
SCHOOL IMPROVEMENT PLAN

2006-2007



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

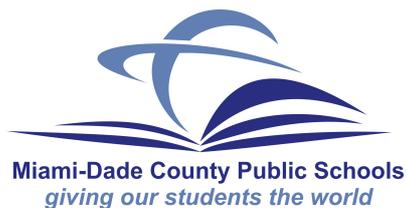
FeederPattern: Adult/Vocational Ed.

Region: Adult/Vocational

District: 13 - Miami-Dade

Principal: Gloria Evans

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

D. A. Dorsey Educational Center

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 Notre Dame d'Haiti Catholic Church, Miami Northwestern High School, Miami Central High School, Benjamin Franklin Community School, the Episcopal Church of the Resurrection, Charles Drew Middle School and soon classes will start at Van E. Blanton Community School. A comprehensive high school program is offered during both day and evening hours. In addition, the General Education Development (GED) program is offered both day and evening, in order to accommodate the working public. Adult General Education courses are offered both during the day and evening hours. Two remedial computer-assisted laboratories are operated by instructional staff. These labs provide remedial assistance in the basic skills area of reading, language arts and math. Students use these labs to improve their academic skills, as well as, test taking techniques. A PLATO Lab will also be installed during this trimester. This lab will be used by students who need to earn specific credits (credit recovery), based on the set criteria. D.A. Dorsey offers a comprehensive Post Secondary Adult Vocational Program. The Business Technology Program provides various courses, Keyboarding, Records and File Maintenance, Personal Computer Support Specialist, Administrative Office Technician, Web Design, Microsoft Office User Support and Networking. The Business Technology Department has recently expanded to include an Information Technology (IT) Program. In addition, D.A. Dorsey provides vocational training and certification in Allied Health, Patient Care Technician, Pharmacy Technology, Medical Coding and Billing, Home Health Aide, and Child Care Operation. Programs are also offered in Automobile Repair Technology, Building Construction Technology, Security Guard Training, Commercial Landscaping, and Worker and Child Development Association (CDA) Training. 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 are provided by Student Services personnel. The EESAC and staff have identified the following school improvement objectives for the 2006-2007 school year.

Given an emphasis on improving student attendance, the number of hours per Literacy Completion Point (LCP) and Occupation Completion Point (OCP) will decrease as evidenced by a five percent decrease in the average number of hours per LCP and OCP during the 2006-2007 school year, as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will augment their basic skills software programs as evidenced by a five percent increase in student laboratory usage during the 2006-2007 school year, as compared to the 2005-2006 school year.

Given an emphasis on increasing student advancement in the Adult General Education (AGE) program, the number of Literacy Completion Points (LCPs) will increase by five percent in the 2006-2007 school year, when compared to the 2005-2006 school year.

Given an emphasis on increasing student achievement in the Post Secondary Adult Vocational Programs (PSAV), Occupational Completion Points (OCPs) will increase by five percent for the 2006-2007 school year, when compared with the 2005-2006 school year.

Based on the results of the Organizational Performance Improvement Snapshot survey, the two areas that will be targeted for improvement are: (1) Strategic Planning: communication with staff regarding the opinions and ideas of individuals and specific groups, and (2) Business: communication with staff regarding the financial climate of the school. The rationale for selecting these areas is that in comparing results of the other categories, the survey indicated a lower number regarding finding out what the individual thinks and a lower number regarding knowledge of the organization's finances. To improve the targeted areas, a series of small group and individual conversations with the principal will be conducted, some faculty meetings will be planned to be small group sessions instead of the entire faculty, and some department meetings will be broken into smaller, more subject specific group meetings. This provides an avenue to foster more individual and diverse conversations.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

D. A. Dorsey Educational Center

VISION

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

MISSION

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.

CORE VALUES

Excellence--We pursue high academic achievement for our students and high performance standards from our employees.

Equity--We cultivate an environment that serves the whole student population and concentrates on closing the achievement gap.

School Demographics

D. A. Dorsey is located in northwest Miami-Dade County. We are bordered on the east by I-95, and the south by State Road 826. The western boundary consists of warehouses, fast food restaurants and various small businesses. The eastern boundary is residential, which includes single family homes, apartments, and government assisted dwellings. One major residential area on the western border, the Scott Carver Homes, has been vacated as part of the massive Hope VI urban renewal project. This renewal project is considered to be a failure. As a result, acres of land stand empty and the remaining structures are condemned. The school enrollment has suffered because of this failed project.

D.A. Dorsey has a large immigrant student population. The largest student group is of Haitian descent. We have an open entry policy to accommodate the socio-economic needs of the students. Students enter when they determine the need, thus creating a transient population for the school. D.A. Dorsey's adult student population includes a majority with no basic skills in English or their native language. The ethnic breakdown of students is as follows: .38% White, 92% African-American, 5.8% Hispanic; .16% Asian, .53% Multiracial. Gender is divided between 614 males and 1,020 females. The student enrollment at D. A. Dorsey allows for a student teacher ratio of approximately fifteen to one.

Dorsey has a diversified staff of: 2% White, 40% African American, 3% Hispanic, and 55% Haitian. Approximately 80% of the teaching staff is part-time; therefore, they are paid only for student contact hours. This attributes to the overall high attendance rate of teachers. D. A. Dorsey employs 13 full-time teachers, 63 part-time teachers, and three full-time security guards.

School Foundation

Leadership:

The results from the Organizational Performance Improvement Snapshot survey tool indicate that the majority of employees (4.2) feel that the school's leadership sets the direction for the school, articulates the vision and mission of the school, shares information about the school and creates a positive working environment. Additionally, the survey results (4.2) show that employees agree that their supervisor uses the work location's values to guide them, and encourages learning that will help in advancing their careers.

District Strategic Planning Alignment:

Based on the results from the Organizational Performance Improvement Snapshot Survey (3.9) there is a need to garner ideas and opinions from individuals and to provide more information to individuals and targeted groups relative to their progress toward their part of the overall plan.

Stakeholder Engagement:

The results of the Organizational Performance Improvement Snapshot survey indicate that the school is successful (4.2) in communicating with the stakeholders and addressing their needs. The results show that the majority of employees know who the most important customers are, keep in touch with their customers, and obtain feedback from customers regarding how the customers' needs are being met.

Faculty & Staff:

The staff members indicate that they work as a team, (4.1) they feel that they can make changes to improve their work and that the supervisor and the organization cares about them. Newly hired teachers and staff members are paired with experienced personnel to provide assistance and support.

Data/Information/Knowledge Management:

The responses on the Organization Performance Improvement Snapshot indicate that employees understand how to measure the quality of their work, (4.3) how their assessments of their work fit into the organization's overall indicators of improvement. Additionally, the majority of staff members indicate that they have all pertinent information they need to do their work. Staff members know how to interpret the information provided in Data in Your Hands in order to evaluate their effect on the overall school program.

Education Design:

The Organization Performance Improvement Snapshot indicates that staff members have the resources to do their jobs, that good processes are in place for doing their jobs, and that they have control over their outcomes (3.9). D. A. Dorsey utilizes the FOCUS Process for School Improvement Success. This 5-Step process incorporates the Plan-Do-Study-Act research-based school improvement model and effective schools research. This model will be used to determine staff development activities, as well as, to increase student achievement and student enrollment.

Performance Results:

The use of the school improvement model has resulted in a decrease in the withdrawal of students due to absences, as well as, more accurate placement of students (4.0). This in turn leads to a decrease in the number of hours students take to earn Literacy Completion Points (LCPs) and Occupational Completion Points (OCPs); therefore, the school achieves a better percentage in completion points.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

Not Applicable

Needs Assessment

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>												

Measurable Objective

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		

Research-Based Programs

Professional Development

Evaluation

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

Not Applicable

Needs Assessment

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>												

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

Not Applicable

Needs Assessment

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>												

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

To decrease student withdrawals due to non-attendance.

Needs Assessment

Students are automatically withdrawn after six consecutive absences; however, in most programs re-entry is allowed. This results in many students taking more hours to complete courses and components of courses. The LCP Summary Report for 2005-2006 indicates that a total of 623,598 membership hours were documented. The total student average for hours per LCP was 298.52.

