



Executive Summary for Dave Thomas Education Center West Campus

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section.

Description

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and the broader community. What unique features and challenges are associated with the community/communities the school serves?

Dave Thomas Education Center (DTEC) is located at 4690 Coconut Creek Parkway in Coconut Creek, FL, on ten acres of land. DTEC offers alternative and non-traditional programs that operate at multiple locations, with Mrs. Synithia Crawford as Principal, Kenneth Rolle as Intern Principal, located at the Charles Drew Family Resource Center (CDFRC). Additionally, John Hudson serves as DTEC Assistant Principal, and Jessica Swanson also holds this position. DTEC, located in Coconut Creek, serves high schoolers in grades 9-12. CDFRC is comprised of Early Head Start, Head Start, Teen Parent Nursery, Zone Daycare, Middle School (grades 6-8), and adult programs, including ABE/GED and ESOL. Amanda's Place, which is a Mommy/Daddy and Me program, is housed at Liberty Elementary School. DTEC is adjacent to Atlantic Technical College, which specializes in technical and career studies that include Architecture & Construction, Automotive & Transportation Technology, Health Sciences, etc. Several DTEC students participate in dual enrollment at ATC and/or continue their academic career with ATC upon graduation. Other Dave Thomas's students transition to college and/or career. DTEC is part of the Ely Innovation Zone. DTEC's start times for students are 7:05 a.m. to 1:55 p.m. and 7:00 a.m. to 2:30 p.m. for faculty and most staff. At our Charles Drew Family Resource Center location, school hours for students are from 9:30 a.m. to 4:15 p.m., and for faculty, from 8:45 a.m. to 4:15 p.m. Charles Drew's students have the option of enrolling in parenting and child development courses, as well as middle and high school academic coursework, while earning credits toward graduation. Teen parents may bring their child(ren) to school with them, take them to their assigned classroom, and then report to their classroom for instruction. With a current enrollment of 36 middle school students, 434 high school students, and an additional 59 students, including those in pre-k or VPK programs. The Charles Drew Family Resource Center offers educational opportunities for preschool students, teenage parents, and adults enrolled in our GED program.

Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mrs. Crawford leads the Dave Thomas Education Center West and the Charles Drew Family Resource Center, guided by the philosophy of creating a standard of excellence for all students through an alternative educational experience. The school's vision is to provide students with every opportunity to reach their full potential. In contrast, its mission, "By ALL Means/Opportunities NECESSARY," reflects a commitment to ensuring that each learner has access to academic, career, social, and behavioral growth opportunities.

This mission is embodied through diverse program offerings, including academic support, career pathway certifications, dual enrollment, SEL development, social and peer-to-peer opportunities, SEL development, and behavioral support. High expectations are paired with individualized interventions, restorative practices, and data-driven instruction to ensure equity, access, and success for all students. Through these combined efforts, the school prepares students not only to meet graduation requirements but also to thrive in college, career, and life.

Vision

Ensuring we provide students with every opportunity to reach their full potential!

Mission

By ALL Means/Opportunities NECESSARY

The mission is operationalized through a commitment to offering diverse opportunities that address the whole student:

Academic Opportunities

Career Pathway Opportunities

Social and Emotional Learning (SEL) Opportunities

Dual Enrollment Opportunities

Social Development Opportunities

Peer-to-Peer Opportunities

Behavioral Development Opportunities

Values and Beliefs

The school embodies its mission and vision through innovative program offerings that meet students where they are and prepare them for their future. Rigorous academics are delivered alongside career and technical education (CTE) certifications, dual enrollment opportunities, and targeted interventions to accelerate learning. Students also participate in SEL and behavioral development programs, restorative practices, and peer-to-peer mentoring to foster resilience, social skills, and leadership.

