

Miami-Dade County Public Schools

South Dade Technical College



2017-18 Schoolwide Improvement Plan

South Dade Technical College

109 NE 8TH ST, Homestead, FL 33030

<http://sdec.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)
Adult General 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>.

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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 South Dade 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.

South Dade Technical College's mission is to "guide and prepare learners in attaining their highest academic goals and competency levels to qualify them for initial employment and/or career advancement."

b. Provide the school's vision statement.

We are committed to providing quality educational programs and services for adult learners.

2. School Environment

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

Various aspects of the school curriculum are designed to learn about different cultures. The school learns about student's cultures by celebrating different backgrounds throughout the year via morning announcements, bulletin board displays, and classroom assignments. The school establishes teacher supported student committees which designate sub-groups within the committees to plan for and implement cultural activities throughout the year for the entire school. During these activities students and teachers are involved in sharing cultural customs, history, food and traditions from various cultures represented in our community and in our student population. These shared experiences allow students and teachers to learn about each other's cultures in a positive and accepting manner in order to establish a community that celebrates diversity and inclusiveness.

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

In order to ensure students feel safe both emotionally and physically before and after school designated student areas are supervised by security at all times.

The School Counselor and Case Manager assists students with concerns and getting acclimated to Adult School through small group Orientation sessions where they learn the expectations of the school. They also follow-up with students and address student concerns in a timely manner. Additionally, at the beginning of each new trimester, the beginning lessons focus on establishing relationships and getting to know you activities which affords students the opportunity to participate and share ideas in a positive and respectful manner.

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.

All new students receive a flash drive wristband that includes the Adult School Code of Student Conduct. The Code of Student Conduct and school-wide guidelines and expectations are addressed during Orientation and reminders are made during morning announcements.

Additionally, administration, case managers and counselors work together with teachers to implement and support a behavior management system which includes counseling and referrals to outside agencies. When a teacher has a concern, he/she completes a referral form and the counselor (as well as the case manager and administration in some cases) meet with the student to address the

concern. On an as needed basis, behavioral, attendance, and/or academic contracts are developed for students who require individualized attention.

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.

Orientation takes place at the beginning of each trimester. Students are introduced to the school community and an overview of the support services available to assist them in attaining their educational and career goals are reviewed. As part of the orientation process, students are assigned and introduced to their case manager who provides individualized support for students as needed or requested. Case managers follow up with students (and in some cases, parents) regarding attendance and other issues that might arise. Lastly, case managers, administration, and other school personnel meet, as needed, to develop plans in order to address concerns and/or needs of individual and/or groups of students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

N/A

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.

NA

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

As an Adult Center, we serve a small number of adolescents. Adolescents are identified and monitored in order to provide support they may need. Teachers, case managers and/or the School Counselor stay connected with the families via conference (phone or face-to-face) in order to verify absences and when appropriate to coordinate meetings to support the student with the development of behavioral and academic contracts.

Lastly, for the high school students, our adult center follows the K-12 progress report calendar and grades distribution in a timely manner.

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.

Community partnerships are established with outside agencies such as The Farmworkers Association, Mexican American Council, and enFamilia. Association representatives are invited to attend EESAC meetings and participate in the discussion on how to improve educational, career, and life skills opportunities for our students.

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
Mauri, Susana	Principal
Vazquez, Angelo	Assistant Principal
Edouard, Tammy	Assistant Principal
Hicks, Phaion	Assistant Principal
De Leon, Oscar	School Counselor
Bostick, Derick	Teacher, Adult

b. Duties

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

The following will be implemented by the school's MTSS Leadership Team to address utilization of the RtI process to enhance data collection, data analysis, problem-solving, differentiated instructional support, and progress monitoring:

1. Utilization of Data-in-Your-Hands and school-generated data for monitoring overall student performance.
2. Utilization of Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) test results for individualizing instruction and empowering teachers to

improve student performance thereby increasing Literacy Completion Points (LCPs) and Occupational Completion Points (OCPs).

3. Analysis of student achievement data for devising and implementing professional development activities for faculty members.

4. Offering of professional development on the effective use of the new textbooks and technology resources for English for Speakers of Other Languages (ESOL), General Education Development (GED), Adult Basic Education (ABE) and high school completion teachers.

5. Continue team effort of Teacher, Counselors, and Administrators working together to identify students with greater barriers to learning and providing the appropriate accommodations while continually monitoring progress.

6. Set clear goals for LCP and OCP and monitor student progress and teacher effectiveness through data chats and common planning.

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 Leadership Team is instrumental in monitoring the implementation of the School Improvement Plan by ensuring that plan objectives/goals and strategies are met with accuracy and within the established timelines. The team continuously reviews and enhances the school's academic goals and strategies through data collection and data analysis and also provides feedback for modifying and/or deleting strategies.

Adult Education: Funds are allocated to each Adult/Vocational Technical Education through membership hours and student performance.

Adult General Education Grant: Funds are allocated through Federal Grant monies dispersed through the Workforce Development Office. (TBD)

District Financial Aid Program (DFAP)/Fee Waiver: Monies are allocated through the district office and dispersed based on student enrollment and performance. DFAP (\$25,000.00) and Fee Waiver (\$20,000.00)

Carl Perkins Funds: Funds are allocated through Federal Grant monies and dispersed through the the Career and Technical Education Office at the District Level. (\$2,000.00)

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susana Mauri	Principal
Maria Garza	Business/Community
Joyce Griffiths	Teacher
Irmgard Sandel Paris	Education Support Employee
Dolores Pedraza	Education Support Employee
Ciprano Garza	Business/Community
Nora Hentschel	Teacher
Mayda Miranda	Teacher
Gustavo Fernandez	Teacher
Luis Martin	Student
Karina Villaseñor	Business/Community
Anna Olalde	Business/Community
Marco Silva	Student
Odalys Nunez	Student
Derek Bostick	Teacher
Maiber Jarquin	Business/Community

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

A midyear review of the implementation of last year's School Improvement Plan (SIP) gives the SAC the opportunity to assess use of resources, effectiveness, and compliance. An end-of-year review assesses the School Improvement Process (SIP) progress through a presentation of findings supported by a myriad of data elements. These results guide the direction of the school by promoting the thoughtful and informed use of data in evaluating the achievement of current SIP goals and setting objectives and strategies for future SIPs. The school principal (or designee), the EESAC chairperson, the United Teachers of Dade (UTD) Steward, EESAC community/business representatives, and EESAC student representatives are present at these meetings. All stakeholders are encouraged to participate and give informed and meaningful input.

b. Development of this school improvement plan

The school leadership team allocates time during faculty meetings and EESAC meetings to allow all stakeholders to provide input in the development of the 2017-2018 SIP. The South Dade Technical College (SDTC) Educational Excellence School Advisory Council (EESAC) and all members of SDTC staff received end of year results for the 2016-2017 school year. Additionally, new SIP goals based on 2016-17 data were shared during the opening of schools meeting with staff and community partners.

The SIP is a fluid document. Updates and reports on the status of the implementation of the SIP are shared throughout the year and during the mid-year review. Changes are made as needed.

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

Not applicable in Adult Education

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

Not applicable in Adult Education

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

No

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
Mauri, Susana	Principal
Vazquez, Angelo	Assistant Principal
Edouard, Tammy	Assistant Principal
De Leon, Oscar	School Counselor
Bostick, Derick	Teacher, Career/Technical
Hicks, Phaion	Assistant Principal

b. Duties

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

Major initiatives of the LLT Team this year include the following:

1. Implementing the use of pacing guides, coaching cycles, data chats, and common planning.
2. Providing professional development on the effective use of instructional resources and technology programs in order to strengthen reading, writing, and comprehension.
3. Promote reading for pleasure and information within the classroom during instruction.
4. Provide focused and targeted reading strategies in order to assist students with comprehension of a wide range of texts.