Measurable Objective

Given an emphasis on improving student attendance, the number of hours per Literacy Completion Point (LCP) and Occupation Completion Point (OCP) will decrease as evidenced by a five percent decrease in the average number of hours per LCP and OCP during the 2006-2007 school year, as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Initiate a log to document telephone inquiries for students identified with excessive absences.	Student Services Personnel	08/14/06	06/29/07	District Strategic Plan	\$0.00
Conduct bi-weekly meetings with targeted students to provide support and to determine student needs.	Administrators Counselors	8/15/2006	6/29/2007	District Strategic Plan	\$0.00
Conduct bi-weekly reviews of teacher roll sheets to determine students with attendance problems.	Administrators	08/14/06	06/29/07	District Strategic Plan	\$0.00
Provide opportunities for students to make up attendance hours during the trimester.	Administrators Counselors	8/14/2006	6/29/2007	District Strategic Plan	\$0.00
Place students with repeated attendance problems on a contract	Counselors	08/14/06	06/29/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Administrators will conduct small group meetings with teachers to review procedures and ensure that all parties understand their roles in this process. Faculty and staff determined that in-house professional development activities will be conducted in classroom management and conflict resolution. The Office of Alternative Education will also be contacted to provide training videos and pamphlets in this area.

Evaluation

Evaluation will be determined based on teacher attendance in professional development trainings and a reduction of student referrals each trimester.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

To increase the use of technology for instructional support.

Needs Assessment

The school has a wealth of computer based programs that are designed to increase student performance in targeted basic skills areas. This requires scheduling and monitoring to ensure maximum usage. The Computer Lab attendance logs from the 2005-2006 school year indicate that there was a total of 4,561 student log-ons using the basic skills software programs. Additional training is needed in the use of instructional technology. This training is being scheduled by the in-house technology specialist.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their basic skills software programs as evidenced by a five percent increase in student laboratory usage during the 2006-2007 school year, as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement procedures to monitor and track students in the GED program using the GED ACCESS 21 program, the Pre-GED program, the GED Practice program, and Paceware.	GED Lab teacher Administrators	9/5/2006	5/15/2007	Continuous Improvement Model	\$0.00
Implement procedures to provide supplemental instruction for AGE and VPI students using the Skills Assessment Modules (SAMS) that assist students in achieving higher TABE scores.	Computer Lab teachers Administrators Counselors	8/14/2006	6/29/2007	Continuous Improvement Model	\$0.00
Implement procedures to monitor and track progress of Adult General Education (AGE) students using the Learning 100 program and the New Reader program.	Computer Lab teacher Administrators	8/14/2006	6/29/2007	Continuous Improvement Model	\$0.00
Monitor and track the progress of LEP students using data from the Ellis Program and the Aurolog program.	Computer Lab teacher Administrators	8/14/2006	6/29/2007	Continuous Improvement Model	\$0.00
Monitor and track the progress of vocational students who require remediation through the use of the Skills Bank program and My Skills Tutor in the Vocational Preparatory Instruction (VPI) Lab.	Computer Lab teacher Administrators Counselors	8/14/2006	6/14/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Review sessions will be conducted with classroom teachers by the school's technology specialist to ensure teachers' awareness of the relationship between their content areas and identified software programs.

Evaluation

Computer Lab attendance logs from 2005-2006 will be compared with those from 2006-2007 to determine progress. Progress monitoring will be on a trimester basis and based on actual seat time spent on the assigned and monitored skills.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

To increase the number of Literacy Completion Points (LCPs) earned by students at D. A. Dorsey Educational Center.

Needs Assessment

There is a need to increase the proficiency in student performance in the Adult General Education program. The LCP Summary report from Data In Your Hands indicates that during the 2005-2006 school year there was a total of 481,033 membership hours enrolled which netted 1,945 LCPs. There is a need to increase student performance by decreasing the length of time that they need to earn completion points.

Measurable Objective

Given an emphasis on increasing student advancement in the Adult General Education (AGE) program, the number of Literacy Completion Points (LCPs) will increase by five percent in the 2006-2007 school year, when compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule students to work with academic tutors on a pull-out basis to target identified weaknesses in order to ensure mastery of skills.	Administrators	8/14/2006	6/29/2007	Continuous Improvement Model	\$0.00
Develop trimester plans in all programs that align to state standards, syllabi, and standardized tests that measure student progress (TABE 9/10, CASAS).	Administrators Department Chairs	8/14/2006	6/29/2007	Continuous Improvement Model	\$0.00
Schedule advanced ESOL students into a Workforce Readiness Course to provide real world application as a means to improve student performance.	Administrators Counselors	8/14/2006	6/29/2007	District Strategic Plan	\$0.00
Implement a system to track and provide support to GED course completion students to improve the passing rate on the test.	Administrators Counselors	8/14/2006	6/29/2007	District Strategic Plan	\$0.00
Utilize technology for remediation to target weaknesses in basic skills in order to ensure course completion.	Administrators	8/14/2006	6/29/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Adult Education curricula from the State of Florida.