By combining high expectations with comprehensive support, the school ensures that students not only meet graduation requirements but also leave prepared for college, career, and responsible citizenship.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the past three years, the Dave Thomas Education Center (DTEC) has achieved notable successes in both school performance and student outcomes. For the **2023–2024 school year**, DTEC earned a **commendable rating**, the highest rating among alternative educational center schools. Schoolwide performance data also reflected strong academic growth, with **students demonstrating 74% learning gains in ELA Reading Comprehension** and **69% learning gains in Mathematics** on the 2022–2023 FAST assessments.

Building on this success, DTEC again earned a **commendable rating for the 2024–2025 school year**. Schoolwide FAST results show that **students demonstrated 67% learning gains in ELA Reading Comprehension** and **demonstrated 54% learning gains in Mathematics**. These accomplishments highlight the school's continued commitment to rigorous academic standards, individualized interventions, and providing students with opportunities to succeed through an alternative educational model.

Areas for Improvement (Long-Term Outcomes)

- **Long-Term Outcome 1: Increase Academic Proficiency**

The school will focus on increasing student achievement proficiency across all subject areas as measured by the FAST and End-of-Course (EOC) assessments. Instructional practices will be strengthened through data-driven planning, expanded intervention supports, and consistent progress monitoring to ensure mastery of standards-based content.

- **Long-Term Outcome 2: Improve Student Attendance**

Chronic absenteeism continues to impact student mastery of content and skills. DTEC will strive to improve student attendance through proactive engagement strategies, incentive programs, and increased collaboration with families. The **MTSS/RtI and Guidance Teams** meet monthly and bi-weekly to provide targeted interventions, monitor student progress, and address attendance data to support student success.

Through these focused improvement efforts, DTEC will continue to build on its commendable performance while striving to ensure that all students have every opportunity to reach their full academic potential.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

DTEC's goals are to establish a standard by staying current with technology equipment and user ability, increasing the number of graduates with a standard high school diploma, and enhancing students' learning gains and improving attendance. With improved attendance, students in credit recovery can receive consistent, standards-based instruction to improve foundational areas of concern in reading, decoding/comprehension, and mathematics. The Dave Thomas Education Center demonstrates its mission, "By All Means Necessary," by providing resources that enhance students' lives and empower them to become responsible, productive adults through service clubs, such as 5,000 Role Models and Pearls of Excellence. Pearl of Excellence and 5000 Role Models of Excellence. With the Pearl of Excellence and 5,000 Role Models of Excellence clubs, students have participated in and attended monthly forums focused on core values. The 5000 Role Models of Excellence addresses five pillars: academic achievement, mentoring, family involvement, community support, and incentives. Another group of students participated in the City of Coconut Creek Teen Political Forum, where they consulted to coordinate, plan, and market a panel discussion featuring local politicians and the community. In addition, the annual forum focused on students building a rapport, making a good impression, showing appreciation, seeking ways to help others, striving to understand the needs in mentoring, listening to others, and establishing long-term relationships centered around academics, positive behavior, and civic and social responsibility. Thus, DTEC recognized the need to develop the whole child academically, morally, and socially. With the support of parents or guardians, the Dave Thomas Education Center strives to equip each student with lifelong skills and educational strategies that prepare them for college and careers in a global society. DTEC's curriculum is a fully accredited high school program that also includes electives designed to promote jobs and career training. Our programs reflect both the Florida Frameworks and the Broward County Performance Standards.

Standards. Instructional delivery and practices are competency-based, teacher-directed, and student-centered, whereby credits are awarded upon demonstrated mastery of skills. Students are progressing monitored via statewide testing platforms, district growth measurement assessments and dashboards, and curriculum formative and summative assessment tools and resources. Instructional cohorts conduct weekly departmental meetings centered on student data and related teacher instructional needs. Students participate in frequent data chats and reflective dialogues with teachers, where they receive feedback, support, and resources to address standards-based content and skill deficits. Students are provided with extended learning opportunities to develop English skills for ELLs during School, Credit recovery, and remediation through Imagine Learning, and ACT/SAT Prep sessions.