

D.A. Dorsey Technical College



2014-15 School Improvement Plan

D.A. Dorsey Technical College

7100 NW 17TH AVE, Miami, FL 33147

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to positively impact the residents of this community through educational and economic empowerment by providing sound academic programs spanning from literacy through vocational certification.

Provide the school's vision statement

Through effective and proactive leadership, we will unlock the potential of all learners.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which the school learns about students cultures and builds relationships between teachers and students is through our extensive involvement and role within the D.A. Dorsey Educational Center(DADEC). The D.A. Dorsey Educational Center(DADEC) is comprised of many Community Involvement Liasons, Counselors, Financial Aide Advisors and Case Managers that reach out to the students, teachers and community members. In collaboration with South Florida Career Source, Greater Miami Service Corp, Miami Job Corp, Children's Trust, CITRUS, Neighbors And Neighbors Association (NANA), Miami-Dade County Public Schools, and other community organizations, DADEC has extensive resources and background knowledge of the special needs of the community and students it serves.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected before, during and after school through it's detailed planning found in the Emergency Operating Plans, Procedures for Promoting and Maintaining a Safe Learning Environment, Safety to Life and Security Plans. DADEC has several security and Miami Dade School Police officers that play an integral role in it's plans for maintaining a safe learning environment throughout it's operating day. All students are encouraged and well aware of procedures that allow for quick communication of any incidences or potential threats that may pose a present/future safety risk.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavioral system in place that minimizes distractions and maintains students engaged during instructional time is found within the Code of Student Conduct. The Code of Student Conduct sets a clear and definitive code of expected conduct throughout the school-wide facility. Protocols are introduced and reinforced through the orientation process and faculty student relationships. All faculty members are trained in classroom management, Response to Intervention(RTI) and emergency procedures which delineates specific protocols and procedures. Security personnel attend professional development on Ethics in the Workplace, Use of Force, Search and Seizures and Proactive Campus Patrolling.

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

The school ensures the social-emotional needs of all students through our extensive Student Services department which includes but is not limited to counselors, (dealing with career, personal, social, academic group and individual counseling), Case Managers, (assisting with child care, food assistance, housing, assessed basic needs, etc.), Bereavement Counselors and Social Workers. DADEC also collaborates with outside agencies that support the emotional social well-being of it's school members like Children's Trust, CITRUS, Department of Children and Families and other organizations. All students are required to subscribe and submit an individual survey through the different counselors and case managers in an attempt to ascertain their individual needs and academic requirements in achieving their personal set goals.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

D.A. Dorsey Educational Center identifies students that are not complying with mandatory target program hours in classroom participation/attendance through the tracking of the grade book and Data in Your Hands systems on a weekly basis. The tracking of Literacy Completion Points (LCP's) as a demonstration of student achievement and progress within the subject/field of study.

Provide the following data related to the school's early warning system

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 identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to best service our students not meeting the minimum requirement for a successful program completion due to lack/incomplete hours we provide immediate interventions with counseling services, case managers and community involvement specialist. The interventions are but are not limited to: communication, basic needs assessment, academic assessment, emotional and social assessments with prescribed intervention plans and recommendations. The course of action is synonymous with students that have been identified as low/no progress in achieving the required and timely LCP's to substantiate a minimum standard of satisfactory development/growth.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

N/A

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

D.A. Dorsey Educational Center(DADEC) is comprised of many Community Involvement Liasons, Counselors, Financial Aide Advisors and Case Managers that reach out to the students, teachers and community members. In collaboration with South Florida Career Source, Greater Miami Service Corp, Miami Job Corp, Children's Trust, CITRUS, Neighbors And Neighbors Association (NANA), Miami-Dade County Public Schools, and other community organizations, DADEC has extensive resources and background knowledge of the special needs of the community and students it serves.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thomas Dupree, Angela	Principal
Ruiz, Manuel	Assistant Principal
Olius, Charlemagne	Administrative Support
Day, Nakia	Administrative Support
Hogan, Lachandra	Administrative Support
Campbell, Greggory	Guidance Counselor
Jackson, Ebony	Attendance/Social Work
Jackson, Calvin	Attendance/Social Work
Bruton, Kathye	Attendance/Social Work
McNeely, Michael	Teacher, Career/Technical
Covington, Latoyia	Teacher, Career/Technical
Magny, Georges	Teacher, Adult

