D.A. Dorsey Technical College

2017-18 Schoolwide Improvement Plan

D.A. Dorsey Technical College

7100 NW 17TH AVE, Miami, FL 33147

http://dadorsey.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-Adult	No	0%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	0%

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for D.A. Dorsey Technical College

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to positively impact the residents of this community through educational and economic empowerment by providing sound academic programs spanning from literacy through vocational certification.

b. Provide the school's vision statement.

Through effective and proactive leadership, we will unlock the potential of all learners.

2. School Environment

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

The process by which the school learns about students cultures and builds relationships between teachers and students is through our extensive involvement in Community events, activities and institutional procedures which allow D.A. Dorsey Technical College to serve it's members effectively and efficiently. D.A. Dorsey Technical College is comprised of many Community Involvement Liasons, Counselors, Financial Aide Advisors and Case Managers that reach out to the students, teachers and community members. In collaboration with South Florida Career Source, Greater Miami Service Corp, Miami Job Corp, Neighbors And Neighbors Association (NANA), Miami-Dade County Public Schools, and other community organizations, D.A. Dorsey Technical College has extensive resources and knowledge that specifically meets the special interests and needs of the community with the students it serves.

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

The school creates an environment where students feel safe and respected before, during and after school through it's detailed planning found in the Emergency Operating Plans, Procedures for Promoting and Maintaining a Safe Learning Environment, Safety to Life, Adult Student Code of Conduct and Security Plans. D.A. Dorsey Technical College has several counselors, case managers, security personnel and Miami Dade School Police officers that play an integral role in it's plans for maintaining a safe learning environment throughout it's operating day. All students are encouraged and well aware of procedures that allow for quick communication of any incidences or potential threats that may pose a present/future safety risk.

c. 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.

The school wide behavioral system currently in place minimizing distractions and maintaining students engaged during instructional time is found within the Adult Code of Student Conduct. The Adult Code of Student Conduct sets a clear and definitive code of expected conduct throughout the school-wide facility. Protocols are introduced and reinforced through the orientation process and

faculty student relationships. All faculty members are trained in classroom management, Response to Intervention(RTI) and emergency operations which delineates specific protocols and procedures for managing a variety of student behaviors and emergency events. Security personnel attend professional development on Ethics in the Workplace, Use of Force, Search and Seizures and Proactive Campus Patrolling.

d. 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.

The school ensures the social-emotional needs of all students through our extensive Student Services department which includes but is not limited to counselors, (dealing with career, personal, social, academic group and individual counseling), Case Managers, (assisting with child care, food assistance, housing, assessed basic needs, etc..), Bereavement Counselors and Social Workers. D.A. Dorsey Technical College also collaborates with outside agencies that support the emotional social well-being of it's school members like Camillus House, Department of Children and Families and other organizations. All students are required to subscribe and submit an individual survey through the different counselors and case managers in an attempt to ascertain their individual needs and academic requirements in achieving their personal set goals.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

D.A. Dorsey Technical College identifies students that are not complying with mandatory target program hours in classroom participation/attendance through the tracking of the grade book and FOCUS systems on a weekly basis. The tracking of Literacy Completion Points (LCP's) and Occupational Completion Points (OCP's) as a demonstration of student achievement and progress within the subject/field of study. Suspensions require a counselor to facilitate sessions with specific and individualized intervention plans that provide behavior modification opportunities and methods of coping.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

In order to best service our students not meeting the minimum requirement for a successful program completion due to lack/incomplete hours we provide immediate interventions with counseling services, case managers and community involvement specialist. The interventions are but are not limited to: communication, basic needs assessment, academic assessment, emotional and social assessments with prescribed intervention plans and recommendations. The course of action is synonymous with students that have been identified as low/no progress in achieving the required and timely LCP's to substantiate a minimum standard of satisfactory development/growth.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

N/A

2. 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.