D. Public and Collaborative Teaching

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

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

At South Dade Technical College our goal is to implement PD and planning opportunities that have the following characteristics: (a) content focused, (b) data driven, (c) ongoing, (d) recognized by the leadership in the school, (e) are standards and strategy based, (f) has follow-up (g) are consistent, (h) provides support with feedback and (i) provides access to instructional materials. Administration schedules meetings where teachers are provided opportunities for collaboration, planning, and professional development. Additionally, we celebrate accomplishments and schedule fun and inclusive activities that foster positive working relationships.

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

At South Dade Technical College we promote the vision of Miami Dade County Public Schools. We are dedicated to success for all of our students, particularly those in our highest need schools. Commitment to producing quantifiable student achievement gains. Willingness to persevere through difficulties and use problem solving skills to turn challenges into opportunities. Compassion and desire to improve the lives of Miami-Dade's student population.

South Dade Technical College and Miami-Dade County Public Schools always seeks teachers who are knowledgeable in their discipline and have a skill set that will positively impact academic achievement, assist students in meeting their career goals, and make a difference in the lives of our students through high quality instruction.

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

In an effort to support new teachers and facilitate their transition as they become effective, experienced classroom practitioners; the Mentoring and Induction for New Teachers (MINT) program is offered to all new teachers. MINT is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student

learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and provides sustained support by enlisting veteran school, regional, and district educators to mentor, coach and guide new teachers.

Program components include the assignment of a mentor or buddy teacher, core learning courses, participation in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting, and release time for classroom observations. Participation in the program is mandatory during the first two years of the new teacher's tenure. Teachers may elect not to participate in MINT during their third year.

At SDTC, new teachers work together with administration, the reading coach, and experienced teachers during common planning sessions. These sessions offer teachers opportunities to develop lesson plans, analyze student data, evaluate student progress, and develop intervention and enrichment activities for differentiating instruction.

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.

South Dade Technical College administrators, reading coach, and teachers reviewed and adopted new instructional materials for the 2017-2018 school year. Pacing guides were developed in order to make sure the resources used meet the level of cognitive demands of the TABE Test and the Florida Standards. During common planning, teachers collaborate to develop rigorous standards-based lessons that are aligned with AGE benchmarks. Teachers scaffold instruction and provide differentiated resources and support materials based on student data, student need, and student ability.

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.

South Dade Technical College's administrators and teachers review data and monitor individual student progress routinely. Various data points, including tests, technology programs, and CASAS pre and post tests, assists teachers in identifying areas for independent practice and organizing and differentiating small group instruction. Review of data also allows the teacher to quickly identify students who are falling behind so that more individualized instructional support is provided.

On-going review of data, teacher observation, and student data chats, gives a broader picture of individual student needs. Through the use of technology programs students work on these assignments at their own level and at their own pace. Teachers monitor progress and provide feedback.

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: Summer Program

Minutes added to school year:

Not applicable to adult education.

Strategy Rationale

Not applicable to adult education.

Strategy Purpose(s)

- Core Academic Instruction

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

Not applicable to adult education

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.

Our Career Pathways Wheel Course offers students exposure to in-depth career exploration covering all of the 16 career clusters as well as the additional “energy”-specific career cluster for the State of Florida. As part of the required activities, students must complete specific career-related activities for each cluster. The clusters are infused throughout the academic core wheel class providing opportunities for contextualized instruction in reading, language and mathematics. These activities always include a heavy technological component. Additionally, students consider their personal career interests and aptitudes in identifying possible job interests within each career cluster.

Career Pathways classrooms are run as small business and/or corporate offices. Instruction is not text-book dependent, but rather real-life dependent. Materials are contextualized into the various occupational sectors and infused with real life technological applications. The focus of instruction is for students to apply new skills and concepts in solving different career-specific situations or problems, and instruction is differentiated to meet the needs of each student. Students are encouraged to construct knowledge for themselves and develop trouble-shooting skills essential for success in today’s workforce.

