

School Name and Number : 8139 - D. A. Dorsey Educational Center

School Performance Excellence Plan

Principal: Rose Martin

Telephone #: (305) 693-2490

High School Feeder Pattern: 48 - UNATTACHED LOCATIONS

Region: Adult/Vocational

Board District #: 2 - Dr. Solomon C. Stinson

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 8139 - D. A. Dorsey Educational Center

2002 School Performance Grade: _____

Vision/Mission/Belief Statement(s):

VISION: Our vision is to become a mecca of support, providing a complete and comprehensive program of academic, vocational and social services to the residents of this community.

MISSION: D. A. Dorsey's mission is directed by the underserved population of the community. It is our mission to increase their level of achievement thereby increasing their level of personal attainment for the members of this community.

The mission of this Center is to provide the academic, technical and social services necessary to be a functioning and productive member of society.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

D. A. Dorsey Educational Center

D. A. Dorsey Educational Center has a rich tradition in the Liberty City area of Miami-Dade County. The land for a comprehensive school and for a park for African-American residents was donated by Miami's first African-American millionaire, Dana A. Dorsey, in 1932.

D. A. Dorsey School opened its doors for service in 1937 and has provided the educational foundation for the community since then. It has served as a junior high school(1955), a skill center(1971), and presently serves as an adult educational center.

Given schoolwide attention on Literacy Completion Point (LCP) gains, students will improve English comprehension skills as evidenced by a minimum of 60 percent of the students scoring 75 percent or greater on the ESOL checklist for progression at the first and second trimester final testing administration.

Given instruction using the Sunshine State Standards, PACE Learning Systems, textbooks and classroom instruction, students enrolled in the high school mathematics classes will increase their mathematics skills as evidenced by a minimum of 30 percent scoring at or above level two as documented by scores of the 2003 FCAT administration.

There will be a 5 percent increase in student utilization of the media center for the development of lifelong learning as evidenced by an increase in the use of library resources, e.g. the internet, technology, and related AV equipment, as documented by the Media Center Log.

The goal of D. A. Dorsey Educational Center is to establish a community network of social, professional, technical and educational organizations that contribute to the growth and well-being of students and link them with the local job market.

It is also a goal to recognize and accommodate the multi-ethnic and financial needs of the community. With this in mind, our mission is to offer the latest high demand vocational programs and curriculum that are reviewed and upgraded continuously.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

D. A. Dorsey operates on a full time day and a part time evening schedule. It has satellite locations providing academic and vocational training programs at Miami Northwestern High School, Benjamin Franklin Elementary, Phyllis Ruth Miller Elementary and Horace Mann Middle School. A comprehensive high school program is offered during both day and evening hours. In addition, the GED program is offered both day and evening, in order to accommodate the working public. Adult Basic Education courses are offered both during the day and evening hours.

Two remedial computer-assisted laboratories are operated by full-time instructional staff. These labs provide remedial assistance in the basic skills areas of reading, language arts and math. Students use these labs to improve their academic skills as well as test taking techniques.

D. A. Dorsey offers a comprehensive Business Technology Program. Students may enter various programs in keyboarding, records and file maintenance, personal computer support specialist, administrative office technician, web design, Micro Soft Office User Support and Networking.

In addition, D. A. Dorsey provides vocational training and certification in Allied Health. Students may enter several programs such as Pharmacy Technology, Medical Coding and Billing, Home Health Aide, and Patient Care Technician. Additional programs are available in automobile engine repair, auto body repair, security guard training and commercial landscaping.

For those students with young children, programs are available in early childhood care, young child care, and CDA training.

Students earn certification in child care center operation, child care center owner and childcare worker. Current childcare workers and childcare center owners may attend this center for updating their current credentials.

The vocational programs offered at D. A. Dorsey are identified as high wage careers with immediate job placement by the State of Florida job index for the South Florida Region.

Career guidance and job placement is provided by the Occupational Specialist.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

D. A. Dorsey has a strong culture. Many of the former students of this Center have become teachers, principals and leaders in the community. Several alumni chapters have been very active.