D.A. Dorsey Technical College is comprised of many Community Involvement Liasons, Counselors, Financial Aide Advisors and Case Managers that reach out to the students, teachers and community members. In collaboration with South Florida Career Source, Greater Miami Service Corp, Miami Job Corp, Neighbors And Neighbors Association (NANA), Miami-Dade County Public Schools, Career Source South Florida (CSSF) and other community organizations. D.A. Dorsey Technical College has extensive resources and background knowledge of the special needs of the community and students it serves.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Thomas Dupree, Angela	Principal
Jackson, Ebony	Attendance/Social Work
Jackson, Calvin	Attendance/Social Work
Bruton, Kathye	Attendance/Social Work
McNeely, Michael	Teacher, Career/Technical
Covington, Latoyia	Teacher, Career/Technical
Magny, Georges	Teacher, Adult
Richarson, Tommy	Assistant Principal
Day, Nakia	Administrative Support
ACEVEDO, MARIE	School Counselor

b. Duties

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

Angela E. Thomas-DuPree, Principal
Tommy A. Richardson, Assistant Principal
Nakia Day, Instructional Leader
Marie Acevedo, Guidance Counselor
Ebony Jackson, Case Manager
Kathye Bruton, Case Manager
Calvin Jackson, Case Manager
Georges Magny, Adult Education Teacher, UTD Stewart
Michael McNeely, Vocational Teacher
Latoyia Covington, Vocational Teacher

2. 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.

The team will utilize the FOCUS system to monitor student performance which will be reviewed with EESAC, COE Committee, and instructional staff each trimester. Specifically, the test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) results will be utilized to individualize instruction and empower teachers and tutors to improve student performance thereby increasing Literacy Completion Points (LCP) and Occupational Completion Points (OCP). The team will also monitor classroom instruction and push-in/pull-out intervention models to ascertain student progress. The team will provide support for instructional staff to avail themselves of reading and other appropriate professional development.

Career and Technical Education - Financial aid is available for eligible students who qualify for Pell, Perkins, Vocational Rehabilitation. Upon registration students are referred to a counselor and the financial aid office for assistance with tuition.

Job Training - The career technical education programs provide job training for all students as part of their curriculum content and through clinical rotations in the health science programs such as Pharmeceutical Technology, Patient Care Assistant and Phlebotomy. Through advisory committee

meetings, industry/community members will make recommendations to the various technical programs to maintain these programs current with industry demands.

Other – Grants - Students are made aware of the opportunity to apply for Title IV: Federal Pell Grant. Title IV financial aid is federally provided funding for students at qualifying institutions, and is available to most U.S. citizens. It offers need-based assistance toward paying tuition, living costs and other expenses related to education. Students that do not qualify or receive sufficient Federal funds can apply for the District Financial Assistance Program (DFAP) or Fee Waiver funds. Also available are a variety of scholarships that stem from community groups who are activist in the cause of education to name a few Neighbors and Neighbors Association, iHeart Radio, Miami-Dade County Commissioners Offices and the Miami Bayside Foundation.

Adult General Education (AGE) Grants - are given to the school by the District to assist with the hire of additional instructors, tutors and Case Managers to aid students through the process of acquiring desired outcomes. These individuals also help guide and support the variety of channels available to students in their academic ventures.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Angela Thomas-Dupree	Principal
Jamaine Pace	Student
Thomas Albury	Business/Community
Stephana Clark	Business/Community
Baljean Smith	Business/Community
Ivan Stewart	Business/Community
Fred St. Amand	Business/Community
Leroy Jones	Business/Community
Alstene McKinney	Business/Community
Hugh Regis	Business/Community
Irma Als	Teacher
Latoyia Covington	Teacher
Georges Magny	Teacher
Eric Proctor	Teacher
Dexter Jones	Student
Patricia Richards	Education Support Employee
Greggory Campbell	Teacher
Michael McNeely	Teacher
Jamaine Pace	Student
Tommy Richardson	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Evaluation of the 2016-2017 school improvement plan was conducted on October 6th, 2017. All participants reviewed and assessed last years goals and accomplishments in developing the new 2017-2018 SIP for further growth and improvement.

b. Development of this school improvement plan

The Educational Excellence School Advisory Committee (EESAC) will assists in the preparation, evaluation and making final recommendations relating to the development of the School Improvement Plan (SIP).

c. Preparation of the school's annual budget and plan

The school advisory committee has stipulated future goals and plans to stimulate and improve the overall schools performance, image and participation in meeting the demands of the community and furthering the monetary foundations that will help develop future services that meet market demands for employment.

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

As an Adult Educational facility, Dorsey Technical College does not generate EESAC dollars.

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

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Thomas Dupree, Angela	Principal
Day, Nakia	Teacher, Adult
Olius, Charlemagne	Administrative Support
Richarson, Tommy	Assistant Principal
Covington, Latoyia	Teacher, Career/Technical

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Continue to increase student participation in the tutorial program and increasing percentage of LCP and OCP earned.
2. Content area concentration on reading/literacy skills.

3. Institute school wide vocabulary building program.

4. Frame an Instructional Focus Delivery System.

5. Professional Development with Technology and Effective Instructional Frameworks.

6. Development of Instructional Coaching with a focus on attaining LCP's.

7. Developing and monitoring push-in and pull-out model of skills intervention supporting the completion and academic viability of students throughout the different basic skills program measured through TABE.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

D.A. Dorsey Technical College is encouraging positive working relationships between teachers by endorsing and promoting common planning, instructional coaching, resource management, professional development and technology innovation like promethean boards. Teachers are also encouraged to model and share best practices with their respective colleagues.

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

Administration will continue to hire new personnel and/or replace teachers exiting our employment with qualified/certified subject area and/or industry licensed instructional personnel that have the experience and capacity to replicate the industries and professional fields they represent. All instructors must show the ability to monitor, adapt, educate and elaborate within their industries using the most current technology and systems available.

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

New teachers/instructors are paired with experience teachers within their area of instruction and will participate in new teacher professional development activities provided by the District. The instructional coach in collaboration with experienced lead teachers will provide professional development, observations, modeling and individualized implementation plans that help and support new teachers in establishing protocols, systemic way of work, differentiated instruction and higher order thinking pedagogical frameworks.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

D.A. Dorsey Technical College ensures that it's core instructional programs and materials follow the guidelines stated within the curriculum frameworks for Florida's Standards in Career and Technical Education. This correlation is monitored, and developed through a series of pacing guides and professional development establishing a foundation for interdisciplinary collaboration, preparation for continuing education and scholastic achievement. The Division of Career and Adult Education publishes the curriculum frameworks aligned to the Career Clusters delineated by the U.S.

Department of Education. The Career Cluster frameworks also establishes preliminary program introductions that parallel Community College AS/AAS and CCC frameworks.

b. Instructional Strategies

1. 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.

D.A. Dorsey Technical College uses data to provide and differentiate instruction to meet the needs of it's students through a variety of assessments and/or tracking mechanisms like: TABE, EOC, FSA, FCAT, CASAS, GED, LCP's, and OCP's. The data provided is analyzed and evaluated with instructors and students which help develop plans for professional development, strategic enrichment and interventions with emphasis on specific learning targets, re-enforcing key elements and providing opportunities for remediation according to data diagnosis. The professional development is determined by means of observation and data analysis that focus on the development and support of each individual teacher in maximizing their effective delivery of instruction.

2. 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: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)
""

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

N/A

b. College and Career Readiness

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

D.A. Dorsey Technical College uses and promotes several strategies that emphasizes advance college and career awareness with academic and career planning; including advising and articulating on course selections with supporting personnel, counselors, case managers, and collaborative community organizations. This collaboration helps to lead student's through the mass possibilities of course offerings and focusing on a tailor made career development that fits the needs of every individual. Partnerships have been established with Miami Dade College, Florida International University, South Florida Workforce, Job Corp, Greater Miami Service, Employ Miami-Dade, Neighbor and Neighbor Association, iHeart Radio, Miami Bayside Foundation, Commissioners from Miami and Miami-Dade and School Board Members. Affiliations with COE, NCCER, and NATEF also further our college and career awareness.