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Angela E. Thomas-DuPree, Principal
Manuel Ruiz, Assistant Principal
Charlemagne Olius, Administrative Assistant
Nakia Day, Administrative Assistant
Lachandra Hogan, Administrative Assistant
Greggory Campbell, Guidance Counselor
Ebony Jackson, Case Manager
Kathye Bruton, Case Manager
Calvin Jackson, Case Manager
Georges Magny, Adult Education Teacher, UTD Stewart
Michael McNeely, Vocational Teacher
Latoyia Covington, Vocational Teacher

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 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.

Career and Technical Education - Financial aid is available for eligible students who qualify for Pell, Perkins, Vocational Rehabilitation. 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 Pharmaceutical Technology, 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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Angela Thomas-Dupree	Principal
Trina Johnson	Student
Jean Joseph	Student
Thomas Albury	Business/Community
Stephana Clark	Business/Community
Baljean Smith	Business/Community
Ivan Stewart	Business/Community
Fred St. Amand	Business/Community
Leroy Jones	Business/Community
Delores Rawls	Business/Community
Alstene McKinney	Business/Community
Hugh Regis	Business/Community
Irma Als	Teacher
Latoyia Covington	Teacher
Georges Magny	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Evaluation of the 2013-2014 school improvement plan was conducted on October 8th, 2014. All participants reviewed and assessed last years goals and accomplishments in developing the new 2014-2015 SIP for further growth and improvement.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The school advisory committee has stipulated future goals and plans to stimulate and improve the overall schools performance, image and participation in meeting the demands of the community and furthering the monetary foundations that will help develop future services that meet market demands for employment.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

N/A

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Thomas Dupree, Angela	Principal
Ruiz, Manuel	Assistant Principal
Olius, Charlemagne	Administrative Support
Day, Nakia	Administrative Support
Hogan, Lachandra	Administrative Support
Campbell, Gregory	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

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
4. Frame an Instructional Focus Delivery System.
5. Professional Development with Technology and Effective Instructional Frameworks.
6. Development of Instructional Coaching with a focus on attaining LCP's.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

D.A. Dorsey is encouraging positive working relationships between teachers by endorsing and promoting common planning, instructional coaching, resource management, professional development and technology innovation through the planning, installing and utilization of promethean boards.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and 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. The instructional coach in collaboration with experienced lead teachers will provide professional development, observations, modeling and individualized implementation plans that help and support new teachers in establishing protocols, systemic way of work, differentiated instruction and higher order thinking pedagogical frameworks.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

D.A. Dorsey Educational Center ensures that its core instructional programs and materials follow the guidelines stated within the curriculum frameworks for Career and Technical Education. This correlation is monitored, and developed through a series of pacing guides and professional development establishing a foundation for interdisciplinary collaboration, preparation for continuing education and scholastic achievement. The Division of Career and Adult Education publishes the curriculum frameworks aligned to the Career Clusters delineated by the U.S. Department of Education. The Career Cluster frameworks also establishes preliminary program introductions that parallel Community College AS/AAS and CCC frameworks.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

D.A. Dorsey Educational Center uses data to provide and differentiate instruction to meet the needs of its students through several means of testing and/or tracking like: TABE, EOC, FCAT, CASAS, GED, LCP's, and OCP's. The data provided is analyzed and evaluated with instructors and students allowing DADEC an opportunity for creating plans for professional development, strategic enrichment and intervention planning with emphasis on specific learning targets re-enforcing key elements and providing opportunities for remediation according to data diagnosis. The professional development is determined by means of observation and data analysis that focus on the development and support of each individual teacher in maximizing their effective delivery of instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

N/A

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

N/A

College and Career Readiness

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

D.A. Dorsey uses and promotes several strategies that emphasizes advance college and career awareness with academic and career planning; including advising on course selections through our highly knowledgeable counselors, case managers, and collaborative community organizations who ensures each student's course selection is appropriate and allows for career development through the post secondary levels.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

