

Miami-Dade County Public Schools

Dr. Marvin Dunn Academy For Community Education.



2020-21 Schoolwide Improvement Plan

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Dr. Marvin Dunn Academy For Community Education.

8950 NW 2ND AVE, El Portal, FL 33150

<http://ace.dadeschools.net>

Demographics

Principal: Deborah Carter

Start Date for this Principal: 8/31/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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<http://ace.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2013-14
Grade	F

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Purpose and Outline of the SIP

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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, position title, and job duties/responsibilities 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

Demographic Information

Principal start date

Monday 8/31/2020, Deborah Carter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

9

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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 .	

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	28	31	37	48	144
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	21	25	31	39	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	6	5	9	23
Course failure in Math	0	0	0	0	0	0	0	0	0	0	7	11	9	14	41
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	15	12	23	29	79
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	21	15	22	29	87

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	28	31	37	48	144	

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	

Date this data was collected or last updated

Monday 8/31/2020

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		
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	
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	2	4	8	14	
Students retained two or more times	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	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	
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	2	4	8	14	
Students retained two or more times	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	
	(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.

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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	2
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%	1
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%	0
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%	0
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%	0
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%	2

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.

Students in Grade 9 showed the lowest performance in Reading. Specifically 77% of students scored a Level 1 on formative assessments. 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 Integration of Knowledge for the 9th Grade reading showed the greatest decline from the prior year. The factors that contributed to the decline was the closing of school due to the pandemic.

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 the decline of the overall percentage for 9th grade Reading.

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

An analysis of Reading data indicates the component that showed the most improvement was the Level 1 10th Grade performance in Reading. This was due to the intense support that was provided for these students. Specifically rewards for good performance on formative assessments.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

An area that continues to be a concern is the 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 the 9th Grade ELA/Reading/Mathematics scores.
2. Improve 10th Grade ELA/Reading/Mathematics scores
3. Improve student performance on standardized tests in grades 9-12.
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. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	An analysis of Grade 9 student Reading and Mathematics performance data indicates that a 88% of students are performing below grade level (Level 1 and 2) The area is a critical need because these students must pass their 10th grade standardized tests in order to earn their high school diplomas.
Measurable Outcome:	Dr. Marvin Dunn Academy for Community Education would like to decrease the number of Level 1 and 2 students by 15%.
Person responsible for monitoring outcome:	Nilda Cruz (santana@dadeschools.net)
Evidence-based Strategy:	Differentiated Instruction and Small Group Instruction
Rationale for Evidence-based Strategy:	Research has shown that students perform better on standardized tests when there is minimal whole group instruction and the lessons are designed to meet students' needs using Differentiated and Small Group Instruction.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The ELA/Reading and Mathematics teachers will administer bi-weekly assessments in their subject areas. After each bi-weekly assessment the teacher will conduct data chats with each student. The Leadership Team will meet to discuss the data and adjust instruction and interventions accordingly.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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, Title 1 meetings, parent meetings and school wide activities.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			8019 - Dr. Marvin Dunn Academy For Community Educ			\$0.00
Total:						\$0.00