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

D.A. Dorsey Technical College offers a variety of programs such as but not limited to: Computer Systems Technician, Computer Network Technician, Pharmacy Technician, Patient Care Assistant, Medical Assistant, Medical Billing and Coding, Automotive Service Technology Levels 1 and 2, Building Construction and Culinary Arts. The school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their industry programs through a collaborative effort and partnership within the institution and local agencies. Workforce Education is delivered to our students through a network of local and state service providers like Employ Miami-Dade, South Florida Workforce and Neighbor and Neighbor Association(NANA).

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

D.A. Dorsey Technical College in collaboration with secondary schools has developed vocational career tracks that help support the interdisciplinary framework of students achieving in core courses. D.A. Dorsey Technical College and Miami Northwestern Senior High School have collaborated to offer co-enrollment courses that fall under the umbrella of D.A. Dorsey Technical College's enriching curriculum that is permeated with CTE offerings.

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.　　Students enrolled in the Career Technical Education (CTE) programs will meet the required state mandated scores on the post-test of the Tests for Adult Basic Education to become a full-program completer and earn Occupational Completion Points (OCP's).

G2.　　Increase the number of students earning Literacy Completion Points (LCPs) within the 2017-2018 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic Education.

Strategic Goals Detail

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

G1. Students enrolled in the Career Technical Education (CTE) programs will meet the required state mandated scores on the post-test of the Tests for Adult Basic Education to become a full-program completer and earn Occupational Completion Points (OCP's). `1a`

🔑 G096823

Targets Supported `1b`

Indicator	Annual Target
ABE Reading - Percentage of LCP per Enrolled	1.0

Targeted Barriers to Achieving the Goal `3`

- Students have insufficient basic skills to master the state mandated test requirements.
- Teachers need additional instructional strategies and training's to address students deficiencies.
- Students lack personal daily financial means to support an entire program completion.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Applied Academics for Adults Education (AAAE) lab to improve basic skills in reading and mathematics.
- District Financial Aid Programs (DFAP) and Fee Waiver funds are available to offset financial needs.
- School-wide Literacy Resources Rosetta Stone, Skills Tutor, Burlington English

Plan to Monitor Progress Toward G1. `8`

Remediation and tutorial service related to programs

Person Responsible
Angela Thomas Dupree

Schedule
Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion
AAAE progress reports and grade book summary reports

Plan to Monitor Progress Toward G1. `8`

TABE testing results

Person Responsible
Nakia Day

Schedule
Triannually, from 8/21/2017 to 6/29/2018

Evidence of Completion
TABE testing Results

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2017-2018 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic Education. 1a

🔑 G096824

Targets Supported 1b

Indicator	Annual Target
ABE Mathematics - Percentage of LCP per Enrolled	1.0

Targeted Barriers to Achieving the Goal 3

- Student attendance is hampered by lack of transportation.

- Students lack of primary academic foundations and motivation are serious determiners of LCP outcomes.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Case Managers Counselors Community Organizations Blood Drive Scholarships and Grants

Plan to Monitor Progress Toward G2. 8

FOCUS Attendance Report

Person Responsible
Angela Thomas Dupree

Schedule
Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion
Increased attendance

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. Students enrolled in the Career Technical Education (CTE) programs will meet the required state mandated scores on the post-test of the Tests for Adult Basic Education to become a full-program completer and earn Occupational Completion Points (OCP's). `1`

🔑 G096823

G1.B1 Students have insufficient basic skills to master the state mandated test requirements. `2`

🔑 B260450

G1.B1.S1 Students will register for the lab every trimester to re-mediate deficiencies. `4`

🔑 S275854

Strategy Rationale

This will provide an opportunity to remediate deficiencies in strategic and specific skills.

Action Step 1 `5`

Vocational Tracking System

Person Responsible

Tommy Richarson

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Passing scores on the the TABE Test and Vocational Tracking System

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

Student registration forms

Person Responsible

Angela Thomas Dupree

Schedule

Daily, from 8/21/2017 to 6/29/2018

Evidence of Completion

Grade book and Vocational Tracking System

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

TABE test results

Person Responsible

Nakia Day

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Students receive a passing score on the TABE Test and earn OCP's

G1.B1.S2 Students will receive tutoring as part of an overall intervention and/or enrichment opportunity.
4

🔑 S275855

Strategy Rationale

Students will have the opportunity to have a one to one intervention on skills that they deem difficult and/or proven through assessments as underperforming.