D.A. Dorsey Educational Center in collaboration with secondary schools has developed vocational career tracks that help support the interdisciplinary framework of students achieving in core courses. DADEC and Miami Northwestern Senior High School have collaborated to offer several vocational classes that incorporate STEM standards within their curriculum framework interlacing Mathematics, Science, and Vocational Fields.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students enrolled in the Career Technical Education (CTE) programs will 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 2014-2015 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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students enrolled in the Career Technical Education (CTE) programs will 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). 1a

G043704

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- 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.
- School-wide Literacy Resources Rosetta Stone, Skills Tutor, Burlington English

Targeted Barriers to Achieving the Goal 3

- Students have insufficient basic skills to master the state mandated test requirements.
- Teachers need additional instructional strategies and training's to address students deficiencies.

Plan to Monitor Progress Toward G1. 8

Remediation and tutorial service related to programs

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 10/1/2014 to 6/15/2015

Evidence of Completion

AAAE progress reports and grade book summary reports

Plan to Monitor Progress Toward G1. 8

TABE testing results

Person Responsible

Manuel Ruiz

Schedule

On 6/15/2015

Evidence of Completion

TABE testing Results

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2014-2015 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 **1a**

 G043705

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

- Case managers Counselors Community Organizations Blood Drive

Targeted Barriers to Achieving the Goal **3**

- Student attendance is hampered by lack of transportation.
- Students lack of primary academic foundations and motivation are serious determiners of LCP outcomes.

Plan to Monitor Progress Toward G2. **8**

Data In Your Hands Attendance Report

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 10/1/2014 to 6/15/2015

Evidence of Completion

Increased attendance

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Students enrolled in the Career Technical Education (CTE) programs will 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). **1**

 G043704

G1.B1 Students have insufficient basic skills to master the state mandated test requirements. **2**

 B107155

G1.B1.S1 Students will register for the lab every trimester to re-mediate deficiencies. **4**

 S118517

Strategy Rationale

This will provide an opportunity to remediate deficiencies in strategic and specific skills.

Action Step 1 **5**

Vocational Tracking System

Person Responsible

Manuel Ruiz

Schedule

On 6/15/2015

Evidence of Completion

Passing scores on the the TABE Test and Vocational Tracking System

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student registration forms

Person Responsible

Greggory Campbell

Schedule

On 6/15/2015

Evidence of Completion

Grade book and Vocational Tracking System

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

TABE test results

Person Responsible

Nakia Day

Schedule

On 6/15/2015

Evidence of Completion

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

G1.B1.S2 Students will receive tutoring as part of an overall intervention and/or enrichment opportunity.

4

 S139963

Strategy Rationale

Students will have the opportunity to have a one to one intervention on skills that they deem difficult and/or proven through assessments as underperforming.

Action Step 1 5

School wide tutoring program

Person Responsible

Greggory Campbell

Schedule

On 6/15/2015

Evidence of Completion

Tutoring log in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walk through's and monitoring.

Person Responsible

Greggory Campbell

Schedule

Daily, from 11/3/2014 to 6/15/2015

Evidence of Completion

Walk through logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

TABE test results

Person Responsible

Nakia Day


Schedule

Monthly, from 11/3/2014 to 6/15/2015

Evidence of Completion

Tabe Test Results

G1.B1.S3 Specific and targeted assessments will be developed to add analysis data points in order to further track, target, and improve deficiencies in individual student outcomes. 4

 S139965

Strategy Rationale

Tailoring and improving through data delivery of services and outcomes.

Action Step 1 5

Development of assessments that monitor and analyze student growth and outcomes.

