Miami-Dade County Public Schools

South Dade Technical College

2019-20 Schoolwide Improvement Plan

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South Dade Technical College

109 NE 8TH ST, Homestead, FL 33030

http://sdec.dadeschools.net

Demographics

Principal: Ericka Caldwell H

Start Date for this Principal: 9/5/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-Adult
Primary Service Type (per MSID File)	Adult General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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South Dade Technical College

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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

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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. 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	Job Duties and Responsibilities
Mauri, Susana	Principal	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.
Vazquez, Angelo	Assistant Principal	Mr. Angelo Vazquez and Mr. Phaion Hicks oversee the programs and monitor the implementation of the curriculum. They also conduct walk through to ensure that the curriculum is followed with fidelity. They also participate with the teachers in the data chats.
Hicks, Phaion	Assistant Principal	Mr. Angelo Vazquez and Mr. Phaion Hicks oversee the programs and monitor the implementation of the curriculum. They also conduct walk through to ensure that the curriculum is followed with fidelity. They also participate with the teachers in the data chats.
De Leon, Oscar	School Counselor	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.
Bostick, Derick	Teacher, Adult	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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 with two or more early warning indicators:

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

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Thursday 9/5/2019

Prior Year - 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	
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 with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	56%	0%	56%	53%
ELA Learning Gains	0%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	0%	54%	51%	0%	47%	49%
Math Learning Gains	0%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	0%	68%	68%	0%	63%	65%
Social Studies Achievement	0%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
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)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019					
	2018					
Cohort Comparison						
10	2019					
	2018					
Cohort Comparison		0%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

		BIOLOGY EOC				
Year	School	District	School Minus District	State	School Minus State	
2019	0%	68%	-68%	67%	-67%	
2018						
		CIVICS EOC				
Year	School	District	School Minus District	State	School Minus State	
2019						
2018						
		HISTORY EOC				
Year	School	District	School Minus District	State	School Minus State	
2019	0%	71%	-71%	70%	-70%	
2018	0%	67%	-67%	68%	-68%	
Compare		0%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	9%	59%	-50%	62%	-53%
Compare		-9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component that performed the lowest is the ESOL Level 4,5, and 6. The Overall aggregated data demonstrated that South Dade Technical College obtained 33% overall performance in the National Rating Scale Data for the 2018-2019 school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component that demonstrated the greatest decline is the Level 4, 5, and 6. The higher end ESOL levels need to implement the use of Burlington English with fidelity. This program enhances the Listening portion of the CASAS test, which is the lowest performance cohort throughout the District.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Again, the ESOL program has the biggest gap in the Listening portion of the CASAS test. There is a huge gap in the comprehension and the listening acquisition. Students are able to comprehend what they read. Yet, it is difficult to comprehend in the listening portion.

Which data component showed the most improvement? What new actions did your school take in this area?

The area with the greatest improvement was our English as a Second Language (ESOL) program Levels 1 and 2. The school made significant gains. The data on the NRS report indicates that South Dade Technical College superseded the 40 percent benchmark as follows: Level 1 45% and Level 2 46%. There was a 2% gain in earning Literacy Completion Points (LCPs). Performance demonstrated that the school went from 1011 LCPs to 1052 LCPs in 2018-19 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The ESOL program is dropping in enrollment.
The Listening portion of the CASAS test needs to be the focus of instruction

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Enrollment and Recruitment
2. Retention of students
3. Implementing new technology to enhance instruction
4. Monitor student performance in relation to the use of technology and assessments

Part III: Planning for Improvement

Areas of Focus:

#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.
State the measurable outcome the school plans to achieve	By April 2020, 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 2019-2020 NRS AGE Target and Completion Rates Report.
Person responsible for monitoring outcome	Susana Mauri (smauri@dadeschools.net)
Evidence-based Strategy	Review and use student performance data to make decisions on instruction, intervention, and enrichment.
Rationale for Evidence-based Strategy	Student performance data is what drives instruction. Providing teachers with pacing guides, instructional focus calendars, and intervention sessions lead to better outcomes on the CASAS test.
Action Step	
Description	1. Use common planning to analyze student' CASAS reports to determine student progress on ESOL benchmarks and drive instructional decisions. 2. Fidelity of common planning will be monitored to review teacher lesson plans and their progress on the pacing guides and instructional focus calendars. 3. Monitor both FOCUS performance data to ensure attainment of LCPs. 4. 5.
Person Responsible	Susana Mauri (smauri@dadeschools.net)

#2	
Title	CTE student completion rate
Rationale	According to the Council on Occupational Education, students in the Career Technical Education accredited program, students registered must meet or exceed completion rates by 60%.
State the measurable outcome the school plans to achieve	By December 2020, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.
Person responsible for monitoring outcome	Angelo Vazquez (aevazquez@dadeschools.net)
Evidence-based Strategy	Utilize common planning to assist teachers with disaggregation of performance data to drive instruction both large and small group
Rationale for Evidence-based Strategy	TABE score reports will help teachers plan for individualized instruction during During common planning and department meetings, analyze students' TABE score reports to determine student progress on TABE benchmarks. Teachers will also discuss how to monitor student performance data and conduct Data Chats.Differentiated Instruction.
Action Step	
Description	1. TABE scores will be provided to all CTE teachers. 2. Students not meeting the Basic Skills Requirement will attend the AAA&E lab for remediation. 3. Implementation of technology based remediation program will be utilized to assist students as prescribed by the TABE scores. 4. Use common planning and department meetings to analyze review requirements for completion, including attendance and mastery of concepts.
Person Responsible	Angelo Vazquez (aevazquez@dadeschools.net)

#3	
Title	Job Placement Attainment
Rationale	South Dade Technical College mission is to guide and prepare learners in attaining their highest academic goals and competency levels to qualify them for initial employment. According to the Council on Occupational Education, students in the Career Technical Education accredited program, students registered must meet or exceed completion rates by 70%.
State the measurable outcome the school plans to achieve	By December 2020, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.
Person responsible for monitoring outcome	Angelo Vazquez (aevazquez@dadeschools.net)
Evidence-based Strategy	Career Technical Education is in high demand. As such, programs in the area of need in the community are offered to promote employment. The South Dade Community works closely with our school and community agencies to ensure that our students complete and are ready for the workforce to enhance the community.
Rationale for Evidence-based Strategy	Together with the COE Liaison, the administrator, the Job Placement Specialist will work together to ensure that students have meet all the requirements for completion and initial job placement. Job Placement specialists are responsible for researching, screening, interviewing and placing job candidates in various positions within their area of study.
Action Step	
Description	1. Monitor job placement utilizing the District's application 2. Provide students with Job Fairs to promote employability opportunities 3. Job Placement Specialist will conduct Work Readiness sessions with all CTE Students
Person Responsible	Angelo Vazquez (aevazquez@dadeschools.net)

#4	
Title	Industry Licensure Attainment
Rationale	According to the Council on Occupational Education, students in the Career Technical Education accredited program, students registered must meet or exceed completion rates by 70%.
State the measurable outcome the school plans to achieve	By December 2020, the CTE student industry licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Curriculum should reflect the requirements needed to ensure passing rate for students. Industry certifications allow students to demonstrate mastery of knowledge and/or skills. They can increase job prospects, marketability to employers and employability, as well as options for post secondary education.
Rationale for Evidence-based Strategy	The attainment of an industry-recognized certification or credential ensures that students graduate from a CTE program and are globally competitive for work and post secondary education.
Action Step	
Description	1. Monitor industry certification utilizing the District's application 2. Ensure teachers prepare students for the industry certification/licensure through classroom instruction.
Person Responsible	Angelo Vazquez (aevazquez@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

• 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.
• 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

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 Schoolwide Improvement Plan 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 guidelines 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 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. ($120,000)

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 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 ESOL Advanced students curriculum Career Pathways 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESOL Student aggregated completion rate				$170,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7702 - South Dade Technical College	Other Federal		$120,000.00
			Notes: AGE Grant			
			7702 - South Dade Technical College	Other Federal		$50,000.00
2	III.A.	Areas of Focus: CTE student completion rate				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7702 - South Dade Technical College	Other		$30,000.00
			Notes: General Fund			
3	III.A.	Areas of Focus: Job Placement Attainment				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7702 - South Dade Technical College	General Fund		$1,000.00

4	III.A.	Areas of Focus: Industry Licensure Attainment				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			7702 - South Dade Technical College	General Fund		$10,000.00
					Total:	$211,000.00