Action Step 1 5

School wide tutoring program

Person Responsible

Georges Magny

Schedule

Weekly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Tutoring log in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walk through's and monitoring.

Person Responsible

Tommy Richarson

Schedule

Daily, from 8/21/2017 to 6/29/2018

Evidence of Completion

Walk through logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

TABE test results

Person Responsible

Nakia Day

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Tabe Test Results

G1.B1.S3 Specific and targeted assessments will be developed to add analysis data points in order to further track, target, and improve deficiencies in individual student outcomes. `4`

`🔑 S275856`

Strategy Rationale

Tailoring and improving through data delivery of services and outcomes.

Action Step 1 `5`

Development of assessments that monitor and analyze student growth and outcomes.

Person Responsible

Nakia Day

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Test results and data chats with students, teachers and administrators

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Test samples and results will be collected

Person Responsible

Nakia Day

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Test Samples and results will be collected

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor FOCUS for an increase of OCP's and improved TABE test results.

Person Responsible

Tommy Richarson

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Increase in OCP's earned by CTE students and TABE results that meet minimum requirement for the CTE programs.

G1.B2 Teachers need additional instructional strategies and training's to address students deficiencies. 2

🔑 B260451

G1.B2.S1 Instructional Leader and Coach will collaborate in analyzing data driven professional development to address instructor delivery of instruction that optimizes student performance. 4

🔑 S275857

Strategy Rationale

To increase student attainment of LCPs and OCPs throughout the school year.

Action Step 1 5

Monitor professional development and execution emphasizing instructional strategies.

Person Responsible

Nakia Day

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Professional Development sign-in logs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Maintain accurate records of instructor participation

Person Responsible

Nakia Day

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Professional Development sign-in logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Classroom walkthroughs and applied lesson plan observation

Person Responsible

Angela Thomas Dupree

Schedule

Daily, from 8/22/2016 to 6/30/2017

Evidence of Completion

Classroom walkthrough logs and lesson plan reviews

G1.B3 Students lack personal daily financial means to support an entire program completion. `2`

🔑 B260452

G1.B3.S1 Generate more sources of funding through scholarships and grants. `4`

🔑 S275858

Strategy Rationale

Creating more sources of funding that directly impacts the students capacity to complete the Career Technical Education programs within a reasonable time-frame.

Action Step 1 `5`

Generate interest and support towards Career and Technical education as a means to garner financial resources that provide facilitations for students to complete their individualized programs.

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Awarded Scholarships and Grants by a variety of stakeholders and community organizations.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor potential sources of funding and collaborate with the stakeholders.

Person Responsible

Angela Thomas Dupree

Schedule

Every 2 Months, from 8/22/2016 to 6/30/2017

Evidence of Completion

List of potential stakeholders and calendared meetings.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Successful collaboration that results in greater or new contributions supporting program completers.

Person Responsible

Angela Thomas Dupree

Schedule

Every 2 Months, from 8/22/2016 to 6/30/2017

Evidence of Completion

Maintain logs and correspondence with the variety of stakeholders that generate new funding for Career and Technical Education

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2017-2018 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic Education. 1

🔑 G096824

G2.B1 Student attendance is hampered by lack of transportation. 2

🔑 B260453

G2.B1.S1 Blood drive participation will give students the opportunity to earn funds to purchase the monthly bus passes. 4

🔑 S275859

Strategy Rationale

Blood Drive is a source of immediate funding for items like bus passes.

Action Step 1 5

Case Managers will screen students to verify the economic needs the students

Person Responsible

Ebony Jackson

Schedule

Monthly, from 10/7/2016 to 6/30/2017

Evidence of Completion

Blood drive reports of participating students.

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

Review In-House Report

Person Responsible

Tommy Richarson

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Blood Drive Reports demonstrating student participation.

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

Monitor monthly in-house funds reports

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Report demonstrating number of students receiving the bus pass whom also participated in Blood Drive.

G2.B2 Students lack of primary academic foundations and motivation are serious determiners of LCP outcomes. [2]

🔍 B260454

G2.B2.S1 Increase primary educational skills and opportunities for successful reinforcements of goal attainment. [4]

🔍 S275860

Strategy Rationale

An ongoing demonstration to students that goals are accessible and probable with determination and constant reinforcement.

Action Step 1 [5]

Students will take Pre and Post TABE tests to monitor their own achievement.

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

FOCUS LCP reports on individual passing scores.

Action Step 2 [5]

Professional Development for Instructional Staff on effective teaching strategies with specific outcome attainment.

Person Responsible

Nakia Day

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Professional Development

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Classroom walkthroughs with District Instructional Coach and Administrative team.

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Monthly appointment calendar register

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Increase student achievement and motivation through improved TABE results.

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Improved TABE Testing results.

G2.B2.S2 Increase interaction with educative technology which allows for a variety of teaching methods and examples reaching the individual student at a level that is appropriate for there own pace of learning. 4

🔑 S275861

Strategy Rationale

Interaction with technology that is industry specific will allow students to assimilate a working environment with hands on learning even when in a virtual state.

Action Step 1 5

Monitor the use of appropriate technology by students for the relative CTE courses.

Person Responsible

Schedule

Biweekly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Examples, demonstrations and models of technology based industrial productions in labs with the appropriate lesson plans that help develop specific results.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Monitor lesson plans and walkthrough observations.

Person Responsible

Tommy Richarson

Schedule

Weekly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Lesson plans and walkthrough logs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Review the OCP's generated by CTE course.

Person Responsible

Tommy Richarson

Schedule

Triannually, from 8/22/2016 to 6/30/2017

Evidence of Completion

Reports of OCP's generated by CTE course through Data In Your Hands.

G2.B2.S3 Intervention with specific skill sets through a push-in pull-out model of tutoring. `4`
🔑 S275862

Strategy Rationale

Tutoring that is tailored to the students specific needs.

Action Step 1 `5`

Analyze TABE results with a focus on deficiencies and skill sets.

Person Responsible

Nakia Day

Schedule

Weekly, from 8/21/2017 to 6/29/2018

Evidence of Completion

List of students with their specific deficiencies and prescribed interventions.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Pull-out and Push-in walkthroughs.

Person Responsible

Nakia Day

Schedule

Monthly, from 8/21/2017 to 6/29/2018

Evidence of Completion

Walkthrough logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Improved TABE results.

Person Responsible

Nakia Day

Schedule

Quarterly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Reports generated from FOCUS showing an improvement on TABE results.

