

3 YEAR STRATEGIC PLAN

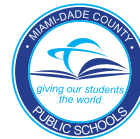
SOUTH DADE TECHNICAL COLLEGE



2018 - 2021



MIAMI-DADE
TECHNICAL
COLLEGES
A DIVISION OF MIAMI-DADE COUNTY PUBLIC SCHOOLS



3 YEAR STRATEGIC PLAN

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

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SOUTH DADE TECHNICAL COLLEGE ADMINISTRATIVE STAFF

Dr. Susana Mauri	Principal
Mr. Artis Miller	Assistant Principal
Ms. Benigna Montenegro	Assistant Principal
Ms. Beverly Salomatoff	Assistant Principal
Ms. Ethel Burton	Assistant Principal
Mr. Phaion Hicks	Assistant Principal



**SOUTH DADE
TECHNICAL
COLLEGE**

**MIAMI-DADE
TECHNICAL
COLLEGES**



3 YEAR STRATEGIC PLAN – 2018-2021

Mission of the Institution:

South Dade Technical College's mission is to guide and prepare learners in attaining their highest academic goals and competency levels to qualify them for initial employment and/or career advancement.

Vision of the Institution:

We are committed to providing quality educational programs and services for adult learners.

Technical College Leadership Team

Name	Title
Dr. Susana Mauri	Principal
TBA	Vice Principal
Mr. Modesto Gutierrez	Assistant Principal
Mr. Phaion Hicks	Assistant Principal
Mr. Oscar De Leon	COE Liaison
Mr. Dereck Bostick	CTE Department Chair

Institutional Advisory Committee

Name	Title
Susana Mauri	Principal
TBA	Vice Principal
Nora Hentschel	EESAC Chairperson
Nigel Bullard	Teacher
Jacqueline Chavarria	Financial Aid Officer
Joyce Griffiths	Teacher
Dereck Bostick	Teacher
Gustavo Fernandez	Teacher
Irmgard Sandel Paris	Educational Support Employee
Dolores Pedraza	Alternate Educational Support Employee
Walner Jean	Student
Odalys Nunez	Student
Marco Silva	Student
Chris Fisher	Community Business Partner
Angel Ortiz	Community Business Partner
Horst Bellingrodt	Community Business Partner
Ciprano Garza	Community Business Partner
Josh Cabrera	Community Business Partner
Karina Villaseñor	Community Business Partner

Anna M. Olalde	Community Business Partner
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COE Annual Report Trend Data (Standard 3)

Element	2014	2015	2016	2017	2018	2019
Total Completion Rate	73%	89%	85%	90%	87%	100%
Total Placement Rate	83%	79%	92%	90%	89%	87%
Licensure Exam Pass Rate	88%	92%	100%	100%	100%	100%

OBJECTIVE 1

By December 2021, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.

Individual Responsible of Objective Completion

Name	Title
TBA	Vice Principal

Anticipated Barriers

Student-related barriers may include the following:

Poor attendance, Poor language, Vocabulary Skills, Technology for Distance Learning

Teacher-related barriers may include the following:

Teachers unversed in basic reading instruction. Lack of differentiated instruction.

Lack of technological skills for distance learning

Operational-related barriers may include the following:

Multiple functional levels in one class and technology devices for student use.

Strategy 1

Utilize common planning to assist teachers with disaggregation of performance data to drive instruction both large and small group

Strategy Rationale	TABE score reports will help teachers plan for individualized instruction during Differentiated Instruction.
Strategy Purpose	During common planning and department meetings, analyze students' TABE score reports to determine student progress on TABE benchmarks. Teachers will also discuss how to monitor student performance data and conduct Data Chats.
Name and Title of person responsible for monitoring this strategy	TBA, Vice Principal
Data that will be collected to determine effectiveness	Monthly, from 8/24/2020 to 8/2/2021
Evaluation of Progress	Walk throughs and common planning monitoring.
Date Achieved/Completed	8/2/2021
Current Financial Resources	(1) General Fund
Current Financial Amount	\$5000.00
Projected Financial Resources	(1) General Fund
Projected Financial Amount	\$5000.00
CARES Act Rapid Credentialing Grant funds to be used	TBD
CARES Act Emergency Relief Funds - Institutional Allocation to be used	TBD

Strategy 2

Utilize technology-based programs to enhance classroom instruction, distance learning and student learning

Strategy Rationale	TABE score reports will help teachers plan for individualized instruction during Differentiated Instruction.
Strategy Purpose	Through the AAAE Lab, students will utilize the Edgenuity Program "My Plan" Component to review Basic Skills as prescribed from the TABE Score reports.
Name and Title of person responsible for monitoring this strategy	TBA, Vice Principal
Data that will be collected to determine effectiveness	Monthly, from 8/24/2020 to 8/2/2021
Evaluation of Progress	Student performance Reports from Edgenuity Program Passing score on the TABE Test
Date Achieved/Completed	8/2/2021
Current Financial Resources	(1) General Fund
Current Financial Amount	\$5000.00
Projected Financial Resources	(1) General Fund
Projected Financial Amount	\$5000.00
CARES Act Rapid Credentialing Grant funds to be used	TBD
CARES Act Emergency Relief Funds - Institutional Allocation to be used	TBD

Strategy 3

Transient Population

Strategy Rationale	Reviewing requirements will help provide students with instruction on targeted skills/standards prior to testing.
Strategy Purpose	Use common planning and department meetings to analyze review requirements for completion, including attendance and mastery of concepts.
Name and Title of person responsible for monitoring this strategy	TBA, Vice Principal
Data that will be collected to determine effectiveness	Monthly, from 8/24/2020 to 8/2/2021
Evaluation of Progress	Lesson Plans will reflect the Instructional Focus Calendars and Pacing Guides
Date Achieved/Completed	7/29/2020
Current Financial Resources	(1) General Fund
Current Financial Amount	\$1000.00
Projected Financial Resources	(1) General Fund
Projected Financial Amount	\$1000.00
CARES Act Rapid Credentialing Grant funds to be used	TBD
CARES Act Emergency Relief Funds - Institutional Allocation to be used	TBD

Objectives 2

By December 2021, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.

Individual Responsible of Objective Completion

Name	Title
	Vice Principal

Anticipated Barriers

Student-related barriers may include the following:

Limited soft skills (problem solving, adaptability, communication, teamwork)

Teacher-related barriers may include the following:

Lack of effective use of supplemental material

Operational-related barriers may include the following:

Effective student retention

Strategy 1

Monitor job placement utilizing the District's application

Strategy Rationale	Job Placement specialists are responsible for researching, screening, interviewing and placing job candidates in various positions within their area of study.
Strategy Purpose	To ensure that students meet or exceed the employability skills to ensure job placement on or before graduation.
Data that will be collected to determine effectiveness	Monthly meetings, from 8/24/2020 to 8/2/2021 to ensure that job alerts and student conferences are held.
Evaluation of Progress	Job Placement Student Sign in Logs
Date Achieved/Completed	8/2/2021
Current Financial Resources	(1) General Fund
Current Financial Amount	\$5000.00
Projected Financial Resources	(1) General Fund
Projected Financial Amount	\$5000.00
CARES Act Rapid Credentialing Grant funds to be used	TBD
CARES Act Emergency Relief Funds - Institutional Allocation to be used	TBD

Strategy 2

Provide students with Job Fairs to promote employability opportunities

Strategy Rationale	Job Placement Specialist will coordinate Job Fairs at the school site to bring employment opportunities for the students.
Strategy Purpose	To ensure that students meet or exceed the employability skills to ensure job placement on or before graduation.
Data that will be collected to determine effectiveness	Monthly, from 8/24/2020 to 8/2/2021 Job Fairs will take place at least twice a year to ensure student exposure to employment opportunities.
Evaluation of Progress	Job Fair Sign in Sheets and communication logs with employers.
Date Achieved/Completed	8/2/2021
Current Financial Resources	(1) General Fund
Current Financial Amount	\$5000.00
Projected Financial Resources	(1) General Fund
Projected Financial Amount	\$5000.00
CARES Act Rapid Credentialing Grant funds to be used	TBD
CARES Act Emergency Relief Funds - Institutional Allocation to be used	TBD

Strategy 3

Job Placement Specialist will conduct Work Readiness sessions with all CTE Students

Strategy Rationale	Placement specialists must educate candidates fill out and submit their resumes and provide instruction on interview skills and elaborate on proper attire for interviews.
Strategy Purpose	To ensure that students are prepared for a job interview.
Data that will be collected to determine effectiveness	Monthly Sign in Sheets, 8/24/2020 to 8/2/2021
Evaluation of Progress	Local Placement Data forms submitted for COE Annual Report
Date Achieved/Completed	8/2/2021
Current Financial Resources	(1) General Fund
Current Financial Amount	\$5000.00
Projected Financial Resources	(1) General Fund
Projected Financial Amount	\$5000.00
CARES Act Rapid Credentialing Grant funds to be used	TBD
CARES Act Emergency Relief Funds - Institutional Allocation to be used	TBD

Objectives 3

By December 2021, the CTE student industry licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2019 Council on Occupational Education (COE) Annual Report.

Individual Responsible of Objective Completion

Name	Title
Derek Bostick	CTE Teacher
Gustavo Fernandez	CTE Teacher
Joyce Griffiths	CTE Teacher
Carmen Saez	CTE Teacher
Verushka Torres	CTE Teacher

Anticipated Barriers

Student-related barriers may include the following:

- Lack of good study skills

- Lack of technological skills to support distance learning

Teacher-related barriers may include the following:

- Lack of effective use of supplemental material

- Lack of technology material for distance learning support

Operational-related barriers may include the following:

- Multiple functional levels in one class

Strategy 1

Monitor industry certification utilizing the District's application

Strategy Rationale	The attainment of an industry-recognized certification or credential ensures that students graduate from a CTE program and are globally competitive for work and postsecondary education.
Strategy Purpose	To ensure that the student has met or exceeded the requirements for a licensure/certificate to obtain employment in the field.
Data that will be collected to determine effectiveness	Copies of Licensures/Certifications 8/24/2019 to 8/2/2021
Evaluation of Progress	All licenses and certificates are uploaded to the District Site and reported on the COE Annual Report.
Date Achieved/Completed	7/29/2020
Current Financial Resources	(1) General Fund
Current Financial Amount	\$5000.00
Projected Financial Resources	(1) General Fund
Projected Financial Amount	\$5000.00
CARES Act Rapid Credentialing Grant funds to be used	TBD
CARES Act Emergency Relief Funds - Institutional Allocation to be used	TBD

Strategy 2

Ensure teachers prepare students for the industry certification/licensure through classroom instruction.

Strategy Rationale	Curriculum should reflect the requirements needed to ensure passing rate for students.
Strategy Purpose	Industry certifications allow students to demonstrate mastery of knowledge and/or skills. They can increase job prospects, marketability to employers and employability, as well as options for postsecondary education.
Data that will be collected to determine effectiveness	Assessments and Reviews for Industry Certification/Licensure 8/24/2020 to 8/2/2021
Evaluation of Progress	All licenses and certifications are uploaded to the District Site and reported on the COE Annual Report.
Date Achieved/Completed	8/2/2021
Current Financial Resources	(1) General Fund
Current Financial Amount	\$5000.00
Projected Financial Resources	(1) General Fund
Projected Financial Amount	\$5000.00
CARES Act Rapid Credentialing Grant funds to be used	TBD
CARES Act Emergency Relief Funds - Institutional Allocation to be used	TBD

• • ANTI-DISCRIMINATION POLICY • •

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:

Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net Website: <https://hrdadeschools.net/civilrights>

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