

3 YEAR STRATEGIC PLAN

THE ENGLISH CENTER



— 2021-2024 —

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

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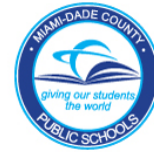
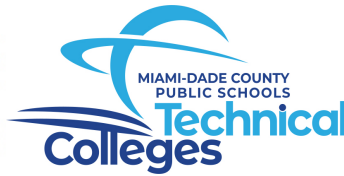
ASSISTANT SUPERINTENDENT

Mr. Luis E. Diaz

DISTRICT DIRECTOR

Mr. René Mantilla





3 YEAR STRATEGIC PLAN – 2021-2024

Mission of the Institution:

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.

Vision of the Institution:

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.

Technical College Leadership Team

Name	Title
Carballo, Yamila	Principal
Arriete, Lourdes	Teacher, Adult
Raventos, Gonzalo	Assistant Principal
Rivera, Ana	Registrar
Oliu, Nuria	Treasurer
Lopez, Jesus	Head Custodian
Morejon, Elena	Financial Aid Officer, Adult
Garcia, Julio	Teacher, Adult
Souza, Irene	Registrar
Ramirez-Luis, Marlene	Teacher, Adult
Jacque, Carol	Teacher, Adult
Varona, Ana	Assistant Principal
West, Tim	Teacher, Adult
Arias, Marcela	Job Placement Specialist
Gonzalez, Juan	Counselor, Adult
Young, George	Security
Ruiz, Manuel	Assistant Principal

Institutional Advisory Committee

Name	Title
Carballo, Yamila	Principal
Arriete, Lourdes	Teacher, Adult
Gonzalez, Juan	Counselor, Adult
Borge, Clarissa	Data Input Specialist, Adult
Gonzalez, Jonathan	Teacher, Adult
Gray, Andrew	Student, Adult
Smoke, Chester	Student, Adult
Tejedor, Eduardo	Teacher, Adult
West, Tim	Teacher, Adult
Goldstone, James	Business Committee Representative
Falero, Stefanie	Business Committee Representative
Ruiz de Villa, Ernesto	Business Committee Representative

COE Annual Report Trend Data (Standard 3)

Element	2014	2015	2016	2017	2018	2019	2020
Total Completion Rate	89%	83%	85%	82%	96%	97%	93%
Total Placement Rate	82%	91%	90%	89%	89%	89%	85%
Licensure Exam Pass Rate	100%	100%	99%	99%	98%	100%	100%

OBJECTIVE 1

By December 2024, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2021 Council on Occupational Education (COE) Annual Report.

Individual Responsible of Objective Completion

Name	Title
Ana Varona	Assistant Principal

Anticipated Barriers

Student-related barriers may include the following:

Poor attendance

Teacher-related barriers may include the following:

Lack of differentiated instruction

Operational-related barriers may include the following:

Multiple functional levels in one class

Strategy components

Strategy 1

Conduct professional development on research-based instructional strategies

Strategy Rationale	Engaging in continuous professional growth allows for current best practices to be incorporated in the classroom learning.
Strategy Purpose	Leads to a higher program completion rate for teacher.
Name and Title of person responsible for monitoring this strategy	Gonzalo Raventos, Assistant Principal; Manuel Ruiz, Assistant Principal ; Ana Varona, Assistant Principal
Data that will be collected to determine effectiveness	Program Completion Rate
Evaluation of Progress	April, August, and December OCP Reports And COE ANNUAL REPORT
Date Achieved/Completed	December 2024
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed. Varies
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation
CARES Act Rapid Credentialing Grant funds to be used	
CARES Act Emergency Relief Funds - Institutional Allocation to be used	

Strategy 2

Monitor daily attendance of students

Strategy Rationale	Poor attendance by students has a direct impact on them earning an Occupational Completion Point in the program of study.
Strategy Purpose	Improving student attendance will increase our school's completion rate.
Name and Title of person responsible for monitoring this strategy	Gonzalo Raventos, Assistant Principal; Manuel Ruiz, Assistant Principal ; Ana Varona, Assistant Principal
Data that will be collected to determine effectiveness	Attendance Percentage and OCP's earned
Evaluation of Progress	Attendance Reports and OCP Reports
Date Achieved/Completed	December 2024
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed. Varies
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation
CARES Act Rapid Credentialing Grant funds to be used	
CARES Act Emergency Relief Funds - Institutional Allocation to be used	

Strategy 3

Implement student retention strategies

Strategy Rationale	Implement procedures to monitor and follow up with any student missing consecutive days of school and/or withdrawing.
Strategy Purpose	Assisting and follow up with students may help increase student retention in our school.
Name and Title of person responsible for monitoring this strategy	Irene Souza, CTE Registrar Ledía Bula, CTE Data Input Specialist
Data that will be collected to determine effectiveness	FOCUS attendance and withdrawals log reports
Evaluation of Progress	Attendance Reports
Date Achieved/Completed	December 2024
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed
CARES Act Rapid Credentialing Grant funds to be used	
CARES Act Emergency Relief Funds - Institutional Allocation to be used	

Objectives 2

By December 2024, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2021 Council on Occupational Education (COE) Annual Report.

