports are printed for each student after testing and given to classroom teachers to guarantee differentiated instruction to meet the diverse needs of students.
- * Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments through:
 - additional laboratory practice,
 - individualized or small-group tutoring sessions,
 - supplementary online instruction focusing on weakness areas,
 - assignment of specific instructional software to reinforce problem areas.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

N/A

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- * Orientation sessions for all new students.
- * Career Pathways.
- * Information sessions about available programs scheduled throughout the school year.
- * Career fairs.
- * Job fairs.
- * Guest speakers from different career and workforce backgrounds.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

- * Partnerships with colleges and universities to promote careers and other professional opportunities available.
- * Quarterly visits to different colleges and universities.
- * Guest speakers from colleges and universities recruitment departments.
- * Guest speakers from colleges and universities financial aid departments.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

- * Air Conditioning, Refrigeration & Heating Technology
 - Air Conditioning, Refrigeration & Heating Helper Certificate
 - Mechanic Assistant Certificate
 - Air Conditioning, Refrigeration & Heating Mechanic Certificate
- * Cosmetology
 - Cosmetologist Certificate.
- * Digital Media / Multimedia Design

- Adobe Certified Associate (ACA) Certificate
- Web Communication using Adobe Dreamweaver CS5 Certificate
- Rich Media Communication using Adobe Flash Professional CS5
- Visual Communication using Adobe Photoshop CS5
- * Early Childhood Education
- Childcare Worker 1 Certificate
- Childcare Worker 2 Certificate
- Teacher Aide - Preschool Certificate
- Preschool Teacher Certificate
- * Facials Specialty
- Facials Specialist Certificate
- * Nails Specialty
- Nails Specialist Certificate
- * Network Systems Administration
- BTE Core Certificate
- Computer Support Assistant Certificate
- Network Support Assistant Certificate
- System Administrator Certificate
- System Engineer Certificate
- Wireless Network Administrator Certificate
- Data Communication Analyst Certificate
- * Technology Support Services
- Technology Support Specialist Certificate

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

- * The English Center pursued and obtained accreditation with the Council on Occupational Education
- 2002 Candidacy approval
- 2004 Accreditation approval
- 2009 Reaffirmation approval
- School is due for a new reaffirmation visit in June 2015.
- * The English Center is approved as a Microsoft-certified IT Academy.
- * The English Center is a Prometric and VUE Testing Center

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The English Center does not have High School students.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student membership hours by ten percent as evidenced by comparing the Summary Report from Data-In-Your-Hands for WDIS year 2013-14 to WDIS year 2014-15.
- G2.** Thirty-five percent of students who meet the attendance requirements to complete the ESOL Academic courses in 2014-1 will complete course requirements, as evidenced by their ESOL Academic Checklist completion, as documented in the official ESOL Academic Progress Report.
- G3.** Thirty-five percent of students who register for technical and career courses during the 2014-1 term will complete their programs of study, or will continue their selected programs of study during the 2014-2 term, as evidenced by official registration reports, as documented in a school-site generated printout.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student membership hours by ten percent as evidenced by comparing the Summary Report from Data-In-Your-Hands for WDIS year 2013-14 to WDIS year 2014-15. 1a

G050530

Targets Supported 1b

Indicator	Annual Target
Attendance rate	10.0

Resources Available to Support the Goal 2

- Membership hours

Targeted Barriers to Achieving the Goal 3

- Adult students find / switch jobs in the middle of any term.

Plan to Monitor Progress Toward G1. 8

Radio/TV segments recordings, newspaper/magazine articles published

Person Responsible

Yamila Carballo

Schedule

Monthly, from 8/18/2014 to 4/29/2015

Evidence of Completion

Weekly, biweekly, monthly schedule of media activities programmed.