Professional Development

ESOL teachers will participate in District required CASAS training.

AGE teachers will participate in TABE 9/10 training as it is made available.

All teachers will participate in school based review sessions that will be designed to review progress data from previous trimesters relative to class rosters.

Evaluation

The final evaluation component will be determined by students completing courses, students moving from Pre-GED to GED based on TABE scores, students' completion of the GED program and test, and LEP students advancing in levels based on the CASAS test, with final calculations as reported on the LCP Summary Report from Data In Your Hands and testing results from the State GED website. Progress monitoring will be on a trimester basis using summary reports from Data In Your Hands and Florida Department of Education website data.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Not Applicable

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 11: OTHER

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 11 STATEMENT:

To increase Occupational Completion Points (OCPs).

Needs Assessment

There is a need to increase the proficiency in student performance in the vocational program. The OCP summary report from Data In Your Hands for the 2005-2006 school indicates that there was a total of 86,316 membership hours generating 299 Occupational Completion Points (OCPs).

Measurable Objective

Given an emphasis on increasing student achievement in the Post Secondary Adult Vocational Programs (PSAV), Occupational Completion Points (OCPs) will increase by five percent for the 2006-2007 school year, when compared with the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop an internship program for advanced level vocational students.	Administrators Vocational Teachers	9/12/2006	3/6/2007	District Strategic Plan	\$0.00
Establish partnerships with businesses and community based organizations to facilitate job placement of course completers and program support.	Administrators Administrative Assistant Vocational Teachers	9/26/2006	3/13/2007	District Strategic Plan	\$0.00
Conduct a career/college/resource fair to provide students with networking opportunities and up to date information about careers to facilitate student course completion.	Student Services Personnel	9/12/2006	2/21/2007	District Strategic Plan	\$0.00
Develop trimester plans in all programs that align instruction to the State frameworks for vocational courses, and the standardized measures of student progress (TABE).	Assistant Principal for Curriculum Department Chairs	9/15/2006	12/12/2006	Continuous Improvement Model	\$0.00
Implement a system to track and provide services to VPI students to improve the completion rate of students in vocational programs.	Administrators VPI Lab instructor Student Services personnel	9/24/2006	3/23/2007	District Strategic Plan	\$0.00

Research-Based Programs

Adult Education curricula from the State of Florida.

Professional Development

All teachers will participate in school based review sessions that will be designed to review and compare progress data on a trimester basis.

Evaluation

The final evaluation component will be determined by students completing courses, completing course components, and receiving state certification and job placement with final calculations as reported on the OCP Summary Report from Data In Your Hands. Progress monitoring will be on a trimester basis based on OCP summary reports from Data In Your Hands.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC participated in a budget workshop reviewing school funding for the school year. Needs were submitted based on strategies outlined in the School Improvement Plan.

Training:

The EESAC planned for targeted staff on the Reading Plus Reading Program and the PLATO Lab Credit Recovery initiative, (Project Leap, Learning Experience Accelerated) and continued training on the CASAS test for ESOL achievement, and the TABE 9/10 for determining functioning achievement levels of students. The CASAS test directly affects the attainment of Literacy Completion Points, and the TABE 9/10 affects both Literacy Completion Points (LCPs) and Occupational Completion Points (OCPs).

Instructional Materials:

To supplement the required books that students purchase, additional instructional materials were identified for the school to purchase in order to provide support and resources for teachers and students.

Technology:

The EESAC assisted in identifying technology needs, both equipment and software, that impact student achievement in the Adult General Education Programs and in the Post-Secondary Adult Vocational Programs.

Staffing:

Selected EESAC members participated in analyzing staff needs based on enrollment trends and in the interviewing of prospective new hires.

Student Support Services:

Selected EESAC members participated in analyzing staff needs based on enrollment trends and in the interviewing of prospective new hires.

Other Matters of Resource Allocation:

The EESAC assisted in determining the placement of grant funded tutors in order to get optimum student achievement.

Benchmarking:

The EESAC assisted in determining the placement of grant funded tutors in order to get optimum student achievement.

School Safety & Discipline:

Designated EESAC members met with security staff and administrative staff to determine safety and/or discipline issues that have a negative effect on student progress.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Other	\$0.00
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Total:	\$0.00

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent