

Miami-Dade County Public Schools

Dr. Marvin Dunn Academy For Community Education.



2019-20 Schoolwide Improvement Plan

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Dr. Marvin Dunn Academy For Community Education.

8950 NW 2ND AVE, EI Portal, FL 33150

<http://ace.dadeschools.net>

Demographics

Principal: Deborah Carter

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
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	CS&I
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year	2013-14
Grade	F

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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.

Dr. Marvin Dunn Academy for Community Education places an emphasis on educating at-risk students to improve their chance of graduating from High School. Students receive the advantage of positive reinforcement, social and emotional support, a comprehensive curriculum, mentoring, guest speakers and academic recognition.

Provide the school's vision statement.

The Vision of Dr. Marvin Dunn Academy for Community Education is help students successfully learn, stay in school and prepare them for life in an increasingly global society.

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
Carter, Deborah	Principal	The Leadership Team will meet to review data and to make instructional decisions; and review progress monitoring data at the grade level and classroom level to identify students who are meeting and/or exceeding benchmarks, or are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the Leadership Team will identify professional development activities and resources to be implemented. The team will collaborate regularly, problem solve, share best practices, evaluate implementation of the programs, and make decisions to take corrective actions as needed. In addition, the team will provide levels of support and interventions to students based on data.
Hines, Yvette	Teacher, K-12	Leadership Team
Smith, Nika	Teacher, K-12	Leadership Team
Dewberry, Bria	Teacher, K-12	Leadership Team
Vetiac, Micheline	Teacher, K-12	Leadership Team
Whittle, Andre	Administrative Support	Leadership Team

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	21	15	25	33	94
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	21	15	25	33	94
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	25	5	6	3	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	35	27	0	1	63

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	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	2	4	8	14
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)

9

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	21	15	25	33	94
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	25	5	6	3	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	35	27	0	1	63

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	21	15	25	33	94

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	21 (0)	15 (0)	25 (0)	33 (0)	94 (0)
Attendance below 90 percent	21 ()	15 ()	25 ()	33 ()	94 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	25 (0)	5 (0)	6 (0)	3 (0)	39 (0)
Level 1 on statewide assessment	35 (0)	27 (0)	0 (0)	1 (0)	63 (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	0%	55%	-55%	55%	-55%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	16%	53%	-37%	53%	-37%
	2018	21%	54%	-33%	53%	-32%
Same Grade Comparison		-5%				
Cohort Comparison		16%				

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	14%	68%	-54%	67%	-53%
2018	13%	65%	-52%	65%	-52%
Compare		1%			

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	25%	71%	-46%	70%	-45%
2018	11%	67%	-56%	68%	-57%
Compare		14%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	63%	-58%	61%	-56%
2018	13%	59%	-46%	62%	-49%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	54%	-43%	57%	-46%
2018	14%	54%	-40%	56%	-42%
Compare		-3%			

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
BLK										56	
HSP								23			
FRL				10				14		47	

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)	CS&I
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	137
Total Components for the Federal Index	5
Percent Tested	96%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

An analysis of the 2019 Florida Standards Assessment indicated that students in Grade 9 showed the lowest performance in Reading. Specifically, 85% of students scored a Level 1 in reading. Two Reporting Categories were of concern: 1) Integration of Knowledge and Ideas, and 2) Language and Editing.

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

The data component of Cohort Comparison for 9th grade reading showed the greatest decline from the prior year. The factors that contributed to this decline was the arrival of 9th grade student to ACE. Majority of 9th Grade students arrived at our school in late February and were not prepared for the FSA (this gave our teachers an average of 1 month period to prepare those students for the test).

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.

The greatest gap when compared to the state average was in the decline of overall percentage for 9th grade reading. Specifically, students in this group scored 31% below the state average.

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

An analysis of the 2019 FSA data indicated that Level 3 performance in Grade 10 showed the most improvement. Specifically, this data component was an increased by 14%.

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

An area of concern for our school is the amount of Level 1 ELA/Mathematics students in our school.

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

1. Improve 9th Grade FSA Reading/Mathematics Scores.
2. Improve 10th Grade FSA Reading/Mathematics Scores.
3. Receive a Commendable Rating.
4. Decrease the number of student absences.
5. Increase the number of Level 3-5 students.