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.MA1 🔑 M399184	Classroom walkthroughs and applied lesson plan observation	Thomas Dupree, Angela	8/22/2016	Classroom walkthrough logs and lesson plan reviews	6/30/2017 daily
G1.B2.S1.MA1 🔑 M399185	Maintain accurate records of instructor participation	Day, Nakia	8/22/2016	Professional Development sign-in logs	6/30/2017 monthly
G1.B2.S1.A1 🔑 A370850	Monitor professional development and execution emphasizing instructional strategies.	Day, Nakia	8/22/2016	Professional Development sign-in logs.	6/30/2017 monthly
G1.B3.S1.MA1 🔑 M399186	Successful collaboration that results in greater or new contributions supporting program completers.	Thomas Dupree, Angela	8/22/2016	Maintain logs and correspondence with the variety of stakeholders that generate new funding for Career and Technical Education	6/30/2017 every-2-months
G1.B3.S1.MA1 🔑 M399187	Monitor potential sources of funding and collaborate with the stakeholders.	Thomas Dupree, Angela	8/22/2016	List of potential stakeholders and calendared meetings.	6/30/2017 every-2-months
G1.B3.S1.A1 🔑 A370851	Generate interest and support towards Career and Technical education as a means to garner financial...	Thomas Dupree, Angela	8/22/2016	Awarded Scholarships and Grants by a variety of stakeholders and community organizations.	6/30/2017 monthly
G2.B1.S1.MA1 🔑 M399190	Monitor monthly in-house funds reports	Thomas Dupree, Angela	8/22/2016	Report demonstrating number of students receiving the bus pass whom also participated in Blood Drive.	6/30/2017 monthly
G2.B1.S1.MA1 🔑 M399191	Review In-House Report	Richarson, Tommy	8/22/2016	Blood Drive Reports demonstrating student participation.	6/30/2017 monthly
G2.B1.S1.A1 🔑 A370852	Case Managers will screen students to verify the economic needs the students	Jackson, Ebony	10/7/2016	Blood drive reports of participating students.	6/30/2017 monthly
G2.B2.S1.MA1 🔑 M399192	Increase student achievement and motivation through improved TABE results.	Thomas Dupree, Angela	8/22/2016	Improved TABE Testing results.	6/30/2017 monthly
G2.B2.S1.MA1 🔑 M399193	Classroom walkthroughs with District Instructional Coach and Administrative team.	Thomas Dupree, Angela	8/22/2016	Monthly appointment calendar register	6/30/2017 monthly
G1.B1.S2.MA1 🔑 M399180	TABE test results	Day, Nakia	8/22/2016	Tabe Test Results	6/30/2017 monthly
G2.B2.S2.MA1 🔑 M399194	Review the OCP's generated by CTE course.	Richarson, Tommy	8/22/2016	Reports of OCP's generated by CTE course through Data In Your Hands.	6/30/2017 triannually
G2.B2.S2.A1 🔑 A370855	Monitor the use of appropriate technology by students for the relative CTE courses.		8/22/2016	Examples, demonstrations and models of technology based industrial productions in labs with the appropriate lesson plans that help develop specific results.	6/30/2017 biweekly
G1.B1.S3.MA1 🔑 M399183	Test samples and results will be collected	Day, Nakia	8/22/2016	Test Samples and results will be collected	6/30/2017 monthly
G1.B1.S3.A1 🔑 A370849	Development of assessments that monitor and analyze student growth and outcomes.	Day, Nakia	8/22/2016	Test results and data chats with students, teachers and administrators	6/30/2017 monthly
G2.B2.S3.MA1 🔑 M399196	Improved TABE results.	Day, Nakia	8/22/2016	Reports generated from FOCUS showing an improvement on TABE results.	6/30/2017 quarterly
G1.MA1 🔑 M399188	Remediation and tutorial service related to programs	Thomas Dupree, Angela	8/21/2017	AAAE progress reports and grade book summary reports	6/29/2018 monthly
G1.MA2 🔑 M399189	TABE testing results	Day, Nakia	8/21/2017	TABE testing Results	6/29/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 🔑 M399198	FOCUS Attendance Report	Thomas Dupree, Angela	8/21/2017	Increased attendance	6/29/2018 monthly
G1.B1.S1.MA1 🔑 M399178	TABE test results	Day, Nakia	8/21/2017	Students receive a passing score on the TABE Test and earn OCP's	6/29/2018 monthly
G1.B1.S1.MA1 🔑 M399179	Student registration forms	Thomas Dupree, Angela	8/21/2017	Grade book and Vocational Tracking System	6/29/2018 daily
G1.B1.S1.A1 🔑 A370847	Vocational Tracking System	Richarson, Tommy	8/21/2017	Passing scores on the the TABE Test and Vocational Tracking System	6/29/2018 monthly
G2.B2.S1.A1 🔑 A370853	Students will take Pre and Post TABE tests to monitor their own achievement.	Thomas Dupree, Angela	8/21/2017	FOCUS LCP reports on individual passing scores.	6/29/2018 monthly
G2.B2.S1.A2 🔑 A370854	Professional Development for Instructional Staff on effective teaching strategies with specific...	Day, Nakia	8/21/2017	Professional Development	6/29/2018 monthly
G1.B1.S2.MA1 🔑 M399181	Walk through's and monitoring.	Richarson, Tommy	8/21/2017	Walk through logs	6/29/2018 daily
G1.B1.S2.A1 🔑 A370848	School wide tutoring program	Magny, Georges	8/21/2017	Tutoring log in sheets	6/29/2018 weekly
G2.B2.S2.MA1 🔑 M399195	Monitor lesson plans and walkthrough observations.	Richarson, Tommy	8/21/2017	Lesson plans and walkthrough logs.	6/29/2018 weekly
G1.B1.S3.MA1 🔑 M399182	Monitor FOCUS for an increase of OCP's and improved TABE test results.	Richarson, Tommy	8/21/2017	Increase in OCP's earned by CTE students and TABE results that meet minimum requirement for the CTE programs.	6/29/2018 monthly
G2.B2.S3.MA1 🔑 M399197	Pull-out and Push-in walkthroughs.	Day, Nakia	8/21/2017	Walkthrough logs	6/29/2018 monthly
G2.B2.S3.A1 🔑 A370856	Analyze TABE results with a focus on deficiencies and skill sets.	Day, Nakia	8/21/2017	List of students with their specific deficiencies and prescribed interventions.	6/29/2018 weekly

V. Professional Development Opportunities

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

G1. Students enrolled in the Career Technical Education (CTE) programs will meet the required state mandated scores on the post-test of the Tests for Adult Basic Education to become a full-program completer and earn Occupational Completion Points (OCP's).

G1.B1 Students have insufficient basic skills to master the state mandated test requirements.

G1.B1.S1 Students will register for the lab every trimester to re-mediate deficiencies.

PD Opportunity 1

Vocational Tracking System

Facilitator

District Personnel

Participants

Teachers

Schedule

Monthly, from 8/21/2017 to 6/29/2018

G1.B1.S2 Students will receive tutoring as part of an overall intervention and/or enrichment opportunity.

PD Opportunity 1

School wide tutoring program

Facilitator

District Support Specialist/Coach

Participants

Tutors and Teachers

Schedule

Weekly, from 8/21/2017 to 6/29/2018

G1.B1.S3 Specific and targeted assessments will be developed to add analysis data points in order to further track, target, and improve deficiencies in individual student outcomes.

PD Opportunity 1

Development of assessments that monitor and analyze student growth and outcomes.

Facilitator

District Support Specialist/Coach

Participants

Administrators and Faculty Members

Schedule

Monthly, from 8/22/2016 to 6/30/2017

G1.B2 Teachers need additional instructional strategies and training's to address students deficiencies.

G1.B2.S1 Instructional Leader and Coach will collaborate in analyzing data driven professional development to address instructor delivery of instruction that optimizes student performance.

PD Opportunity 1

Monitor professional development and execution emphasizing instructional strategies.

Facilitator

Nakia Day

Participants

All Instructional Staff

Schedule

Monthly, from 8/22/2016 to 6/30/2017

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2017-2018 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic Education.

G2.B2 Students lack of primary academic foundations and motivation are serious determiners of LCP outcomes.

G2.B2.S1 Increase primary educational skills and opportunities for successful reinforcements of goal attainment.

PD Opportunity 1

Professional Development for Instructional Staff on effective teaching strategies with specific outcome attainment.

Facilitator

District Instructional Coach

Participants

Instructional Staff and Administration

Schedule

Monthly, from 8/21/2017 to 6/29/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Vocational Tracking System	$0.00
2	G1.B1.S2.A1	School wide tutoring program	$0.00
3	G1.B1.S3.A1	Development of assessments that monitor and analyze student growth and outcomes.	$0.00
4	G1.B2.S1.A1	Monitor professional development and execution emphasizing instructional strategies.	$0.00
5	G1.B3.S1.A1	Generate interest and support towards Career and Technical education as a means to garner financial resources that provide facilitations for students to complete their individualized programs.	$0.00
6	G2.B1.S1.A1	Case Managers will screen students to verify the economic needs the students	$0.00
7	G2.B2.S1.A1	Students will take Pre and Post TABE tests to monitor their own achievement.	$0.00
8	G2.B2.S1.A2	Professional Development for Instructional Staff on effective teaching strategies with specific outcome attainment.	$0.00
9	G2.B2.S2.A1	Monitor the use of appropriate technology by students for the relative CTE courses.	$0.00
10	G2.B2.S3.A1	Analyze TABE results with a focus on deficiencies and skill sets.	$0.00
		Total:	$0.00