
Table of Contents

| | |
|--|-----------|
| School Demographics | 3 |
| Purpose and Outline of the Ungraded SIP | 4 |
| School Information | 5 |
| Needs Assessment | 8 |
| Planning for Improvement | 13 |
| R.A.I.S.E | 0 |
| Positive Culture & Environment | 0 |

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: 8/31/2021

| | |
|--|--|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | Alternative |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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 Improvement Rating History | 2021-22: Commendable 2020-21: No Rating 2018-19: Maintaining 2017-18: Commendable 2016-17: Maintaining |
| DJJ Accountability Rating | 2023-24: No Rating |

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Dr. Marvin Dunn Academy for Community Education serves students throughout Miami-Dade County. The teachers at the school are caring and compassionate. They go above their job description to show care and concern for each and every student, express respect and hold their students to high academic and social expectations. Due to the at-risk nature of the students we serve, teachers go to extensive efforts to welcome students into a personalized learning process. Walking the school's hallways, one can typically hear encouraging statements of praise, pointing out some strength or improvement. In addition, a multi-cultural approach to the teaching and learning process is evident throughout the school, coupled with the understanding that a knowledge of our students' culture helps the educational program to succeed.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|----------------|--|
| Carter, Deborah | Principal | Provide strategic direction for the school, serve as educational leader, assess and improve teaching methods, monitor student achievement, develop and revise policies and procedures, monitor the budget, hire and evaluate staff, maintain a safe learning environment, foster and maintain relationships with all stakeholders. |
| Hines, Yvette | Teacher, ESE | est Chairperson, prepare lesson plans, teach, grade student work, communicate with stakeholders, assess students., analyze data, manage student behavior, attend professional development, provide a safe and engaging classroom environment.T |
| Smith, Nika | | Math teacher- prepare lesson plans, teach, grade student work, communicate with stakeholders, assess students., analyze data, manage student behavior, attend professional development, provide a safe and engaging classroom environment. |
| Vetiach, Micheline | Teacher, K-12 | Science teacher- prepare lesson plans, teach, grade student work, communicate with stakeholders, assess students., analyze data, manage student behavior, attend professional development, provide a safe and engaging classroom environment. |
| Dewberry, Bria | Teacher, K-12 | Social Science teacher- prepare lesson plans, teach, grade student work, communicate with stakeholders, assess students., analyze data, manage student behavior, attend professional development, provide a safe and engaging classroom environment. |

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Tuesday 8/31/2021, Deborah Carter

Number of teachers with professional teaching certificates?

9

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

9

Total number of students enrolled at the school.

63

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 11 | 9 | 3 | 30 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 13 | 10 | 10 | 48 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 21 | 19 | 14 | 74 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 16 | 13 | 13 | 61 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 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 | 31 | 28 | 35 | 45 | 139 |

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 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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 | 28 | 31 | 37 | 48 | 144 |
| Attendance below 90 percent | | 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 | 0 | 0 | 0 | 0 |
| Course failure in Math | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math assessment | | 0 | 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 | 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 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | | 59% | 56% | | 59% | 56% |
| ELA Learning Gains | | | | | 54% | 51% | | 56% | 53% |
| ELA Lowest 25th Percentile | | | | | 48% | 42% | | 51% | 44% |
| Math Achievement | | | | | 54% | 51% | | 51% | 51% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Math Learning Gains | | | | | 52% | 48% | | 50% | 48% |
| Math Lowest 25th Percentile | | | | | 51% | 45% | | 51% | 45% |
| Science Achievement | | | | | 68% | 68% | | 65% | 67% |
| Social Studies Achievement | | | | | 76% | 73% | | 73% | 71% |

Grade Level Data Review - State Assessments
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 | 2021 | | | | | |
| | 2019 | 0% | 55% | -55% | 55% | -55% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 16% | 53% | -37% | 53% | -37% |
| Cohort Comparison | | | | | | |

| 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 |
| 2021 | | | | | |
| 2019 | 14% | 68% | -54% | 67% | -53% |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 25% | 71% | -46% | 70% | -45% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 5% | 63% | -58% | 61% | -56% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 11% | 54% | -43% | 57% | -46% |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| ELL | | | | | | | | | | 60 | 25 |
| BLK | | | | | | | | | | 83 | 7 |
| HSP | | 21 | | | 18 | | 9 | | | 65 | 20 |
| FRL | | 21 | | | 18 | | 9 | 10 | | 78 | 14 |
| 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 |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|--|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 19 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 2 |

| ESSA Federal Index | |
|---|-----|
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 151 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 68% |
| 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 | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | 45 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 19 |
| 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 | 19 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Formative assessments were administered every two weeks. Fluid small groups were formed based on formed based assessment results. Extended learning opportunities were provided in the form of push -in tutoring. Progress reports were issued when necessary , as well as parent conferences were scheduled.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Grade 10 reading showed the most improvement. The actions we took were Small- Group instruction as well a utilization of the DOK Level 3 and 4 questioning stems and strategies.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

An analysis of the 2021 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.

What trends emerge across grade levels, subgroups and core content areas?

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).

What strategies need to be implemented in order to accelerate learning?

Attendance Initiatives
Celebrate Successes

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development opportunities that will be provided will include Best Practices, Teacher Modeling, and Data Overview.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher level critical thinking skills, and promotes meaningful learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By January 2022, 70% of students will be academically engaged while attending classes at Dr. Marvin Dunn Academy for Community Education

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walkthroughs
Posted fluid small groups in the classrooms
Student artifacts
teacher lesson plans

Person responsible for monitoring outcome:

Deborah Carter (pr8019@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Celebrate Successes

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students had negative experiences with the traditional school setting and have not been successful.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional development- Dr. Deborah Carter, principal, Micheline Vetiack- Professional Development Liaison.
2. Classroom walkthroughs- Dr. Carter, Principal
2. Examine student artifacts- Dr. Carter
4. Data Chats with teachers by administrator.
5. Data Chats with students by teachers.
6. Form fluid small groups for instruction

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students struggle with attendance.
The majority of students are designated as truant.

When students are not in school they cannot learn.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the first semester, students will have 80% of overall attendance.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

By the end of the first semester, students will have 80% of overall attendance.

Person responsible for monitoring outcome:

Deborah Carter
(pr8019@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Attendance Initiatives-

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students struggle with attendance.
Majority of students are challenged
When students are not in school they cannot learn

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Form an Attendance Team to monitor daily attendance and focus on developing strategies to improve student attendance.
2. Attendance team will make daily communication with absent students on a daily basis
3. Research, develop and implement research based strategies to improve student attendance.
4. Create and implement an attendance Action Plan to improve student attendance.
5. Monitor te implementation of the action plan, and make adjustments as necessary.

Person Responsible

Deborah Carter
(pr8019@dadeschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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