Individual Responsible of Objective Completion

Name	Title
Ana Varona	Assistant Principal

Anticipated Barriers

Student-related barriers may include the following:

Poor language and vocabulary skills

Teacher-related barriers may include the following:

Lack of differentiated instruction

Operational-related barriers may include the following:

Multiple functional levels in one class

Strategy components

Strategy 1

The school will help students in creating a professional resume.

Strategy Rationale	Student with professional resumes will have a better chance to interview and get the job.
Strategy Purpose	Provide students with the proper soft skills help them secure and maintain employment.
Name and Title of person responsible for monitoring this strategy	Marcela Arias, Career Placement Specialist Carol Jacque
Data that will be collected to determine effectiveness	Job placement rate
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	December 2024
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed
CARES Act Rapid Credentialing Grant funds to be used	
CARES Act Emergency Relief Funds - Institutional Allocation to be used	

Strategy 2

The school will provide online technology resources to all students in the Media Center.

Strategy Rationale	Providing students with more online resources will allow them to access more opportunities to find a job in the field.
Strategy Purpose	Provide students with access to more employment opportunities.
Name and Title of person responsible for monitoring this strategy	Marcela Arias, Career Placement Specialist Maria Carpio, Media Specialist
Data that will be collected to determine effectiveness	Job placement rate
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	December 2024
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed
CARES Act Rapid Credentialing Grant funds to be used	
CARES Act Emergency Relief Funds - Institutional Allocation to be used	

Strategy 3

Monitor job placement of all students who have graduated.

Strategy Rationale	Imperative to continuously conduct follow up with students who have graduated from our programs to have real time job placement information.
Strategy Purpose	It's important to have up to date information about our students who have completed programs and are employed after graduation.
Name and Title of person responsible for monitoring this strategy	Irene Souza, CTE Registrar and Ledia Bula, CTE Data Input Specialist
Data that will be collected to determine effectiveness	Local Placement Forms and Job Placement Rate
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	December 2024
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed
CARES Act Rapid Credentialing Grant funds to be used	
CARES Act Emergency Relief Funds - Institutional Allocation to be used	

Objectives 3

By December 2024, the CTE student industry licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2021 Council on Occupational Education (COE) Annual Report.

Individual Responsible of Objective Completion

Name	Title
Ana Varona	Assistant Principal

Anticipated Barriers

Student-related barriers may include the following:

Payment for Certification/Licensure Exams are difficult for non-working students

Teacher-related barriers may include the following:

Lack of differentiated instruction

Operational-related barriers may include the following:

Monitor Industry Certifications results of students who have taken the test after completing the program at our school.

Strategy components

Strategy 1

Monitor industry certification utilizing the District's application

Strategy Rationale	To have access to one application with a compilation of Industry Certifications/Licensures earned by our school.
Strategy Purpose	To cross reference the data collected by us with district data.
Name and Title of person responsible for monitoring this strategy	Irene Souza, CTE Registrar Ana Varona, Assistant Principal
Data that will be collected to determine effectiveness	Industry Certification/Licensure Passing Rate by eligible program.
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	December 2024
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed
CARES Act Rapid Credentialing Grant funds to be used	
CARES Act Emergency Relief Funds - Institutional Allocation to be used	

Strategy 2

Utilize technology-based programs to enhance classroom instruction and student learning

Strategy Rationale	Technology based programs provides teachers will a variety of resources to assist students achieve their individualized goals.
Strategy Purpose	The use of more technology in the classroom offers more resources for individualized student learning and certification/licensure review due to all the available resources through technology.
Name and Title of person responsible for monitoring this strategy	Gonzalo Raventos, Assistant Principal; Manuel Ruiz, Assistant Principal; Ana Varona, Assistant Principal
Data that will be collected to determine effectiveness	Industry Certification/Licensure Passing Rate by eligible program.
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	December 2024
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed
CARES Act Rapid Credentialing Grant funds to be used	
CARES Act Emergency Relief Funds - Institutional Allocation to be used	

ANTI-DISCRIMINATION POLICY

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:

Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400

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