Our students are much younger with an undetermined vision. Even though there is a sense of African American and Haitian pride, they lack the foundation necessary to identify with a strong successful community culture. Our goal is to develop this culture and create a stronger sense of pride.

In addition, the students who graduate from our programs have been hired at this Center as teachers and staff members.

1.3 Human Resources

This item describes the people who carry out the work of the school.

This school has a demographic population that is reflective of the Liberty City and Little Haiti Communities. The 2002-2003 Summary of Authorized Positions for location 8139 reflects full time positions by ethnicity as:

White - 7%

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Black - 9%

Over 80% of our teachers hold at least a bachelors degree. Industrial vocational teachers hold at least industry certification in their related field of employment. Bargaining Units represented at this Center are: United Teachers of Dade County,ASFME and DCSMEC.

The faculty and staff at this Center are very diverse. They are capable of meeting the needs of students with varied abilities and resources.

The vocational shops meet the safety requirements set by the District as well as the State of Florida.

D. A. Dorsey is an old structure, built in 1936 and has been renovated to meet the building codes at the time of the last renovation. Each classroom has a computer. In addition, there are three 30 station computer labs on campus. There is also a 15 station computer lab located at the Notre Dame d'Haiti Catholic Church, one of our off-campus sites. The on-campus computer labs are linked together by a network system. A closed circuit television system is also installed for student audio visual learning and closed circuit instruction.

Early childhood provisions include a playground area for the Florida Even Start and Head Start Programs.

D. A. Dorsey Educational Center also has a full service Media Center and a portable unit food service cafeteria.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

D. A. Dorsey is located at 7100 NW 17th Ave in the heart of Liberty City. D. A. Dorsey Educational Center is operated on one main campus and provides off-campus educational opportunities at the Notre Dame d'Haiti Catholic Church, Miami Northwestern High School, Benjamin Franklin Elementary School, Phyllis Ruth Miller Elementary School, and Horace Mann Middle School. The D. A. Dorsey campus has 6 educational buildings. This campus shares over 8 acres of land with the neighboring elementary school. All of our classroom space is utilized at 100% capacity. There are three relocatables on this campus. One of the three relocatables house the Head Start Program. The second relocatable is used for staff development activities. The third relocatable houses the food service cafeteria.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

The school adheres to a policy of nondiscrimination in educational programs/activities and employment and strives to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 930508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and environmental requirements.

The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board Rules.

Hostile treatment or violence against a student, teacher, or employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education system, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

D. A. Dorsey Educational Center serves in excess of 2700 students each trimester from the surrounding neighborhood and the area of Little Haiti, including standard curriculum students(40%), ESOL students (40%), vocational students (20%), and economically disadvantaged students (95%). The ethnic/racial

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

makeup of the student population is 95 percent African-American and 5 percent Hispanic.

Because of the relatively low income bracket of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The Educational Excellence Committee is instrumental in identifying the neediest families and providing both direct assistance and references to appropriate Social Service agencies. In addition, students and the young children of our students are provided extra help in mastering the skills taught in the classroom are served through the Family Literacy Grant. Many of these students require extensive redirection of unproductive behaviors, which is the responsibility of the members of our student services department.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

D. A. Dorsey Educational Center endeavors to link with the community in several ways. Each year the school sponsors an Open House Night, Career Fairs, Vocational Showcasing Fairs, and a Health Fair. The entire neighborhood is invited. Local politicians are also included and participate with these endeavors. Booths are set up to offer services and to seek help and involvement from the community. Additionally, attendees are asked to complete a survey detailing services they would like to see added at the school. The input from this event is then categorized and sent out to all students who are asked to prioritize the list. The results of this survey are tallied and used by the EESAC committee and the faculty and staff to make program improvement changes. Past events have come in the form of monthly rap sessions sponsored by local self help agencies and psychologists, career fairs and town meetings.

Child care and a light lunch or dinner is served to those who attend these events. Transportation is provided through agency bus services for the residents from several low-income housing agencies.