G2. Thirty-five percent of students who meet the attendance requirements to complete the ESOL Academic courses in 2014-1 will complete course requirements, as evidenced by their ESOL Academic Checklist completion, as documented in the official ESOL Academic Progress Report. 1a

G050445

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	35.0

Resources Available to Support the Goal 2

- Rosetta Stone software
- EDMODO communication platform
- Online technology resources
- National Geographic/CENGAGE contract
- Drive "U"
- Burlington English software
- ELITE workshops

Targeted Barriers to Achieving the Goal 3

- ESOL Academic students leave course before completing curriculum

Plan to Monitor Progress Toward G2. 8

Progress of ESOL Academics students

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Student progress and completion of Academic Standards

G3. Thirty-five percent of students who register for technical and career courses during the 2014-1 term will complete their programs of study, or will continue their selected programs of study during the 2014-2 term, as evidenced by official registration reports, as documented in a school-site generated printout. 1a

G050446

Targets Supported 1b

Indicator	Annual Target
Retained Students	35.0

Resources Available to Support the Goal 2

- Case managers
- Community Access program
- Job fairs
- Online job banks
- Industry referrals
- Counselors
- Registration staff
- Burlington English career-technical modules

Targeted Barriers to Achieving the Goal 3

- Students do not remain registered in their programs.
- Students do not complete their vocational-technical programs.

Plan to Monitor Progress Toward G3. 8

Program Completion or Re-enrollment of CTE students

Person Responsible

Yamila Carballo

Schedule

Monthly, from 8/18/2014 to 4/29/2015

Evidence of Completion

Completion and re-enrollment data reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student membership hours by ten percent as evidenced by comparing the Summary Report from Data-In-Your-Hands for WDIS year 2013-14 to WDIS year 2014-15. **1**

 G050530

G1.B1 Adult students find / switch jobs in the middle of any term. **2**

 B126563

G1.B1.S1 Aggressive media campaign (radio programs, TV interviews, newspaper articles, magazine sections collaborations, website updating) to keep school and school programs always visible, present, attractive and motivating. **4**

 S138834

Strategy Rationale

Media coverage and media campaigns are highly effective in boosting program registration.

Action Step 1 **5**

Follow up on media campaign strategies

Person Responsible

Yamila Carballo

Schedule

Weekly, from 8/18/2014 to 4/29/2015

Evidence of Completion

Radio and TV segments recordings, newspapers and magazines articles published, website changes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Guarantee weekly radio/TV appearances and weekly/monthly newspaper/magazine articles published

Person Responsible

Yamila Carballo

Schedule

Weekly, from 8/18/2014 to 4/29/2015

Evidence of Completion

Radio/TV segment recordings, newspaper/magazine articles published

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Provide opportunities for radio/TV appearances and newspaper/magazine articles publishing

Person Responsible

Yamila Carballo

Schedule

Weekly, from 8/18/2014 to 4/29/2015

Evidence of Completion

Schedule availability for programmed media activities.

G2. Thirty-five percent of students who meet the attendance requirements to complete the ESOL Academic courses in 2014-1 will complete course requirements, as evidenced by their ESOL Academic Checklist completion, as documented in the official ESOL Academic Progress Report. 1

G050445

G2.B1 ESOL Academic students leave course before completing curriculum 2

B126338

G2.B1.S1 Strengthen student retention through motivational techniques highlighted at the ELITE workshop sessions 4

S138280

Strategy Rationale

Goal setting keeps students motivated and attending classes

Action Step 1 5

Strengthen student retention through motivational techniques highlighted at the ELITE workshop sessions

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Student participation and attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor student attendance records

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Data-In-Your-Hands Attendance Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

End-of-Term Enrollment reports

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Data-In-Your-Hands Enrollment reports

G2.B1.S2 Student-centered instruction 4

 S138281

Strategy Rationale

Using "Funds of Knowledge" as defined by linguist Louis Moll, taps students previous background and experience, thus making learning more applicable to students' individual lives.

Action Step 1 5

Student-centered instruction

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Student participation and attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Instructors' lesson plans

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Teachers' informal observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Differentiated instruction

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Student progress reports

G2.B1.S3 Teaching to different learning styles 4

 S138282

Strategy Rationale

A blend of visual, auditory and kinetic techniques helps students learn faster and with remain motivated as their individual learning styles are taken into consideration.

