



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

D.A. Dorsey Technical College

7100 NW 17TH AVE

Miami, FL 33147

305-693-2490

<http://dadorsey.dadeschools.net/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	16
Part III: Coordination and Integration	19
Appendix 1: Professional Development Plan to Support Goals	20
Appendix 2: Budget to Support Goals	21

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

D.A. Dorsey Technical College

Principal

Dr. Angela Thomas Dupree E

School Advisory Council chair

Michael McNeely

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Angela E. Thomas-DuPree	Principal
Forrest Cutler	Assistant Principal
Charlemagne Olius	Administrative Assistant
Marie Philogene	SAVES Coordinator
Marcos Vazquez	ESOL Teacher
Michael McNeely	Vocational Teacher
Verna Tremble	Tutor
Ebony Jackson	Case Manager
Kathye Bruton	Case Manager
Daphane Killing	Case Manager
Michael Robinson,	UTD Stewart

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal – 1; Alternate Principal – 1; UTD Stewart – 1; Teachers – 3; Educational Support Personnel – 1; Student – 1; Business /Community Representative - 9

Involvement of the SAC in the development of the SIP

The Educational Excellence School Advisory Committee (EESAC) will assist in the preparation, evaluation and making final recommendations relating to the development of the School Improvement Plan (SIP).

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Committee (EESAC) will meet three times this school term to assist in the development, evaluation and making final recommendations relating to the development of the School Improvement Plan (SIP), keep the committee members abreast of the school's academic progress, activities/events in order to achieve the school's goals, and adopt an environment of professional collaboration among all stakeholders.

Projected use of school improvement funds, including the amount allocated to each project

As an Adult Educational facility, Dorsey Educational Center does not generate EESAC dollars.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Angela Thomas Dupree E

Principal

Years as Administrator: 13

Years at Current School: 2

Credentials

B.S., M. S., Ed.D.
 Florida International
 University
 Nova Southeastern
 University
 Edu. Leadership
 Vocational Ed. Dir.
 Family and Consumer Science

Performance Record

2013 – LCP's Earned: 253
 OCP's Earned: 148
 2012 - LCPs Earned: 1683
 OCPs Earned: 1475
 2011 - LCP's Earned: 2564
 OCP's Earned: 1619
 2010 - School Grade - A
 Rdg. Proficiency, 62%
 Math Proficiency, 85%
 Rdg. Lrg. Gains, 62 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 55 points
 Math Imp. of Lowest 25% - 77 points
 2009 - School Grade - A
 Rdg. Proficiency, 57%
 Math Proficiency, 87%
 Rdg. Lrg. Gains, 61 points
 Math Lrg. Gains, 84 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 79 points

Forrest A. Cutler

Asst Principal

Years as Administrator: 16

Years at Current School: 1

Credentials

B.S., M.S., Ed.S.
 Allen University
 Nova Southeastern University
 Physical Education (K-6; K-12)
 Driver's Education
 Educational Leadership

Performance Record

2013 – NA
 2012 – NA
 2011 – NA
 2010 - School Grade - D
 Rdg. Proficiency, 21%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 38 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 71 points
 Math Imp. of Lowest 25% - 71 points
 Points
 2009 - School Grade - D
 Rdg. Proficiency, 24%
 Math Proficiency, 56%
 Rdg. Lrg. Gains, 21 points
 Math Lrg. Gains, 73 points
 Rdg. Imp. of Lowest 25% - 54 points
 Math Imp. of Lowest 25% - 71 points
 Points

Classroom Teachers**# of classroom teachers**

6

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

6, 100%

ESOL endorsed

1, 17%

reading endorsed

0, 0%

with advanced degrees

3, 50%

National Board Certified

0, 0%

first-year teachers

2, 33%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

4, 67%

with 15 or more years of experience

3, 50%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration will continue to hire new personnel and/or replace teachers exiting our employment with qualified/certified subject area and/or industry licensed instructional personnel