D. A. Dorsey Educational Center provides educational and vocational support for the HOPE VI Community Project as well as several other local community based agencies.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

D. A. Dorsey Educational Center encourages its faculty and staff to attend professional development activities that are sponsored by the District. Additionally, the principal provides funds to attend fee paid trainings, conferences, and workshops that are in alignment with the goals of the school.

Outstanding contributions to the progress of the school are acknowledged over the public address system. A monthly newsletter is also published by the Media Center. It highlights notable student accomplishments and messages from the faculty and staff. The Dorsey 411 Newspaper, published once each trimester also notes these accomplishments. At the end of each year, the employees gather for an awards dinner/roast at which each employee is recognized, in a humorous vein, for their unique contributions to the school.

Results from the School Climate Survey indicate that staff morale is high and that, in general, D. A. Dorsey Educational Center is thought of as a good place to work.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

D. A. Dorsey Educational Center has a beneficial relationship with several agencies that provides economic and social services support for the low-socio economic population of Miami-Dade County. Some of these agencies are: Ser-Jobs for Progress, Jobs for Miami, Miami-Dade County Human Services-Perrine, and Youth Corps, Inc. Little Havana. These agencies provide economic and social counseling and financial assistance to community residents in order to raise their standards of living through educational/vocational/employment training. Employment counseling and placement opportunities are provided for all of the students upon completion of their training.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

D. A. Dorsey Educational Center has established a partnership with the Miami Womens Club. This social, civic and service club donates time, supplies, equipment and reading materials for our media center and the Notre Dame d'Haiti School resource lab.

The faculty and staff at D. A. Dorsey work closely with the student services departments from both high school and middle schools to address the needs of all students that register in our school. In addition, D. A. Dorsey Educational Center follows the Pupil Progression Plan, the Sunshine State Standards and the Competency Based Curriculum in order to assure that all students are provided an equitable education.

D. A. Dorsey is pleased to be part of a close partnership with several of the local churches and alumni groups. We provide educational testing, courses and training; both on our campus and at their sites, upon request. In addition, we also provide childcare during day school hours for non-schoolage children and after school childcare for the children of our students enrolled in the evening school program.

In order to facilitate this service, D. A. Dorsey Educational Center cooperates by providing communication vehicles for these programs through its website, monthly newsletters, flyers distributed throughout the community and the local churches, radio and the newspaper. Various Dorsey alumni organizations also utilize the auditorium for use as a meeting place.

D. A. Dorsey Educational Center maintains a committee to address stakeholder needs such as purchasing procedures and social service agency requirements.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

nd program restructuring is necessary in order to operate within budget constraints.

3.2 Competitors

This item explores the alternate schools available to students.

Several agencies have been awarded grant monies to develop educational centers and Charter School Programs in our community. As a result, the residents of this community have more options or choices as to where they receive educational and vocational assistance. These programs are not totally independent of the Miami-Dade County School System and therefore rely on this Center to provide technical support.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

D. A. Dorsey Educational Center enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. The administrative staff of this Center encourages the stakeholders and members of the community to utilize the academic and professional services available at Dorsey in order to make informed decisions. Innovation is encouraged and new ideas are welcomed.

D. A. Dorsey Educational Center provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This on-going communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs.

Offering support to the parents and students of D. A. Dorsey Educational Center beyond the basic curriculum is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavior issues. Parents are in need of basic literacy skills, computer skills, parenting skills, and access to social services and governmental resources. In order to provide for these needs, D. A. Dorsey Educational Center has instituted an extended school day. All of these activities include services for students, services for parents, and interactive parent/student services.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Enrollment at D. A. Dorsey Educational Center has decreased by 25% this trimester. As a result of this decrease in student enrollment several classes have been combined to defray operating costs. The funding structure across the District has also changed and program restructuring is necessary in order to operate within budget constraints.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

D. A. Dorsey Educational Center faces many challenges in providing educational activities that result in student learning. This is in part due to the age of our students. This Center is an adult educational center; however, 80% of our students are between the ages of 16-21. These students are considered adults, however they function as high school students. Therefore, we strive at this Center to provide a curriculum and student activities that are both motivational and educational for our young population.