Action Step 1 5

Teaching to different learning styles

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Student participation and attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Differentiated instruction

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Student progress reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Instructors' lesson plans

Person Responsible

Frantz Jean-Louis


Schedule

On 4/29/2015

Evidence of Completion

Student progress report

G2.B1.S4 Heavy focus on critical thinking activities 4

 S138283

Strategy Rationale

Research has demonstrated that adult students learn better, remember more, keep focused and remain motivated when the learning process involves logical analysis and activities they can use in their everyday lives

Action Step 1 5

Focus on critical thinking activities

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Student participation and attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Progress of ESOL Academic students

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Students' registration, attendance and participation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Progress of ESOL Academic students

Person Responsible

Frantz Jean-Louis

Schedule

On 4/29/2015

Evidence of Completion

Students' registration, attendance and participation

G3. Thirty-five percent of students who register for technical and career courses during the 2014-1 term will complete their programs of study, or will continue their selected programs of study during the 2014-2 term, as evidenced by official registration reports, as documented in a school-site generated printout. 1

G050446

G3.B1 Students do not remain registered in their programs. 2

B126339

G3.B1.S1 Provide opportunity to maintain enrollment 4

S138284

Strategy Rationale

Students who feel motivated and encouraged to achieve progress tend to maintain enrollment in their programs of study.

Action Step 1 5

Monitor attendance records

Person Responsible

Yamila Carballo

Schedule

Weekly, from 8/18/2014 to 4/23/2015

Evidence of Completion

Grade book attendance summary reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Yamila Carballo

Schedule

Biweekly, from 8/18/2014 to 4/29/2015

Evidence of Completion

End-of-term enrollment data trend

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review of data reports

Person Responsible

Yamila Carballo


Schedule

Biweekly, from 8/18/2014 to 4/29/2015

Evidence of Completion

Re-enrollment of previously-registered students

G3.B2 Students do not complete their vocational-technical programs. 2

 B126340

G3.B2.S1 Employability skills workshops 4

 S138285

Strategy Rationale

Hands-on activities presented in these workshops make students more marketable and reinforce their self-worth at the prospective workplace.

Action Step 1 5

In-house training on how to prepare for job interviews

Person Responsible

Yamila Carballo

Schedule

On 4/23/2015

Evidence of Completion

Attendance roster

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Sign-in sheets from workshop rosters

Person Responsible

Yamila Carballo

Schedule

On 4/23/2015

Evidence of Completion

Certificate of workshop completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Employability skills workshops worksheets

Person Responsible

Yamila Carballo

Schedule

On 4/23/2015

Evidence of Completion

Completion of skills workshop worksheets

G3.B2.S2 Employment referrals 4

S138286

Strategy Rationale

Job referrals motivate students to continue their programs of study because they see job prospects in the near future.

Action Step 1 5

Students will be referred to potential employers

Person Responsible

Yamila Carballo

Schedule

On 4/29/2015

Evidence of Completion

Referral logs

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administrators will review procedures and records

Person Responsible

Yamila Carballo

Schedule

On 4/29/2015

Evidence of Completion

Review of records

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Review program completion data results