Person Responsible

Nakia Day

Schedule

On 6/15/2015

Evidence of Completion

Test results and data chats with students, teachers and administrators

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Test samples and results will be collected

Person Responsible

Nakia Day


Schedule

Monthly, from 11/3/2014 to 6/15/2015


Evidence of Completion

Test Samples and results will be collected

G1.B2 Teachers need additional instructional strategies and training's to address students deficiencies. 2

 B122251

G1.B2.S1 Instructional Leader and Coach will collaborate in analyzing data driven professional development to address instructor delivery of instruction that optimizes student performance. 4

 S134197

Strategy Rationale

Action Step 1 5

Monitor professional development and execution emphasizing instructional strategies.

Person Responsible

Nakia Day

Schedule

Monthly, from 10/10/2014 to 6/18/2015

Evidence of Completion

Professional Development sign-in logs.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Maintain accurate records of instructor participation

Person Responsible

Nakia Day

Schedule

Monthly, from 10/1/2014 to 6/15/2015

Evidence of Completion

Professional Development sign-in logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom walkthroughs and applied lesson plan observation

Person Responsible

Manuel Ruiz

Schedule

Daily, from 10/1/2014 to 6/15/2015


Evidence of Completion

Classroom walkthrough logs and lesson plan reviews

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2014-2015 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 **1**

 G043705

G2.B1 Student attendance is hampered by lack of transportation. **2**

 B107156

G2.B1.S1 Blood drive participation will give students the opportunity to earn funds to purchase the monthly bus passes. **4**

 S118518

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Greggory Campbell

Schedule

Monthly, from 10/8/2014 to 6/15/2015

Evidence of Completion

Monthly In House Scholarship reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Review In-House Report

Person Responsible

Manuel Ruiz

Schedule

On 6/15/2015

Evidence of Completion

Monthly Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor monthly in-house funds reports

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 10/1/2014 to 6/15/2015

Evidence of Completion

Students will receive the bus pass

G2.B2 Students lack of primary academic foundations and motivation are serious determiners of LCP outcomes. 2

 B122974

G2.B2.S1 Increase primary educational skills and opportunities for successful reinforcements of goal attainment. 4

 S134887

Strategy Rationale

An ongoing demonstration to students that goals are accessible and probable with determination and constant reinforcement.

Action Step 1 5

Students will take Pre and Post TABE tests to monitor their own achievement.

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 10/1/2014 to 6/15/2015

Evidence of Completion

Data in Your Hands LCP reports on individual passing scores.

Action Step 2 5

Professional Development for Instructional Staff on effective teaching strategies with specific outcome attainment.

Person Responsible

Nakia Day

Schedule

Monthly, from 10/1/2014 to 6/15/2015

Evidence of Completion

Professional Development

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walkthroughs with District Instructional Coach

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 10/1/2014 to 6/15/2015

Evidence of Completion

Monthly appointment calendar register

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Increase student achievement and motivation through improved TABE results.