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers/instructors are paired with experience teachers within their area of instruction and will participate in new teacher professional development activities provided by the District.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team will utilize Data in Your Hands to monitor student performance which will be reviewed with EESAC, COE Committee, and instructional staff each trimester. The Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) results will be utilized to individualize instruction and empower teachers and tutors to improve student performance thereby increasing Literacy Completion Points (LCP) and Occupational Completion Points (OCP). The team will review counselor intake procedures and determine new processes to identify and schedule students with

greater barriers to learning. The team will also monitor classroom instruction to ascertain student progress. The team will provide support for instructional staff to avail themselves of reading and other appropriate professional development.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Dr. Angela E. Thomas-DuPree, Principal
 Forrest Cutler, Assistant Principal
 Charlemagne Olius, Administrative Assistant
 Marie Philogene, SAVES Coordinator
 Marcos Vazquez, ESOL Teacher
 Michael McNeely, Vocational Teacher
 Verna Tremble, Tutor
 Ebony Jackson, Case Manager
 Kathye Bruton, Case Manager
 Daphane Killing, Case Manager
 Michael Robinson, UTD Stewart

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will be instrumental in developing processes/strategies to implement data driven instruction, therefore, feedback will be utilized to modify and/or revise school improvement strategies on the School Improvement Plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources to monitor and tracking of all students will be through the use of Data in Your Hands. CASAS students are provided with a pretest and a post test. The scores are compared to determine growth. TABE student scores are kept on record. Student repeats the assessment every 60 hours of completion with teacher recommendation. Students must complete the TABE requirement before being considered as a complete of the vocational courses.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership team will review data (TABE/CASAS) with staff groups each trimester and monitor improvement. Staff will receive hands on training during group sessions and will be given opportunities to participate in district and school based professional development.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Angela E. Thomas-DuPree	Principal
Forrest A. Cutler	Assistant Principal
Charlemagne Olius	Administrative Assistant
Marcos Vazquez	ESOL Teacher
Verna Tremble	Tutor

Name	Title
Ebony Jackson	Case Manager
Kathye Bruton	Case Manager
Daphane Killing	Case Manager
Bertha Cochran	ABE Teacher

How the school-based LLT functions

A key factor to an individual school's success is building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students and teachers that all persons can learn and improve academically. In essence, the school's principal has the potential to have a great impact on student learning through his or her support of teachers and staff. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve.

Major initiatives of the LLT

1. Continue to increase student participation in the tutorial program and increasing percentage of LCP and OCP earned
2. Content area concentration on reading/literacy skills
3. Institute school wide vocabulary building program

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future through collaboration and partnership across both private and public sectors throughout the state of Florida to improve Florida's workforce. Workforce Education is delivered to our students through a network of local and state service providers.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school promotes academic and career planning; including advising on course selections through our highly knowledgeable counselors who ensures each student's course selection is appropriate and meaningful.

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 10: Additional Targets

Additional targets for the school

Increase the number of students earning Literacy Completion Points (LCPs) and Occupational Completion Points (OCP) within the 2013-2014 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS).

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
• Students earning LCP's in ABE/ESOL/GED programs	253		1%
• Students earning OCP's in Career Technical Education programs	148		1%

Goals Summary

- G1.** Students enrolled in the Career Technical Education (CTE) programs do not meet the required state mandated scores on the post-test of the Tests for Adult Basic Education to become a full-program completer and earn Occupational Completion Points (OCP's).
- G2.** Increase the number of students earning Literacy Completion Points (LCPs) within the 2013-2014 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic E

Goals Detail

G1. Students enrolled in the Career Technical Education (CTE) programs do not meet the required state mandated scores on the post-test of the Tests for Adult Basic Education to become a full-program completer and earn Occupational Completion Points (OCP's).

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Applied Academics for Adults Education (AAAE) lab to improve basic skills in reading and mathematics.
- District Financial Aid Programs (DFAP) and Fee Waiver funds are available to offset financial needs.

Targeted Barriers to Achieving the Goal

- Students have insufficient basic skills to master the state mandated test requirements.

Plan to Monitor Progress Toward the Goal

Remediation and tutorial service related to programs

Person or Persons Responsible

Instructors

Target Dates or Schedule:

Daily

Evidence of Completion:

AAAE progress reports and grade book summary reports

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2013-2014 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic E

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Case managers Blood Drive

Targeted Barriers to Achieving the Goal

- Student attendance is hampered by lack of transportation.

Plan to Monitor Progress Toward the Goal

Data In Your Hands Attendance Report

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increased attendance

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students enrolled in the Career Technical Education (CTE) programs do not meet the required state mandated scores on the post-test of the Tests for Adult Basic Education to become a full-program completer and earn Occupational Completion Points (OCP's).

G1.B1 Students have insufficient basic skills to master the state mandated test requirements.

G1.B1.S1 Students will register for the lab every trimester.

Action Step 1

Vocational Tracking System

Person or Persons Responsible

Counselors

Target Dates or Schedule

Every Trimester

Evidence of Completion

Passing scores on the the TABE Test and Vocational Tracking System

Facilitator:

District Personnel

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Student registration forms

Person or Persons Responsible

Administration

Target Dates or Schedule

Every Trimester

Evidence of Completion

Grade book and Vocational Tracking System

Plan to Monitor Effectiveness of G1.B1.S1

TABE test results

Person or Persons Responsible

Administration

Target Dates or Schedule

End of CTE program

Evidence of Completion

Students receive a passing score on the TABE Test and earn OCP's

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2013-2014 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic E

G2.B1 Student attendance is hampered by lack of transportation.

G2.B1.S1 Blood drive participation will give students the opportunity to earn funds to purchase the monthly bus passes.

Action Step 1

Case Managers will screen students to verify the economic needs the students

Person or Persons Responsible

Cashier and Treasurer

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly In House Scholarship reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Review In-House Report

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Reports

Plan to Monitor Effectiveness of G2.B1.S1

Monitor monthly in-house funds reports

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Students will receive the bus pass

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Adult Education - Students who qualify for Skills for Academic, Vocational and English Studies (S.A.V.E.S.) are referred to a counselor in the S.A.V.E.S. program upon registration.

Career and Technical Education - Financial aid is available for eligible students who qualify for Pell, Perkins, Vocational Rehabilitation and S.A.V.E.S. programs. Upon registration students are referred to a counselor and the financial aid office for assistance with tuition.

Job Training - The career technical education programs provide job training for all students as part of their curriculum content and through clinical rotations in the health science programs such as Nursing Assistant, Patient Care Technician and Phlebotomy. Through advisory committee meetings, industry/community members will make recommendations to the various technical programs to maintain these programs current with industry demands.

Other – Grants - Students are made aware of the opportunity to apply for Title IV: Federal Pell Grant. Title IV financial aid is federally provided funding for students at qualifying institutions, and is available to most U.S. citizens. It offers need-based assistance toward paying tuition, living costs and other expenses related to education. Students that does not qualify or receive sufficient Federal funds can apply for District Financial Assistance Program (DFAP) or Fee Waiver funds.

Adult General Education (AGE) Grants - are given to the school by the District to assist with the hire of additional instructors, tutors and Case Managers to aid students through the process of acquiring desired outcomes.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students enrolled in the Career Technical Education (CTE) programs do not meet the required state mandated scores on the post-test of the Tests for Adult Basic Education to become a full-program completer and earn Occupational Completion Points (OCP's).

G1.B1 Students have insufficient basic skills to master the state mandated test requirements.

G1.B1.S1 Students will register for the lab every trimester.

PD Opportunity 1

Vocational Tracking System

Facilitator

District Personnel

Participants

Teachers

Target Dates or Schedule

Every Trimester

Evidence of Completion

Passing scores on the the TABE Test and Vocational Tracking System

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase the number of students earning Literacy Completion Points (LCPs) within the 2013-2014 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic E	\$30,000
Total		\$30,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
District	\$30,000	\$30,000
Total	\$30,000	\$30,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2013-2014 School Year as compared to the previous school year by one percent point as documented by the students' pre- and post-test scores on the Tests for Adult Basic E

G2.B1 Student attendance is hampered by lack of transportation.

G2.B1.S1 Blood drive participation will give students the opportunity to earn funds to purchase the monthly bus passes.

Action Step 1

Case Managers will screen students to verify the economic needs the students

Resource Type

Other

Resource

AGE Grant

Funding Source

District

Amount Needed

\$30,000