Person Responsible

Yamila Carballo

Schedule

On 4/29/2015

Evidence of Completion

Completion rate

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Strengthen student retention through motivational techniques highlighted at the ELITE workshop sessions	Jean-Louis, Frantz	8/18/2014	Student participation and attendance	4/29/2015 one-time
G2.B1.S2.A1	Student-centered instruction	Jean-Louis, Frantz	8/18/2014	Student participation and attendance	4/29/2015 one-time
G2.B1.S3.A1	Teaching to different learning styles	Jean-Louis, Frantz	8/18/2014	Student participation and attendance	4/29/2015 one-time
G2.B1.S4.A1	Focus on critical thinking activities	Jean-Louis, Frantz	8/18/2014	Student participation and attendance	4/29/2015 one-time
G3.B1.S1.A1	Monitor attendance records	Carballo, Yamila	8/18/2014	Grade book attendance summary reports	4/23/2015 weekly
G3.B2.S1.A1	In-house training on how to prepare for job interviews	Carballo, Yamila	8/18/2014	Attendance roster	4/23/2015 one-time
G3.B2.S2.A1	Students will be referred to potential employers	Carballo, Yamila	8/18/2014	Referral logs	4/29/2015 one-time
G1.B1.S1.A1	Follow up on media campaign strategies	Carballo, Yamila	8/18/2014	Radio and TV segments recordings, newspapers and magazines articles published, website changes	4/29/2015 weekly
G1.MA1	Radio/TV segments recordings, newspaper/magazine articles published	Carballo, Yamila	8/18/2014	Weekly, biweekly, monthly schedule of media activities programmed.	4/29/2015 monthly
G1.B1.S1.MA1	Provide opportunities for radio/TV appearances and newspaper/magazine articles publishing	Carballo, Yamila	8/18/2014	Schedule availability for programmed media activities.	4/29/2015 weekly
G1.B1.S1.MA1	Guarantee weekly radio/TV appearances and weekly/monthly newspaper/magazine articles published	Carballo, Yamila	8/18/2014	Radio/TV segment recordings, newspaper/magazine articles published	4/29/2015 weekly
G2.MA1	Progress of ESOL Academics students	Jean-Louis, Frantz	8/18/2014	Student progress and completion of Academic Standards	4/29/2015 one-time
G2.B1.S1.MA1	End-of-Term Enrollment reports	Jean-Louis, Frantz	8/18/2014	Data-In-Your-Hands Enrollment reports	4/29/2015 one-time
G2.B1.S1.MA1	Monitor student attendance records	Jean-Louis, Frantz	8/18/2014	Data-In-Your-Hands Attendance Reports	4/29/2015 one-time
G2.B1.S2.MA1	Differentiated instruction	Jean-Louis, Frantz	8/18/2014	Student progress reports	4/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Instructors' lesson plans	Jean-Louis, Frantz	8/18/2014	Teachers' informal observations	4/29/2015 one-time
G2.B1.S3.MA1	Instructors' lesson plans	Jean-Louis, Frantz	8/18/2014	Student progress report	4/29/2015 one-time
G2.B1.S3.MA1	Differentiated instruction	Jean-Louis, Frantz	8/18/2014	Student progress reports	4/29/2015 one-time
G2.B1.S4.MA1	Progress of ESOL Academic students	Jean-Louis, Frantz	8/18/2014	Students' registration, attendance and participation	4/29/2015 one-time
G2.B1.S4.MA1	Progress of ESOL Academic students	Jean-Louis, Frantz	8/18/2014	Students' registration, attendance and participation.	4/29/2015 one-time
G3.MA1	Program Completion or Re-enrollment of CTE students	Carballo, Yamila	8/18/2014	Completion and re-enrollment data reports	4/29/2015 monthly
G3.B1.S1.MA1	Review of data reports	Carballo, Yamila	8/18/2014	Re-enrollment of previously-registered students	4/29/2015 biweekly
G3.B1.S1.MA1	Review of Data-In-Your-Hands reports on attendance and enrollment	Carballo, Yamila	8/18/2014	End-of-term enrollment data trend	4/29/2015 biweekly
G3.B2.S1.MA1	Employability skills workshops worksheets	Carballo, Yamila	8/18/2014	Completion of skills workshop worksheets	4/23/2015 one-time
G3.B2.S1.MA1	Sign-in sheets from workshop rosters	Carballo, Yamila	8/18/2014	Certificate of workshop completion	4/23/2015 one-time
G3.B2.S2.MA1	Review program completion data results	Carballo, Yamila	8/18/2014	Completion rate	4/29/2015 one-time
G3.B2.S2.MA1	Administrators will review procedures and records	Carballo, Yamila	8/18/2014	Review of records	4/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Thirty-five percent of students who meet the attendance requirements to complete the ESOL Academic courses in 2014-1 will complete course requirements, as evidenced by their ESOL Academic Checklist completion, as documented in the official ESOL Academic Progress Report.

G2.B1 ESOL Academic students leave course before completing curriculum

G2.B1.S1 Strengthen student retention through motivational techniques highlighted at the ELITE workshop sessions

PD Opportunity 1

Strengthen student retention through motivational techniques highlighted at the ELITE workshop sessions

Facilitator

Veronica Pavon-Baker

Participants

ESOL and ELCATE instructors

Schedule

On 4/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0