

Miami-Dade County Public Schools

South Dade Technical College



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	7
Title I Requirements	10
Budget to Support Goals	12

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-Adult	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Adult General Education	No	%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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."

Provide the school's vision statement.

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

School Leadership Team

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
Hicks, Phaion	Assistant Principal
De Leon, Oscar	School Counselor
Bostick, Derick	Teacher, Adult

Duties

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

South Dade Technical College has an active leadership team. Dr. Susana Mauri, Principal is the instructional leader that promotes the vision and mission of the school. She is also active in the development and enhancement of curriculum to all programs, Dr. Mauri uses data to drive instruction. Her assistant principals, Mr. Angelo Vazquez and Mr. Phaion Hicks oversee the programs and monitor the implementation of the curriculum. They also conduct walk throughs to ensure that the curriculum is followed with fidelity. They also participate with the teachers in the data chats. Mr. Oscar de Leon is the guidance counselor and the Council of Occupational Education Liaison. Mr. Derek Bostick is the Career Technical Education Department Head. Together, Mr. De Leon and Mr. Bostick ensure that South Dade Technical College meets the requirements as well as monitor performance data for our accreditation agency.

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.

Early Warning Systems

Year 2017-18

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 9/6/2018

Year 2016-17 - As Reported

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	0

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The component that performed the lowest is the Adult Basic Education (ABE) program. The ABE program has performed low throughout the entire District. Both enrollment and performance has dropped.

Which data component showed the greatest decline from prior year?

The component that demonstrated the greatest decline is the Adult Basic Education (ABE) program

Which data component had the biggest gap when compared to the state average?

Again, the ABE program has the biggest gap as more and more over aged middle schoolers are entering Adult Education programs because they do not meet the requirements to move on to high school. There is a huge gap in both reading and mathematics performance.

Which data component showed the most improvement? Is this a trend?

The area with the greatest improvement was our English as a Second Language (ESOL) program. The school made significant gains. There was a 35% gain in earning Literacy Completion Points (LCPs). Performance demonstrated that the school went from 981 LCPs to 1237 LCPs in 2017-18 school year.

Describe the actions or changes that led to the improvement in this area.

The improvement in the ESOL program came from the implementation of new curriculum, pacing guides and instructional focus calendars. The ESOL Instructional Coach works closely with the teachers in in the implementation of the curriculum. Teachers are also provided inservice with the textbook representative to ensure that the technology is used and monitor student performance. Data chats with the teachers also take place to develop goals for the school year.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	55%	52%
ELA Learning Gains	0%	56%	53%	0%	50%	46%
ELA Lowest 25th Percentile	0%	51%	44%	0%	46%	38%
Math Achievement	0%	51%	51%	0%	39%	43%
Math Learning Gains	0%	50%	48%	0%	39%	39%
Math Lowest 25th Percentile	0%	51%	45%	0%	40%	38%
Science Achievement	0%	65%	67%	0%	62%	65%
Social Studies Achievement	0%	73%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	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)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ESOL student aggregated completion rate
Rationale	Students in the ESOL Program will attain the targeted 40 percent of completion as indicated by the National Rating Scale (NRS) AGE Target and Completion Rates Report provided by the Miami Dade County School District.
Intended Outcome	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 2018-2019 NRS AGE Target and Completion Rates Report.
Point Person	Susana Mauri (smauri@dadeschools.net)

Action Step	
Description	<ul style="list-style-type: none">• 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.
Person Responsible	Susana Mauri (smauri@dadeschools.net)

Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none">• Monitor student attendance and attrition rates per trimester to compare longitudinal data.• Monitor completion rate of AGE students
Person Responsible	Susana Mauri (smauri@dadeschools.net)

Activity #2

Title JOB PLACEMENT in Career Technical Education Courses

Rationale By December 2018, 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.

Intended Outcome By December 2018, the JOB PLACEMENT attainment rate must be at 70% or higher to meet the requirements as indicated by the Council on Occupational Educational Annual Report to maintain our National Accreditation.

Point Person Angelo Vazquez (aevazquez@dadeschools.net)

Action Step

Description

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

Person Responsible Scott Parker (sparker@dadeschools.net)

Plan to Monitor Effectiveness

Description

- 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

Person Responsible Angelo Vazquez (aevazquez@dadeschools.net)

Activity #3	
Title	INDUSTRY CERTIFICATION/LICENSURE
Rationale	By December 2018, the CTE student industry certification/licensure rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.
Intended Outcome	Students in Career Technical Education (CTE) programs must obtain the required 60% or more in earning industry certification and/or licenses as indicated by the Council of Occupational Education Annual Report to meet the requirements for National Accreditation.
Point Person	Angelo Vazquez (aevazquez@dadeschools.net)

Action Step	
Description	<ul style="list-style-type: none"> • Monitor student attendance • Follow-up with students to make sure they are meeting goals and hours needed to stay on track for certification/licensure
Person Responsible	Oscar De Leon (odeleon@dadeschools.net)

Plan to Monitor Effectiveness	
Description	Monitor the Council On Occupational Education (COE) Annual Report
Person Responsible	Oscar De Leon (odeleon@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 guidelines¹⁰ and grades distribution in a timely manner.

PFEP Link

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

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.

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

N/A

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. (\$200,000)

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. (\$104,000)

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.

Part V: Budget

Total:	\$130,000.00
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