Most of our students were not successful in the K-12 environment. The test scores are very low. Many of the students earned very few high school credits prior to entering this Center. As a result, our curriculum must be high interest and presented in all learning modalities to reach all learners.

This Center does not have exceptional student education programs, but we do offer remedial classes and laboratories for extra assistance. Students enrolled in the adult education program enter on an open enrollment competency based system. The attendance of our students varies with regards to the weather, job status and social issues. Our students have the opportunity to participate in distance learning and have Internet access.

The student population at D. A. Dorsey is very loyal to our school. Many of them take courses at other centers; however they come back to Dorsey before completion of their course of study.

There are two graduation ceremonies each year. Students have the option of participating in the ceremony that best fits their graduation date.

Career suggestions and employment leads are provided upon graduation.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

The faculty at D. A. Dorsey is dedicated. There is little faculty turn over. This is the first instructional assignment for many of our faculty members. Currently there are no open positions at this center. There have been no open positions or hard to fill positions at this center in at least four years.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

D. A. Dorsey Educational Center has identified the following issues concerning challenges in relationships with internal operation and external forces; among these are:

- inadequately trained security officers;
- the amount of time it takes for agencies to make payments to this Center for voucher students;
- increased influx of immigrant students; and
- the loss of students to the community college that offers adult education.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

D. A. Dorsey Educational Center identified an issue concerning challenges in process improvement. Student scores on the HSCT and/or FCAT Tests are very low.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

October 2001 marked the initial administering of the FCAT exam at this Center.

Ninety percent of our teachers are part time teachers and do not have planning time. Because of this, daily planning is not facilitated. Teachers are functioning in isolation, with little opportunity for collaboration.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

D. A. Dorsey Educational Center has identified several issues concerning improvement in education design and support process improvement. D. A. Dorsey students are frequently absent from school. This is due to lack of effort and motivation. In order to address this need, Dorsey will implement a telephone buddy system. Students will contact each other when they are absent or having difficulties attending school.

Many students seem reluctant to study outside of the classroom. This extra study time is needed to master new skills and to retain competence in skills already presented by the teacher.

In order to address this need, Dorsey will initiate tutoring hours for communications and math areas. Students experiencing difficulty will have the opportunity to remain after school and get assistance in small group settings.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

D. A. Dorsey Educational Center has identified issues concerning improvement in the education delivery process. These issues were identified and addressed at faculty and staff meetings. Faculty and staff feel that they need professional growth opportunities pertaining to meeting the educational and social needs of the at-risk youth.

The EESAC also addressed this issue. Information was gathered from the youth entering the high school program. These students stated that they were missing several of the social activities available to them in the youth high school program.

To fill the void experienced by the high school students, this Center will implement a social program that mirrors a student government association. Youth participation will be encouraged and is vital to its success. The program will also address adult issues such as ethics.

Students will be given the opportunity to visit and enroll in vocational programs that will prepare them for a career upon completing their academic studies.

D. A. Dorsey Educational Center has had a positive faculty and staff relationship throughout the years. There is very little or no faculty/staff turnover within the full time ranks. Because over 89% of our teachers are hired part time we encourage them to seek fulltime employment. The faculty and staff at the Center are very responsible. They assume responsibility for staff development and career advancement. Our faculty and staff work hand in hand with various agencies who refer their clients to this center for vocational and educational training and job placement.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

There is an established relationship between this Center and the court system as we provide high school classes and vocational training for youth offenders.

D. A. Dorsey Educational Center is a member of the Greater Miami Chamber of Commerce. We are supported and work closely with our Dade Partners in Education.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

D. A. Dorsey Educational Center has identified several challenges concerning process improvement. Among these are student scores on the FCAT Communications and FCAT Math tests. In an attempt to give our students the best possible assistance, the principal made teacher assignment changes. Additional educational software and new technology was purchased to enhance the current curriculum.

There are no full time instructional faculty in the math department. There are no full time instructional faculty in the English department. As a result, the part time teachers in these departments function in isolation. No planning time is provided for part time instructors.

To provide these teachers with time to plan and collaborate together, remedial computer times have been scheduled for the students. These students will receive remedial instruction from the lab instructor and the classroom teacher will have the opportunity to team plan.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	STUDENT LEVEL	DATE INITIATED
Patient Care Technology	Patient Care Technology	Jul. '01
Pharmacy Technology	Pharmacy Technology	Jul. '01
Phlebotomy Technology	Patient Care Technology	Jul. '01
Medical Assisting	Patient Care Technology	Jul. '01

Writing

PROGRAM	STUDENT LEVEL	DATE INITIATED
Crossroads Cafe	ESOL	Jul. '01
ELLIS Software	ESOL	Jul. '01
Grammar in Context	ESOL	Jul. '01
Language Exercises	ESOL	Jul. '01
Learning 100 System	High School	Jul. '01
Florida FCAT	High School	Jul. '01
LifePrints-Literacy	ESOL	Jul. '01
Number Power Series NTC	High School	Jul. '01
PACES	High School	Jul. '01
SAMS (Skills Assessment Modules)	High School	Jul. '01
SkillsBank	High School	Jul. '01
Word by Word Picture	ESOL	Jul. '01

Mathematics

PROGRAM	STUDENT LEVEL	DATE INITIATED
Magellan	High School	Jul. '01

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Heinle & Heinle English Literacy	6	Jul. 10, '01
ABE Facilitator	2	Sep. 28, '01
ESOL Training	4	Nov. 14, '01
English Literacy/Civic Education Training	6	Nov. 16, '01
Independent Reading Conference	1	Nov. 27, '01
Civic State Leadership Training	7	Dec. 04, '01
Learning 100	7	Jan. 16, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Heinle & Heinle (EL/CE) Curriculum Material Training	6	Jul. 10, '01
ESOL training	4	Nov. 14, '01
Civic State Leadership Training	7	Dec. 04, '01
Learning 100	7	Jan. 16, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Training	7	Oct. 27, '01
ESOL Training	4	Nov. 14, '01
Learning 100	7	Jan. 16, '02

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
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School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Content & Strategies in Earth Science	1	Nov. 20, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Instructional Technology Conference	4	Oct. 09, '01
Independent Teaching Conference	3	Nov. 27, '01
Miami-Dade Teaching Institute Targeting Adult Education Teachers	5	Dec. 12, '02

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The EESAC Committee meets and discusses the school's budget with the principal on a regular basis. The EESAC has the opportunity to discuss the earning of both Literacy Completion Points (LCP's) and Occupational Completion Points (OCP's). The committee has the opportunity to review funding reports as they are made available.

Training:

The EESAC Committee attends all EESAC and School Improvement trainings that are available to us. This committee also makes suggestions as to the type of training needed for professional growth.

Instructional Materials:

The EESAC Committee makes suggestions to the administration as to what instructional materials are needed and desired for instructional purposes.

Technology:

D.A. Dorsey has state-of-the-art technology. This center is functioning at the fullest capacity that the electrical system will accommodate.

Staffing:

Members of the EESAC serve on the interviewing committee for the school.

Student Support Services:

The EESAC Committee works in close relationship with the Student Services Department.

School Safety and Discipline:

A committee has been formed in order to discuss discipline and safety needs. Members of this committee are part of the EESAC committee.

Other Matters of Resource Allocation:

The EESAC Committee plays an active role in the development of our community relations plan. They serve as a part of the planning committee when activities are schedule.

Benchmarking:

In an attempt to meet the needs of the Miami-Dade County adult population, we have a positive relationship with other adult centers in the District. All course offerings are interchangeable so that students can earn the needed educational and vocational training throughout the District.

School Data Summary: (compare the last 4 years, if available)

School Name: D. A. Dorsey Educational Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 1 : Other

Aligns with District Goal #: 1 2 3

State Goal #: 3 4 5 6 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 A-LAS and TABE tests indicate that 70 percent of the students aren't meeting the required score level for progression to the next instructional level in the English for Speakers of Other Language Program (ESOL).

Objective

Given schoolwide attention on Literacy Completion Point (LCP) gains, students will improve English comprehension skills as evidenced by a minimum of 60 percent of the students scoring 75 percent or greater on the ESOL checklist for progression at the first and second trimester final testing administration.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 60 percent of the students reach the state required mastery level and if 75 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the TABE and A-LAS. Trimester reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Denegall, James	Major, Marion	Thornton, Valerie			
Goding, Eric	Norris, Bonnie	Young, Arletta			
Johnson, James	Robinson, Michael	Martin, Rose			
Jones, Ronald	Taylor, Garry				

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Students enrolled in ESOL 3 will participate in a Workforce Readiness Course.	Academic instructor, Assistant Principal	Workforce education textbooks and curriculum.	Sep. '02	Jun. '03
2 . Students will work with academic tutors to remediate specific instructional weaknesses.	Academic instructor, Assistant Principal	Grant dollars.	Sep. '02	Jun. '03
3 . Students will be provided instruction using various textbooks working on specific identified objectives.	Academic instructor.	Various textbooks and teacher made materials.	Sep. '02	Jun. '03
4 . Students will be provided instruction using the ABE remedial lab on a weekly basis.	Lab Instructor, Academic instructor.	Various lab software.	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: D. A. Dorsey Educational Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 2 : Mathematics

Aligns with District Goal #: 1 2 3

State Goal #: 2 3 4 6

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Mathematics test indicate that 22 percent of students have met the required mastery level and that 32 percent have made annual gains.

Objective

Given instruction using the Sunshine State Standards, PACE Learning Systems, textbooks and classroom instruction, students enrolled in the high school mathematics classes will increase their mathematics skills as evidenced by a minimum of 30 percent scoring at or above level two as documented by scores of the 2003 FCAT administration.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 30 percent of the students reach the state required mastery level and if 30 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Test. School reports of student results will provide formative assessment which will be used to monitor progress the objective.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Denegall, James	Martin, Rose	Taylor, Garry
Goding, Eric	Norris, Bonnie	Thornton, Valerie
Johnson, James	O'Neal, Donald	Young, Arletta
Major, Marion	Robinson, Michael	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Students will complete a career portfolio, upon completing the math course.	Career Specialist, Academic instructor	Computer lab, Career Software	Sep. '02	Jun. '03
2 . Students will be provided instruction using various classroom textbooks and instructional software.	Academic instructor, Lab Manager, Career Specialist.	Classroom textbooks, Classroom support materials	Sep. '02	Jun. '03
3 . Students will attend the H.S. remedial lab on a weekly basis.	Lab Manager, Academic instructor.	Software, Computers	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: D. A. Dorsey Educational Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 3 : Other

Aligns with District Goal #: 1 2 3

State Goal #: 3 4 5 6 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of 2002 Media Center Annual Statistics Records indicate that each student visits the media center an average of 9 times per year for book sales, book check-outs and special programs.

Objective

There will be a 5 percent increase in student utilization of the media center for the development of lifelong learning as evidenced by an increase in the use of library resources, e.g. the internet, technology, and related AV equipment, as documented by the Media Center Log.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 5 percent of the students utilize the resources and equipment in the Media Center.

Evaluation:

This objective will be evaluated by the Media Log Book.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Denegall, James	Major, Marion	Taylor, Garry
Goding, Eric	Martin, Rose	Thornton, Valerie
Jones, Ronald	Norris, Bonnie	Young, Arletta
Johnson, James	Robinson, Michael	

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Students will complete a Workforce Readiness Instructional Program at the appropriately deemed level of instruction.	Career Specialist, Media Specialist.	Career Software, Instructional materials.	Sep. '02	Jun. '03
2 . Students will check out a minimum of 3 books a month from the Media Center.	Media Specialist.	Media Center, Book Fair, A/V Equipment.	Sep. '02	Jun. '03
3 . Students will use the internet to locate information for completing assigned research projects.	Media Specialist, Academic Instructors.	Computers	Sep. '02	Jun. '03
4 . Students will initiate a production team that will produce school wide announcements and videos.	Media Specialist.	Production equipment	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.