

Miami-Dade County Public Schools

Lindsey Hopkins Technical College



2016-17 Schoolwide Improvement Plan

Lindsey Hopkins Technical College

750 NW 20TH ST, Miami, FL 33127

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-Adult	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	0%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	0
Goals Summary	0
Goals Detail	0
Action Plan for Improvement	0
Appendix 1: Implementation Timeline	0
Appendix 2: Professional Development and Technical Assistance Outlines	0
Professional Development Opportunities	0
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lindsey Hopkins Technical College

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Lindsey Hopkins Technical College is to empower students to achieve their career goals and to develop their ultimate potential.

b. Provide the school's vision statement.

Lindsey Hopkins Technical College will be a showcase institution. Our administration, faculty and staff, united in purpose, will provide our student body with the most advanced career/technical and academic education

2. School Environment

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

Lindsey Hopkins Technical College has many different school-wide presentations representing different cultures. Some examples are our Haitian Flag Day celebration and The Hispanic Heritage celebration. Teachers and students work together in showcasing the different culture's dance, music and foods. We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognizing that our obligations go beyond our professional responsibilities to promote democratic principles.

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

Lindsey Hopkins Technical College has a security plan detailing procedures to follow in the event of both internal and external emergencies. Both security lockdowns and fire drills are held periodically throughout the year, as per school district mandates.

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

Students are expected to have satisfactory progress. If a student has unsatisfactory progress The School Board of Miami-Dade County requires that all students be notified in writing at anytime during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or program. An acknowledgment of such notification is obtained. A conference must be called among the teacher, student, counselor, and administrator to create a contract to assist the student and avert a possible action leading to dismissal or failure.

The primary objective of Lindsey Hopkins Technical College and Miami-Dade County Public Schools is to develop each student's potential for learning and to foster positive interpersonal relationships; thus, it is necessary that the school environment be free from disruptions that interfere with teaching and learning activities. A Post-Secondary Student Code of Conduct has been developed by the school district to ensure that students have an environment conducive to learning.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Lindsey Hopkins Technical College offers a comprehensive Student Services program to all students through individual counseling and small group counseling to address personal/social, educational and career needs of all students. Counselors are available Monday through Thursday from 7:50 AM to 8:30 p.m. and on Friday from 7:50 AM to 3:10 p.m. in Room C-109.

3. Early Warning Systems

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

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

N/A

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

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

N/A

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

We are constantly trying to Increase the dual enrollment students' participation in our Career Technical Education programs after graduation. We routinely attend high school open houses and career fairs and invite students and their parents to visit our school.

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

We actively recruit Dade Partners for Lindsey Hopkins Technical College. Once a year we provide a Dade Partners' breakfast so we may have an opportunity to better get to know our partners. These partners participate in our Career and Health Fairs by providing services to our students, faculty and staff.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Daniel, Nyce	Principal
Gutierrez, Armando	Assistant Principal
Florestal, Jean Garry	Assistant Principal
Morris, Tangela	Administrative Support
Caldwell, Dennis	Administrative Support
Algaze, Stuart	Instructional Media
Blackmon, Sheria	Teacher, Career/Technical
Brownlow, Christina	Teacher, Career/Technical
Bruce, Roshan	Administrative Support
DePablo, Jose	Teacher, Career/Technical
Francois, Mariette	Teacher, Career/Technical
Gonzalez, Nura	Teacher, Career/Technical
Prieto, Armando	Teacher, Career/Technical

b. Duties

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

Through our monthly School Leadership Team meetings members are encouraged to participate, share new ideas and practice shared decision making. Each team member brings their own expertise to the table. The principal is at the helm and she shares all pertinent information with the team in order to better serve our students. The vice principal and assistant principals share ideas and concerns from their assigned duties. The teachers share information from their respective programs. The business manager shares budgetary updates and concerns. The administrative assistant informs us about maintenance and safety related concerns. The media specialist keeps us abreast of all the latest technologies. The department chairs speak about specific concerns in their departments. Our EESAC chairperson and activities director share their ideas on reaching out to our community and

offering different school based events to our students. Together we work as a team to better serve our students, the school and the community.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Adult Education

Financial aid is available for eligible students who qualify for Skills for Academic, Vocational and English Studies (SAVES). Upon registration, students are referred to a counselor in the SAVES program.

Career and Technical Education

Financial aid is available for eligible students who qualify for Pell, Vocational Rehabilitation, District Funds, Fee Waivers and SAVES programs. Lindsey Hopkins Technical College is approved by the Florida Department of Veterans' Affairs. Upon registration students are referred to a counselor and the financial aid officer for assistance with tuition.

Grants

Adult General Education (AGE) Grant is given to schools to enhance instruction by providing funding for instructional staff, case managers, supplemental materials and related activities.