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

Career and Technical Education programs available to students are:

Air Conditioning, Refrigeration, and Heating Technology
Automotive Service Technology
Childcare Center Operations
Early Childhood Education
Facials Specialty
Medical Assisting
Nails Specialty
Pharmacy Technician
Phlebotomy

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

The Career Pathways Orientation Program provides students with an overview of all career clusters that will enable them to explore career opportunities; identify their strengths and weaknesses in basic skills such as reading, language and mathematics; and create viable short-term and long-term educational and career goals, all with the purpose of guiding students toward successfully continuing a post-secondary education; earning a degree, certificate, or industry credential; and successfully obtaining employment.

The Career Pathways integration into all English for Speakers of Other Languages (ESOL) functional levels provides students with limited English proficiency an opportunity to explore all career clusters. Specific career cluster-related activities are contextualized into ESOL lessons providing students with an opportunity to explore career and employment options within each cluster in order to assist them in developing a career-centered educational plan.

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.

Not applicable for adult education

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** COMPLETION: By April 2018, the ESOL student aggregated completion rate, at South Dade Technical College, will meet or exceed the FLDOE target of 40% as evidenced by the District's 2017-2018 NRS AGE Target and Completion Rates Report.
- G2.** JOB PLACEMENT: By December 2017, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.
- G3.** INDUSTRY CERTIFICATION/LICENSURE: December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.

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. COMPLETION: By April 2018, the ESOL student aggregated completion rate, at South Dade Technical College, will meet or exceed the FLDOE target of 40% as evidenced by the District's 2017-2018 NRS AGE Target and Completion Rates Report. 1a

G096852

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	3.0

Targeted Barriers to Achieving the Goal 3

- Many students are transient and move often which affects their overall attendance
- Lack of follow-up with students who move and acquire excessive absences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Registrar monitor student attendance and advise administrators, counselors, and case managers when students exhibit excessive absences
- Case Managers and Counselor contact log to assure that students with identified attendance issues are receiving follow up phone calls and assistance
- Utilize technology based program to enhance classroom instruction and student learning.

Plan to Monitor Progress Toward G1. 8

Monitor student attendance and attrition rates per trimester to compare longitudinal data.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/21/2017 to 7/27/2018

Evidence of Completion

Trimester to trimester attendance, enrollment and attrition rates report.

Plan to Monitor Progress Toward G1. 8

Monitor completion rate of AGE students

Person Responsible

Phaion Hicks

Schedule

On 7/27/2018

Evidence of Completion

National Rating Scale (NRS) Data AGE Target and Completion Rates Report

G2. JOB PLACEMENT: By December 2017, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1a

G096853

Targets Supported 1b

Indicator	Annual Target
ABE Reading - Percentage of LCP per Enrolled	0.0

Targeted Barriers to Achieving the Goal 3

- Limited soft skills (problem solving, written/verbal communication, teamwork)
- Limited knowledge of how to adequately prepare for an interview

Resources Available to Help Reduce or Eliminate the Barriers 2

- Case managers and counselors provide workshops to address skills needed to be a marketable candidate when applying for a job.
- Case managers and counselors assist student with preparing a resume and practicing interview scenarios
- Job placement specialist will work with students to obtain job interviews and potential employment.

Plan to Monitor Progress Toward G2. 8

Review the Council On Occupational Education (COE) Annual Report and monitor in house data regarding students who attain employment and compare to last year.

Person Responsible

Susana Mauri

Schedule

Annually, from 8/21/2017 to 12/22/2017

Evidence of Completion

Council On Occupational Education (COE) Annual Report

Plan to Monitor Progress Toward G2. 8

Review the Council On Occupational Education (COE) Annual Report and monitor in house data regarding students who attain employment and compare to last year.

Person Responsible

Angelo Vazquez

Schedule

Annually, from 8/21/2017 to 12/22/2017

Evidence of Completion

Council On Occupational Education (COE) Annual Report

Plan to Monitor Progress Toward G2. 8

Review the COE Annual Report and monitor in house data regarding students who attain employment and compare to last year.

Person Responsible

Oscar De Leon

Schedule

Annually, from 8/21/2017 to 12/22/2017

Evidence of Completion

Council On Occupational Education (COE) Annual Report

G3. INDUSTRY CERTIFICATION/LICENSURE: December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1a

G096854

Targets Supported 1b

Indicator	Annual Target
Attendance rate	0.0

Targeted Barriers to Achieving the Goal 3

- Transient population.
- Poor attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Monitor student attendance
- Follow-up with students to make sure they are meeting goals and hours needed to stay on track for certification/licensure

Plan to Monitor Progress Toward G3. 8

Council On Occupational Education (COE) Annual Report

Person Responsible

Susana Mauri

Schedule

Annually, from 8/21/2017 to 12/22/2017

Evidence of Completion

Council On Occupational Education (COE) Annual Report

Plan to Monitor Progress Toward G3. 8

Council On Occupational Education (COE) Annual Report

Person Responsible

Angelo Vazquez

Schedule

Annually, from 8/21/2017 to 12/22/2017

Evidence of Completion

Council On Occupational Education (COE) Annual Report

Plan to Monitor Progress Toward G3. 8

Council On Occupational Education (COE) Annual Report

Person Responsible

Oscar De Leon

Schedule

Annually, from 8/21/2017 to 12/22/2017

Evidence of Completion

Council On Occupational Education (COE) Annual Report

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. COMPLETION: By April 2018, the ESOL student aggregated completion rate, at South Dade Technical College, will meet or exceed the FLDOE target of 40% as evidenced by the District's 2017-2018 NRS AGE Target and Completion Rates Report. **1**

 **G096852**

G1.B1 Many students are transient and move often which affects their overall attendance **2**

 **B260542**

G1.B1.S1 Follow up with students who with poor attendance and determine guidelines for excessive absences. **4**

 **S275935**

Strategy Rationale

Follow-up phone calls will help support students so that they may re-enter and complete the program.

Action Step 1 **5**

Use the CASAS Test to progress monitor student performance each trimester.

Person Responsible

Phaion Hicks

Schedule

Triannually, from 8/21/2017 to 7/27/2018

Evidence of Completion

Teacher withdrawal requests and case managers contact logs

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

Withdrawal request slips and case managers contact logs.

Person Responsible

Phaion Hicks

Schedule

On 7/27/2018

Evidence of Completion

Case Manager contact logs and Counselor notes in ISIS

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

Monitor student attendance through Gradebook and Attendance Rosters.

Person Responsible

Phaion Hicks

Schedule

Weekly, from 8/21/2017 to 7/27/2018

Evidence of Completion

NRS AGE Target and Completion Rates Report

G1.B2 Lack of follow-up with students who move and acquire excessive abscesses **2**

 B260543

G1.B2.S1 Identify students with attendance issues to determine support needed in order to retain students. **4**

 S275936

Strategy Rationale

Young adults in an adult education center require close monitoring to ensure adequate support is provided to ensure proper attendance and completion of the program.

Action Step 1 **5**

Monitor student attendance.

Person Responsible

Phaion Hicks

Schedule

On 7/27/2018

Evidence of Completion

Withdrawal slips and daily attendance logs

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

Monitor scheduled student conferences (via phone and face-to-face) on a weekly basis by discussing content of cases in case managers Passport.

Person Responsible

Phaion Hicks

Schedule

Weekly, from 8/21/2017 to 7/27/2018

Evidence of Completion

Case Manager's Passport and call logs

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

Run attrition reports for ABE and ESOL programs

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/21/2017 to 7/27/2018

Evidence of Completion

Attrition reports

G3. INDUSTRY CERTIFICATION/LICENSURE: December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1

 G096854

G3.B1 Transient population. 2

 B260547

G3.B1.S1 Review District and state requirements when making decisions on instructional delivery and pacing. 4

 S275939

Strategy Rationale

Reviewing requirements will help provide students with instruction on targeted skills/standards prior to testing.

Action Step 1 5

Use common planning and department meetings to analyze review requirements for completion, including attendance and mastery of concepts.

Person Responsible

Susana Mauri

Schedule

Triannually, from 8/21/2017 to 7/27/2018

Evidence of Completion

Agendas, common planning logs, sign in sheets

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

Fidelity of common planning and/or department meetings will be monitored by reviewing teacher lesson plans, sign-in sheets, and agendas.

Person Responsible

Susana Mauri

Schedule

Triannually, from 8/21/2017 to 7/27/2018

Evidence of Completion

.Lesson plans

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

Analyze students' CASAS Tops Pro/ITTS score reports to determine student progress on ESOL/ ABE benchmarks. Monitor student performance data, common planning logs, and lesson plans.. Monitor in house data on LCPs.

Person Responsible

Susana Mauri

Schedule

Annually, from 8/21/2017 to 12/22/2017

Evidence of Completion

COE Annual Report, CTE, completion packets, gradebook benchmarks, FOCUS reports

G3.B1.S2 Set up gradebook with required standards in order for teachers to pace themselves and clearly see what needs to be taught and tested for mastery. 4

 S275940

Strategy Rationale

During COE planning sessions, teachers and administrators discuss key ways to ensure students attain certifications/licensure based on the instruction provided.

Action Step 1 5

Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides

Person Responsible

Phaion Hicks

Schedule

Weekly, from 8/21/2017 to 7/27/2018

Evidence of Completion

Classroom visitations, observations, and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Conduct classroom walk throughs to ensure fidelity of strategy implementation and alignment to Pacing Guides and/or Instructional Focus Calendars.

Person Responsible

Susana Mauri

Schedule

Weekly, from 8/21/2017 to 7/27/2018

Evidence of Completion

Classroom visitations feedback worksheet.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Monitoring the effective use of Pacing Guides to develop lesson plans and cover all required material will be measured by end of trimester LCP teacher reports.

Person Responsible

Susana Mauri


Schedule

Triannually, from 8/21/2017 to 7/27/2018

Evidence of Completion

DIYH and FOCUS LCP report by teacher

G3.B2 Poor attendance 2

 B260548

G3.B2.S1 Use CASAS Tops Pro score reports to design instructional plans to address students' academic needs. 4

 S275941

Strategy Rationale

Casas Tops Pro reports will help teachers plan for individualized instruction during DI.

Action Step 1 5

During common planning and department meetings, analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Teachers will also discuss how to monitor student performance data and conduct Data Chats.

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/21/2017 to 7/27/2018

Evidence of Completion

CASAS Tops Pro score reports, Data-in-your-Hands, LCP Summary Report, and school-generated data.

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

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Monitor student performance data and coaching logs

Person Responsible

Susana Mauri

Schedule

Monthly, from 8/21/2017 to 7/27/2018

Evidence of Completion

CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.

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

Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks.

Person Responsible

Susana Mauri

Schedule

Annually, from 8/21/2017 to 12/22/2017

Evidence of Completion

Council On Occupational Education (COE) Annual Report

G3.B2.S2 Incorporate use of interactive technology (Promethean Boards) in ESOL classes to facilitate classroom instruction and student learning **4**

 S275942

Strategy Rationale

Interactive technology will help teachers differentiate instruction in order to provide students with access to multiple learning styles.

Action Step 1 **5**

Monitor Lesson Plans and use of Promethean Boards during walk-throughs

Person Responsible

Phaion Hicks

Schedule

Monthly, from 8/21/2017 to 7/27/2018

Evidence of Completion

Student Performance

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

Conduct walk throughs to ensure fidelity of strategy implementation.

Person Responsible

Phaion Hicks

Schedule

Weekly, from 8/21/2017 to 7/27/2018

Evidence of Completion

Walk throughs and coaching logs

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

Conduct walk throughs to ensure fidelity of strategy implementation.

Person Responsible

Phaion Hicks




















Schedule

Monthly, from 8/21/2017 to 7/27/2018





Evidence of Completion

Walk throughs and common planning monitoring

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					
G3.MA1  M399375	Council On Occupational Education (COE) Annual Report	Mauri, Susana	8/21/2017	Council On Occupational Education (COE) Annual Report	12/22/2017 annually
G3.MA2  M399376	Council On Occupational Education (COE) Annual Report	Vazquez, Angelo	8/21/2017	Council On Occupational Education (COE) Annual Report	12/22/2017 annually
G3.MA3  M399377	Council On Occupational Education (COE) Annual Report	De Leon, Oscar	8/21/2017	Council On Occupational Education (COE) Annual Report	12/22/2017 annually
G3.B1.S1.MA1  M399367	Analyze students' CASAS Tops Pro/ ITTS score reports to determine student progress on ESOL/ ABE...	Mauri, Susana	8/21/2017	COE Annual Report, CTE, completion packets, gradebook benchmarks, FOCUS reports	12/22/2017 annually
G3.B2.S1.MA1  M399371	Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS...	Mauri, Susana	8/21/2017	Council On Occupational Education (COE) Annual Report	12/22/2017 annually
G1.MA1  M399362	Monitor student attendance and attrition rates per trimester to compare longitudinal data.	Mauri, Susana	8/21/2017	Trimester to trimester attendance, enrollment and attrition rates report.	7/27/2018 monthly
G1.MA2  M399363	Monitor completion rate of AGE students	Hicks, Phaion	8/21/2017	National Rating Scale (NRS) Data AGE Target and Completion Rates Report	7/27/2018 one-time
G1.B1.S1.MA1  M399358	Monitor student attendance through Gradebook and Attendance Rosters.	Hicks, Phaion	8/21/2017	NRS AGE Target and Completion Rates Report	7/27/2018 weekly
G1.B1.S1.MA1  M399359	Withdrawal request slips and case managers contact logs.	Hicks, Phaion	8/21/2017	Case Manager contact logs and Counselor notes in ISIS	7/27/2018 one-time
G1.B1.S1.A1  A371088	Use the CASAS Test to progress monitor student performance each trimester.	Hicks, Phaion	8/21/2017	Teacher withdrawal requests and case managers contact logs	7/27/2018 triannually
G1.B2.S1.MA1  M399360	Run attrition reports for ABE and ESOL programs	Mauri, Susana	8/21/2017	Attrition reports	7/27/2018 monthly
G1.B2.S1.MA1  M399361	Monitor scheduled student conferences (via phone and face-to-face) on a weekly basis by discussing...	Hicks, Phaion	8/21/2017	Case Manager's Passport and call logs	7/27/2018 weekly
G1.B2.S1.A1  A371089	Monitor student attendance.	Hicks, Phaion	8/21/2017	Withdrawal slips and daily attendance logs	7/27/2018 one-time
G3.B1.S1.MA1  M399368	Fidelity of common planning and/or department meetings will be monitored by reviewing teacher...	Mauri, Susana	8/21/2017	.Lesson plans	7/27/2018 triannually
G3.B1.S1.A1  A371090	Use common planning and department meetings to analyze review requirements for completion,...	Mauri, Susana	8/21/2017	Agendas, common planning logs, sign in sheets	7/27/2018 triannually
G3.B2.S1.MA1  M399372	Analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS...	Mauri, Susana	8/21/2017	CASAS Tops Pro score reports, coaching logs, Data-in-your-Hands, LCP Summary Report, and school-generated data.	7/27/2018 monthly
G3.B2.S1.A1  A371092	During common planning and department meetings, analyze students' CASAS Tops Pro score reports to...	Mauri, Susana	8/21/2017	CASAS Tops Pro score reports, Data-in-your-Hands, LCP Summary Report, and school-generated data.	7/27/2018 monthly
G3.B1.S2.MA1  M399369	Monitoring the effective use of Pacing Guides to develop lesson plans and cover all required...	Mauri, Susana	8/21/2017	DIYH and FOCUS LCP report by teacher	7/27/2018 triannually
G3.B1.S2.MA1  M399370	Conduct classroom walk throughs to ensure fidelity of strategy implementation and alignment to...	Mauri, Susana	8/21/2017	Classroom visitations feedback worksheet.	7/27/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1  A371091	Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides	Hicks, Phaion	8/21/2017	Classroom visitations, observations, and lesson plans	7/27/2018 weekly
G3.B2.S2.MA1  M399373	Conduct walk throughs to ensure fidelity of strategy implementation.	Hicks, Phaion	8/21/2017	Walk throughs and common planning monitoring	7/27/2018 monthly
G3.B2.S2.MA1  M399374	Conduct walk throughs to ensure fidelity of strategy implementation.	Hicks, Phaion	8/21/2017	Walk throughs and coaching logs	7/27/2018 weekly
G3.B2.S2.A1  A371093	Monitor Lesson Plans and use of Promethean Boards during walk-throughs	Hicks, Phaion	8/21/2017	Student Performance	7/27/2018 monthly

V. Professional Development Opportunities

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

G3. INDUSTRY CERTIFICATION/LICENSURE: December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.

G3.B1 Transient population.

G3.B1.S1 Review District and state requirements when making decisions on instructional delivery and pacing.

PD Opportunity 1

Use common planning and department meetings to analyze review requirements for completion, including attendance and mastery of concepts.

Facilitator

Registrar

Participants

Teachers and Administrators

Schedule

Triannually, from 8/21/2017 to 7/27/2018

G3.B1.S2 Set up gradebook with required standards in order for teachers to pace themselves and clearly see what needs to be taught and tested for mastery.

PD Opportunity 1

Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides

Facilitator

Administrator and Reading Coach

Participants

AGE Teachers, Administrator, Reading Coach

Schedule

Weekly, from 8/21/2017 to 7/27/2018

G3.B2 Poor attendance

G3.B2.S1 Use CASAS Tops Pro score reports to design instructional plans to address students' academic needs.

PD Opportunity 1

During common planning and department meetings, analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Teachers will also discuss how to monitor student performance data and conduct Data Chats.

Facilitator

AGE Administrator or Designee

Participants

AGE Teachers, Administrator(s), Reading Coach

Schedule

Monthly, from 8/21/2017 to 7/27/2018

G3.B2.S2 Incorporate use of interactive technology (Promethean Boards) in ESOL classes to facilitate classroom instruction and student learning

PD Opportunity 1

Monitor Lesson Plans and use of Promethean Boards during walk-throughs

Facilitator

Administrator Product Representative

Participants

Administrators, AGE Department Head

Schedule

Monthly, from 8/21/2017 to 7/27/2018

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	Use the CASAS Test to progress monitor student performance each trimester.	\$0.00
2	G1.B2.S1.A1	Monitor student attendance.	\$0.00
3	G3.B1.S1.A1	Use common planning and department meetings to analyze review requirements for completion, including attendance and mastery of concepts.	\$0.00
4	G3.B1.S2.A1	Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides	\$0.00
5	G3.B2.S1.A1	During common planning and department meetings, analyze students' CASAS Tops Pro score reports to determine student progress on ESOL/CASAS benchmarks. Teachers will also discuss how to monitor student performance data and conduct Data Chats.	\$0.00
6	G3.B2.S2.A1	Monitor Lesson Plans and use of Promethean Boards during walk-throughs	\$0.00
Total:			\$0.00