Person Responsible

Angela Thomas Dupree

Schedule

Monthly, from 10/8/2014 to 6/15/2015

Evidence of Completion

Improved TABE Testing results.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Vocational Tracking System	Ruiz, Manuel	10/8/2014	Passing scores on the the TABE Test and Vocational Tracking System	6/15/2015 one-time
G2.B1.S1.A1	Case Managers will screen students to verify the economic needs the students	Campbell, Gregory	10/8/2014	Monthly In House Scholarship reports	6/15/2015 monthly
G1.B2.S1.A1	Monitor professional development and execution emphasizing instructional strategies.	Day, Nakia	10/10/2014	Professional Development sign-in logs.	6/18/2015 monthly
G2.B2.S1.A1	Students will take Pre and Post TABE tests to monitor their own achievement.	Thomas Dupree, Angela	10/1/2014	Data in Your Hands LCP reports on individual passing scores.	6/15/2015 monthly
G1.B1.S2.A1	School wide tutoring program	Campbell, Gregory	11/3/2014	Tutoring log in sheets	6/15/2015 one-time
G1.B1.S3.A1	Development of assessments that monitor and analyze student growth and outcomes.	Day, Nakia	11/3/2014	Test results and data chats with students, teachers and administrators	6/15/2015 one-time
G2.B2.S1.A2	Professional Development for Instructional Staff on effective teaching strategies with specific outcome attainment.	Day, Nakia	10/1/2014	Professional Development	6/15/2015 monthly
G1.MA1	Remediation and tutorial service related to programs	Thomas Dupree, Angela	10/1/2014	AAAE progress reports and grade book summary reports	6/15/2015 monthly
G1.MA2	TABE testing results	Ruiz, Manuel	10/1/2014	TABE testing Results	6/15/2015 one-time
G1.B1.S1.MA1	TABE test results	Day, Nakia	10/8/2014	Students receive a passing score on the TABE Test and earn OCP's	6/15/2015 one-time
G1.B1.S1.MA1	Student registration forms	Campbell, Gregory	10/8/2014	Grade book and Vocational Tracking System	6/15/2015 one-time
G1.B2.S1.MA1	Classroom walkthroughs and applied lesson plan observation	Ruiz, Manuel	10/1/2014	Classroom walkthrough logs and lesson plan reviews	6/15/2015 daily
G1.B2.S1.MA1	Maintain accurate records of instructor participation	Day, Nakia	10/1/2014	Professional Development sign-in logs	6/15/2015 monthly
G1.B1.S2.MA1	TABE test results	Day, Nakia	11/3/2014	Tabe Test Results	6/15/2015 monthly
G1.B1.S2.MA1	Walk through's and monitoring.	Campbell, Gregory	11/3/2014	Walk through logs	6/15/2015 daily
G1.B1.S3.MA1	Test samples and results will be collected	Day, Nakia	11/3/2014	Test Samples and results will be collected	6/15/2015 monthly
G2.MA1	Data In Your Hands Attendance Report	Thomas Dupree, Angela	10/1/2014	Increased attendance	6/15/2015 monthly
G2.B1.S1.MA1	Monitor monthly in-house funds reports	Thomas Dupree, Angela	10/1/2014	Students will receive the bus pass	6/15/2015 monthly
G2.B1.S1.MA1	Review In-House Report	Ruiz, Manuel	10/8/2014	Monthly Reports	6/15/2015 one-time
G2.B2.S1.MA1	Increase student achievement and motivation through improved TABE results.	Thomas Dupree, Angela	10/8/2014	Improved TABE Testing results.	6/15/2015 monthly
G2.B2.S1.MA1	Classroom walkthroughs with District Instructional Coach	Thomas Dupree, Angela	10/1/2014	Monthly appointment calendar register	6/15/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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 will 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 to re-mediate deficiencies.

PD Opportunity 1

Vocational Tracking System

Facilitator

District Personnel

Participants

Teachers

Schedule

On 6/15/2015

G1.B1.S2 Students will receive tutoring as part of an overall intervention and/or enrichment opportunity.

PD Opportunity 1

School wide tutoring program

Facilitator

District Support Specialist/Coach

Participants

Tutors and Teachers

Schedule

On 6/15/2015

G1.B1.S3 Specific and targeted assessments will be developed to add analysis data points in order to further track, target, and improve deficiencies in individual student outcomes.

PD Opportunity 1

Development of assessments that monitor and analyze student growth and outcomes.

Facilitator

District Support Specialist/Coach

Participants

Administrators and Faculty Members

Schedule

On 6/15/2015

G1.B2 Teachers need additional instructional strategies and training's to address students deficiencies.

G1.B2.S1 Instructional Leader and Coach will collaborate in analyzing data driven professional development to address instructor delivery of instruction that optimizes student performance.

PD Opportunity 1

Monitor professional development and execution emphasizing instructional strategies.

Facilitator

Nakia Day

Participants

All Instructional Staff

Schedule

Monthly, from 10/10/2014 to 6/18/2015

G2. Increase the number of students earning Literacy Completion Points (LCPs) within the 2014-2015 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.B2 Students lack of primary academic foundations and motivation are serious determiners of LCP outcomes.

G2.B2.S1 Increase primary educational skills and opportunities for successful reinforcements of goal attainment.

PD Opportunity 1

Professional Development for Instructional Staff on effective teaching strategies with specific outcome attainment.

Facilitator

District Instructional Coach

Participants

Instructional Staff and Administration

Schedule

Monthly, from 10/1/2014 to 6/15/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0