Part III: Planning for Improvement

Areas of Focus:

#1

Title An analysis of the 2019 FSA data indicates that 85% of students in Grade 9 are a Level 1.

Rationale This area of focus is a critical need as the majority of 9th grade students did not master the necessary benchmarks on the FSA resulting in 85% scoring a Level 1. The Leadership Team has developed a plan to increase student proficiency on the 2020 FSA Assessment. Additionally, the Leadership Team will meet every two weeks to discuss benchmark data and review assessment results for all 9th grade students.

State the measurable outcome the school plans to achieve Dr. Marvin Dunn plan to increase 9th grade reading proficiency by 20%.

Person responsible for monitoring outcome Deborah Carter (pr8019@dadeschools.net)

Evidence-based Strategy Dr. Marvin Dunn will utilize the following evidence base strategies to increase overall reading proficiency:
 USA Test Prep
 Common Lit
 Data Chats

Rationale for Evidence-based Strategy The Language Arts/Reading teacher will administer bi-weekly assessments for reading. After each bi-weekly assessment the teacher will conduct data chats with each students. The Leadership team will meet to discuss the data and make the necessary interventions for students.

Action Step

Description 1. Administer Bi-weekly Benchmark Assessment
 2. Conduct Data Chats
 3. Re-teach/Administer Intervention
 4. Retest
 5.

Person Responsible Deborah Carter (pr8019@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).

The area of focus for Dr. Marvin Dunn Academy for Community Education is Grade 9 and 10 Reading and Mathematics. The remaining School-wide improvement priorities include student absenteeism. These priorities will be addressed during the bi-weekly leadership team meetings. Additionally, a

behavior point system will be implemented to ensure that students are in school at least 80% of the time.

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.

Dr. Marvin Dunn Academy for Community Education seeks to build positive relationships with parents, families and community stakeholders by involving them in the EESAC meetings, parent night activities, and school-wide activities. Our community partner, Ms. Lynn Bauer with Bauer and Associates assists the school with scholarships, supplies and monetary donations to ensure that the needs of students are being met.

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.

Developing students' social and emotional competencies helps Dr. Marvin Dunn Academy for Community Education create a safe learning environment and contribute to academic achievement of all. Embedded in our counseling strategies and behavior management point system is the reinforcement of social and emotional needs, such as:

- * Self- awareness- focuses on identifying and recognizing emotions, accurate self- perceptions, strengths, values and self- efficiency.
- * Self- Management- includes impulse control and stress management, self motivation, discipline, goal setting and organizational skills.
- * Social Awareness- addresses empathy and respect for others.
- * Relationship skills- encompasses communication, social engagement and relationship building, working cooperatively, negotiation, conflict management, and help seeking
- *Responsible Decision Making- includes problem identification, situation analysis, problem solving, evaluation and reflection, personal, and social ethical responsibility.

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

The following strategies are used by Dr. Marvin Dunn Academy for Community Education:

- * Early intervention when students are developing their college and career aspirations.
- *Emphasize rigor and high expectations for all students, along with appropriate counseling and supports.
- * Integrate strong academic content into career focused classes.
- * Collaborate with post- secondary instructors, economic development agencies and employers to help create a smoother transition to college and the workforce.

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 school's Leadership Team will meet to review data and make instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding grade level standards, or are at moderate risk or high risk for not meeting grade level standards. Based on the above information, the team will identify professional development activities and resources that need to be implemented. The Leadership Team will also collaborate regularly, problem solve, share effective practices, evaluate the implementation of the programs, and make decisions to take corrective actions as needed. In addition, the team will provide levels of support and interventions to students based on data.

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

Dr. Marvin Dunn Academy for Community Education has academic counseling that is geared towards students' academic and vocational strengths. The student schedules reflect their preferences. Additionally, students are tested to determine their individual academic and vocational strengths and weaknesses. The Individual Education Plan of each student also incorporates all of the above, exposing students to career fairs, college fairs, guest speakers and field trips.

Part V: Budget

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

1	III.A.	Areas of Focus: An analysis of the 2019 FSA data indicates that 85% of students in Grade 9 are a Level 1.	\$0.00
Total:			\$0.00