Job Training

The career technical education programs provide job training for all students as part of their curriculum content and through clinicals in the health science programs such as practical nursing, patient care assistant, nutrition and dietetic services, Dietetic Management and Supervision and dental assisting. Through advisory committee meetings, industry/community members will make recommendations to the various technical programs to maintain these programs current with industry demands.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ms. Nyce Daniel	Principal
Ms. Pauline Clarke-Trotman	Business/Community
Mr. Antonio Villasuso	Business/Community
Commissioner Audrey Edmonson	Business/Community
Ms. Marydell Guevara	Business/Community
Ms. Sheria Blackmon	Teacher
Mr. William Hunter	Business/Community
Mr. Steve Webb	Business/Community
Ms. Deborah Dorsett	Business/Community
Ms. Audrey Brown	Education Support Employee
Ms. Margarita Descartes	Teacher
Ms. Nura Gonzalez	Teacher
Ms. Louise Mack	Teacher
Ms. Mariette Francois	Teacher
Mr. Jose DePablo	Teacher
Ms. Christina Brownlow	Teacher
Mr. Ed Prelaz	Business/Community
Honorable Judge Jeri B. Cohen	Business/Community
Mr. Edwin L. O'Dell	Business/Community
Mr. Ernie Martinez	Business/Community
Ms. Michelle Fischer	Business/Community
Mr. Sergio Marti	Teacher
Mr. John Karayan	Teacher
Ms. Kasieah Wright	Student
Mr. Ryan Moseley	Student
Martine Paul	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Goal #1 Increase the number of students earning Occupational Completion Points (OCP) by 1.2 % as compared to the previous year. The goal was almost met by 75%. We achieved 1,028 OCPs.

Goal #2 Increase the number of students earning Literacy Completion Points (LCP) by 1.2% as compared to the previous year. The goal was almost met by 75%. We achieved 1,063 LCPs.

b. Development of this school improvement plan

The Educational Excellence School Advisory Committee (EESAC) assists in the preparation, evaluation and final recommendations relating to the development of the School Improvement Plan (SIP). The SIP was reviewed and approved by September 2015.

c. Preparation of the school's annual budget and plan

N/A

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

As a career technical education center, Lindsey Hopkins Technical College does not generate EESAC funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Daniel, Nyce	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

We do not have a LLT but literacy concerns are addressed during the School Leadership Team meeting, department meetings and weekly department meetings. Literacy is promoted through our different school-wide presentations and the media center orientations.

D. Public and Collaborative Teaching

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

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

Teachers are encouraged to collaboratively plan and instruct. Department planning meetings are held weekly in order to assist teachers with discussions in reference to student attendance, grades, assignments, curriculum alignments, reports, and hands-on activities with the use of technology. Part-time teachers are given the opportunity to work on some planning days along with the full-time teachers so together they may share best practices.

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

Potential candidates are screened and interviewed by a committee of at least three members. These members consist of the principal, vice principal/assistant principal, and department chairperson responsible for a specific area or program. The educational background, experience and references are essential in the selection process. To retain highly effective teachers, the administrator ensures these teachers are given the appropriate curriculum support, resources and opportunity for professional growth.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

N/A

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Career/technical post-secondary certificate programs are offered in eight different career clusters: Architecture and Construction, Arts, A/V Technology and Communications, Education and Training, Health Science, Hospitality and Tourism, Human Services, Information Technology, Transportation, Distribution and Logistics. The Adult General Education (AGE) curriculum covers English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE) and General Educational Development (GED) test preparation to obtain a high school diploma and basic skills remediation. Guidance counselors assist all students. Case managers work on introducing new students to career pathways, providing support, and following-up to ensure their progress.

b. Instructional Strategies

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

The following reports are used to provide differentiated instruction to meet the diverse needs of the students:

Teacher of Adult Basic Education (A.B.E.) use the CTB-McGraw Hill Individual Profile report. Teachers for English for Speakers of Other Languages (E.S.O.L.) use the CASAS, Learning Gains report.

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

Strategy: Extended School Day

Minutes added to school year:

N/A

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

N/A

b. College and Career Readiness

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

The Dual Enrollment Coordinator works with the participating high school counselors and program specialists to identify potential students. She interviews and meets with the students and parents to discuss the program. Upon enrollment, the Dual Enrollment Coordinator works with the career technical teachers and counselors at the school to provide appropriate assistance such as financial aid, career counseling and registration in order to to prepare the students to transition to post-secondary education.

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

We are a technical college that offers Dual Enrollment courses to 11th, and 12th grade students. We offer six career technical education programs in which the students may enroll such as Commercial Foods and Culinary Art, Automotive Service Technology, Computer Systems and Information Technology, Commercial Art Technology, Electricity and Early Childhood Education.

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals