

Miami-Dade County Public Schools

Lindsey Hopkins Technical College



2017-18 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)	2016-17 Title I School	2016-17 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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 serves a population that represents different cultures; therefore, teachers, staff, and students work together in showcasing the different cultures, dance, music, customs and traditions, and foods. Some examples of these celebrations are: Black History Month, the Holocaust, Haitian Flag Day, and the Hispanic Heritage month. We educate and support the students so that they can honor, respect, and accept the diversity in our community. We strongly encourage all the positive aspects of diversity by having all stakeholders to work collaboratively for the educational success of our students and the strength of our community.

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 reviewed and rehearsed periodically throughout the year so that students, staff, and other agencies housed on the school campus are familiar with the guidelines.

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.

Lindsey Hopkins Technical College follows the procedures published in the Post-Secondary Student Code of Conduct to handle all serious incidents. The document is reviewed with students at the beginning of the school year by the teachers and counselors. In addition, all teachers must adhere to the school-site procedures which require that disruptive students are dealt with accordingly. For the first minor infraction, students are addressed by the teacher; a second infraction will require a referral to the counselor and/or an administrator who will make appropriate decisions according to the seriousness of the incident.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Lindsey Hopkins Technical College offers the dual enrollment program. We always have high enrollment of high school students in our programs due to the diverse activities that we participate in

and hold on a regular basis:

our teachers, counselors, and administrators attend open houses, career fairs, PTA meetings, and several other community activities in order to inform the parents of our programs, to keep them abreast of their children's progress, and to make recommendations for the success of their children.

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 welcome and thank our partners, to inform them of the programs we offer, and to invite them to become involved based on their expertise and interest. In addition, our partners participate in our monthly EESAC meetings where they provide inputs, receive updates, and stay connected and involved in our various activities. These partners participate in our Career and Health Fairs, Spelling Bees, and graduation ceremonies.

C. Effective Leadership

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
montenegro, benigna	Assistant Principal
Stephens Jr., Clyde	Assistant Principal

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. Sheria Blackmon	Teacher
Mr. William Hunter	Business/Community
Mr. Steve Webb	Business/Community
Ms. Deborah Dorsett	Business/Community
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
Ms. Michelle Fischer	Business/Community
Mr. Sergio Marti	Teacher
Mr. Ryan Moseley	Student
Martine Paul	Education Support Employee
Capt. Rose Green	Business/Community
Leda Castro	Education Support Employee
Sharon Gray	Education Support Employee
Larry Georgeson	Business/Community
Christopher Alcuis	Student
Ricardo Losada	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 met and exceeded: An increase from 1141 to 1148 OCP's

Goal #2 Increase the number of students earning Literacy Completion Points (LCP) by 1.2% as compared to the previous year. The goal was met and exceeded from 1161 to 1324.

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 October 2017.

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers are encouraged to plan collaboratively. Department planning meetings are held weekly in order to assist teachers, share and discuss 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 to be an effective teacher and to promote 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. 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. All teachers prepare a syllabus and collaborate with colleagues teaching the same subject.

The syllabus reflects the frameworks prescribed by the Florida Department of Education. Instructional materials are correlated with the curriculum frameworks and reflect all the standards.

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:

Test chairpersons prepare *reports for the teachers based on individual (TABE and CASAS) student assessment data in order for teachers to prepare their lesson plans which will reflect differentiated instruction according to students' strengths and weaknesses.

Tutorial services are offered where students receive individual instruction to address their needs. In addition, students use softwares (Burlington, Rosetta Stone, ITTS, TABE Academy, GED Academy, Eessential...) as additional resources to enhance their learning.

*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.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

Furthermore, the school establishes partnership with Miami-Dade Community College so that our Nursing, Computer Technology, Automotive students can articulate to advance their career and knowledge at the college level.

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 the following career technical education programs in which the students may enroll to earn industry certifications. Our course offerings include: Commercial Foods and Culinary Art, Automotive Service Technology, Computer Systems and Information Technology, Commercial Art Technology, Electricity and Early Childhood Education, Practical Nursing, Phlebotomy, and Heating and Ventilation Air Conditioning.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** 1. By April 2018, the ESOL student aggregated completion rate, at the technical college, will meet or exceed the FLDOE target of 40% as evidenced by the District's 2017 - 2018 NRS AGE Target and Completion Rates Report.
- G2.** By April 2018, the ABE student aggregated completion rate, at the technical college, will meet or exceed the FLDOE required of 20% as evidenced by the District's 2017 - 2018 NRS AGE Target and Completion Rates Report.
- G3.** By December 2017, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report..
- G4.** By December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.
- G5.** By December 2017, the CTE student industry certification / licensure attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 1. By April 2018, the ESOL student aggregated completion rate, at the technical college, will meet or exceed the FLDOE target of 40% as evidenced by the District's 2017 - 2018 NRS AGE Target and Completion Rates Report. 1a

G097110

Targets Supported 1b

Indicator	Annual Target
Adult ESOL - Percentage of LCP per Enrolled	40.0

Targeted Barriers to Achieving the Goal 3

- Students' lack of basic skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Identify students with low pretest scores, provide tutoring classes, utilize state required curriculum frameworks and align textbooks, use of the E.S.O.L.
- Monitor and maintain the FOCUS software. Keep it up to date to ensure accurate record keeping, encourage attendance through our new student attendance action plan, refer students with excessive absences to counselors and/or case managers, review students' folders, grade book and Attendance Summary
- Provide individualized test reports to teachers to customize instruction.

Plan to Monitor Progress Toward G1. 8

Monitor the students that are earning the LCPs.

Person Responsible

Jose DePablo

Schedule

Quarterly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Students earned LCPs.

G2. By April 2018, the ABE student aggregated completion rate, at the technical college, will meet or exceed the FLDOE required of 20% as evidenced by the District's 2017 - 2018 NRS AGE Target and Completion Rates Report. 1a

G097111

Targets Supported 1b

Indicator	Annual Target
ABE Mathematics - Percentage of LCP per Enrolled	20.0
ABE Language - Percentage of LCP per Enrolled	20.0
ABE Reading - Percentage of LCP per Enrolled	20.0

Targeted Barriers to Achieving the Goal 3

- Lack of basic skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide academic tutoring
- Monitor and maintain the electronic grade book. Keep it up to date to ensure accurate record keeping, encourage attendance through our new student attendance action plan, refer students with excessive absences to counselors and/or case managers, review students' folders, grade book and Attendance Summary
- Use case managers to contact students who are no-shows and with excessive absences
- Provide individualized test reports to teachers to customize instruction

Plan to Monitor Progress Toward G2. 8

Monitor the students that are earning the LCPs.

Person Responsible

Jose DePablo

Schedule

On 8/2/2018

Evidence of Completion

Students earned LCPs.

G3. By December 2017, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.. 1a

G097112

Targets Supported 1b

Indicator	Annual Target
CTE Program Concentrator Rate	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of basic academic skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic tutoring

Plan to Monitor Progress Toward G3. 8

Enrollment in tutoring class and a log of student visits for additional assistance.

Person Responsible

Nura Gonzalez

Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

A log of students will be maintained

G4. By December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1a

G097113

Targets Supported 1b

Indicator	Annual Target
CTE Teachers Holding Industry Certifications	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistent attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Counselors

G5. By December 2017, the CTE student industry certification / licensure attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1a

G097114

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	60.0

Targeted Barriers to Achieving the Goal 3

- Students lack the basic skills to pass the TABE and/or licensure exam. Students' socioeconomic situations prevent them from attending school on a regular basis due to work and other constraints.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students must be enrolled in the Applied Adult Academic & Education (AAAE) Lab to be remediated and prepared for the TABE test.
- Encourage attendance through our new student attendance action plan, monitor attendance through Attendance Summary Reports by students in FOCUS to ensure accurate record keeping, refer students with excessive absences to counselors and/or case managers to receive necessary support and services .

Plan to Monitor Progress Toward G5. 8

AAAE Lab report

Person Responsible

Armando Gutierrez

Schedule

Monthly, from 8/21/2017 to 8/1/2018

Evidence of Completion

FOCUS Reports

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. 1. By April 2018, the ESOL student aggregated completion rate, at the technical college, will meet or exceed the FLDOE target of 40% as evidenced by the District's 2017 - 2018 NRS AGE Target and Completion Rates Report. **1**

 G097110

G1.B1 Students' lack of basic skills. **2**

 B261232

G1.B1.S1 Provide tutorial sessions. **4**

 S276564

Strategy Rationale

Tutorial sessions will help students with low pretest scores achieve success.

Action Step 1 **5**

Provide tutoring to students.

Person Responsible

Jose DePablo

Schedule

Weekly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Tutorial log

Action Step 2 **5**

Encourage student attendance.Refer students with excessive absences to counselors and/or case managers for intervention. Encourage student attendance through our new student attendance action plan.

Person Responsible

benigna montenegro

Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Attendance summary through Attendance Summary Reports per student in FOCUS

Action Step 3 5

Provide students access to the ESOL and ABE labs as needed.

Person Responsible

Jose DePablo

Schedule

Weekly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Lab attendance logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student attendance

Person Responsible

Jose DePablo

Schedule

Daily, from 8/21/2017 to 8/2/2018

Evidence of Completion

Attendance hours will be gathered through the Attendance Summary Reports per student in the FOCUS software.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student work

Person Responsible

Mariette Francois

Schedule

Weekly, from 8/21/2017 to 8/2/2018

Evidence of Completion

In-class assessments

G2. By April 2018, the ABE student aggregated completion rate, at the technical college, will meet or exceed the FLDOE required of 20% as evidenced by the District's 2017 - 2018 NRS AGE Target and Completion Rates Report. 1

G097111

G2.B1 Lack of basic skills 2

B261234

G2.B1.S1 Provide tutorial sessions. 4

S276567

Strategy Rationale

Tutorial sessions will help students with low pretest scores achieve success.

Action Step 1 5

Provide tutoring to students.

Person Responsible

Mariette Francois

Schedule

On 8/2/2018

Evidence of Completion

Student participation log

Action Step 2 5

Encourage student attendance.Refer students with excessive absences to counselors and/or case managers for intervention. Encourage student attendance through our new student attendance action plan.

Person Responsible

benigna montenegro

Schedule

On 8/2/2018

Evidence of Completion

Agenda topic and discussion in department meeting

Action Step 3 5

Provide students access to the ABE labs as needed.

Person Responsible

Jose DePablo

Schedule

On 8/2/2018

Evidence of Completion

Lab attendance logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Student attendance

Person Responsible

Jose DePablo

Schedule

On 8/2/2018

Evidence of Completion

A log of student will be maintained

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student work

Person Responsible

Mariette Francois

Schedule

On 8/2/2018

Evidence of Completion

in class assignments

G2.B1.S2 Provide individualized instruction. 4

 S276568

Strategy Rationale

Students strengths and weaknesses will be addressed with the individualized test reports.

Action Step 1 5

Teacher will use TABE multi-reference report to assist in developing differentiated instruction

Person Responsible

Mariette Francois

Schedule

Biweekly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Students' print out and evidence of data chats in department meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teacher will have weekly meetings and share/discuss implementation and retain student folders in the classroom

Person Responsible

Jose DePablo

Schedule

Every 3 Weeks, from 8/21/2017 to 8/2/2018

Evidence of Completion

Teachers will submit documentation in each student folder.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Teacher will retain student folders

Person Responsible

Mariette Francois

Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Student folders will contain evidence of testing analysis along with descriptive analysis of educational plan

G3. By December 2017, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report.. 1

 G097112

G3.B1 Lack of basic academic skills 2

 B261235

G3.B1.S1 Students will attend available tutoring classes and teachers will be available for additional support during planning time. 4

 S276569

Strategy Rationale

Students learn at different rates, the availability of additional time in tutoring classes and teacher accessibility should provide support needed to succeed.

Action Step 1 5

Teachers will recommend students into tutoring class.

Person Responsible

Sheria Blackmon

Schedule

On 8/2/2018

Evidence of Completion

Student attendance in tutoring class as evidenced by sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teacher will monitor enrollment in tutoring class.

Person Responsible

Sheria Blackmon

Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Student log in sheet

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor enrollments in Tutoring class and academic progress of students in class.

Person Responsible

Nura Gonzalez


Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Student log-in sheet

G4. By December 2017, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. **1**

 G097113

G4.B1 Lack of consistent attendance **2**

 B261236

G4.B1.S1 Counselor visits to classroom, work with students help guide students' academic, behavioral and social growth **4**

 S276570

Strategy Rationale

Consistent dialog with students could assist students with barriers to attendance.

Action Step 1 **5**

Counselors will make visits to classroom and counselor's office to dialog with students

Person Responsible

Jean Garry Florestal

Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Counselor log and student contact indicated on FOCUS screen for student

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Counselors will continually speak to students and monitor progress.

Person Responsible

Armando Gutierrez

Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Student records into the counseling screen and regular classroom visits

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of counseling screen entered into student records and a log of classroom visits.

Person Responsible

Jean Garry Florestal


Schedule

Monthly, from 8/21/2017 to 8/2/2018


Evidence of Completion

A copy of the FOCUS screen indicating record of visit

G5. By December 2017, the CTE student industry certification / licensure attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2017 Council on Occupational Education (COE) Annual Report. 1

 G097114

G5.B1 Students lack the basic skills to pass the TABE and/or licensure exam. Students' socioeconomic situations prevent them from attending school on a regular basis due to work and other constraints. 2

 B261237

G5.B1.S1 We will monitor student attendance in the CTE courses and their respective Career Technical Education program. 4

 S276571

Strategy Rationale

Students need to be in attendance in order for them to receive knowledge which will help them earn OCPs.

Action Step 1 5

Monitor daily student attendance sheets in the AAAE Lab and respective Career Technical Education program.

Person Responsible

benigna montenegro

Schedule

Biweekly, from 8/21/2017 to 8/1/2018

Evidence of Completion

FOCUS attendance records

Action Step 2 5

Provide tutoring to our students.

Person Responsible

benigna montenegro

Schedule

Biweekly, from 8/17/2017 to 8/2/2018

Evidence of Completion

Tutorial logs.

Action Step 3 5

Provide financial vocational assistance to our students.

Person Responsible

Armando Gutierrez

Schedule

Monthly, from 8/17/2017 to 8/2/2018

Evidence of Completion

Financial assistance records.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Gradebook and students' work folders

Person Responsible

Jose DePablo

Schedule

Daily, from 8/17/2017 to 8/1/2018

Evidence of Completion

Attendance Summary Reports per student in FOCUS software.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Students' work

Person Responsible

Mariette Francois

Schedule

Weekly, from 8/21/2017 to 8/1/2018

Evidence of Completion

AAAE Lab report/Career Technical Education program student work

G5.B1.S2 Monitor placement criteria to ensure teachers accurately complete clearance package. 4

 S276572

Strategy Rationale

Clearance package is the documentation needed to enumerate gains in each course

Action Step 1 5

Students will attend tutoring classes.

Person Responsible

Jean Garry Florestal

Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Class enrollment and student log

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Tutoring class attendance will be monitored through FOCUS

Person Responsible

Sheria Blackmon

Schedule

Monthly, from 8/21/2017 to 8/2/2018

Evidence of Completion

Focus attendance grid and teacher attendance log

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Class attendance

Person Responsible

Nura Gonzalez

Schedule

On 8/2/2018












Evidence of Completion

FOCUS attendance sheets and class log-in

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G5.MA1 M400883	AAAE Lab report	Gutierrez, Armando	8/21/2017	FOCUS Reports	8/1/2018 monthly
G5.B1.S1.MA1 M400879	Students' work	Francois, Mariette	8/21/2017	AAAE Lab report/Career Technical Education program student work	8/1/2018 weekly
G5.B1.S1.MA1 M400880	Gradebook and students' work folders	DePablo, Jose	8/17/2017	Attendance Summary Reports per student in FOCUS software.	8/1/2018 daily
G5.B1.S1.A1 A372754	Monitor daily student attendance sheets in the AAAE Lab and respective Career Technical Education...	montenegro, benigna	8/21/2017	FOCUS attendance records	8/1/2018 biweekly
G1.MA1 M400868	Monitor the students that are earning the LCPs.	DePablo, Jose	8/21/2017	Students earned LCPs.	8/2/2018 quarterly
G2.MA1 M400873	Monitor the students that are earning the LCPs.	DePablo, Jose	8/21/2017	Students earned LCPs.	8/2/2018 one-time
G3.MA1 M400876	Enrollment in tutoring class and a log of student visits for additional assistance.	Gonzalez, Nura	8/21/2017	A log of students will be maintained	8/2/2018 monthly
G1.B1.S1.MA1 M400866	Student work	Francois, Mariette	8/21/2017	In-class assessments	8/2/2018 weekly
G1.B1.S1.MA1 M400867	Student attendance	DePablo, Jose	8/21/2017	Attendance hours will be gathered through the Attendance Summary Reports per student in the FOCUS software.	8/2/2018 daily
G1.B1.S1.A1 A372745	Provide tutoring to students.	DePablo, Jose	8/21/2017	Tutorial log	8/2/2018 weekly
G1.B1.S1.A2 A372746	Encourage student attendance.Refer students with excessive absences to counselors and/or case...	montenegro, benigna	8/21/2017	Attendance summary through Attendance Summary Reports per student in FOCUS	8/2/2018 monthly
G1.B1.S1.A3 A372747	Provide students access to the ESOL and ABE labs as needed.	DePablo, Jose	8/21/2017	Lab attendance logs.	8/2/2018 weekly
G2.B1.S1.MA1 M400869	Student work	Francois, Mariette	8/21/2017	in class assignments	8/2/2018 one-time
G2.B1.S1.MA1 M400870	Student attendance	DePablo, Jose	8/21/2017	A log of student will be maintained	8/2/2018 one-time
G2.B1.S1.A1 A372748	Provide tutoring to students.	Francois, Mariette	8/21/2017	Student participation log	8/2/2018 one-time
G2.B1.S1.A2 A372749	Encourage student attendance.Refer students with excessive absences to counselors and/or case...	montenegro, benigna	8/21/2017	Agenda topic and discussion in department meeting	8/2/2018 one-time
G2.B1.S1.A3 A372750	Provide students access to the ABE labs as needed.	DePablo, Jose	8/21/2017	Lab attendance logs	8/2/2018 one-time
G3.B1.S1.MA1 M400874	Monitor enrollments in Tutoring class and academic progress of students in class.	Gonzalez, Nura	8/21/2017	Student log-in sheet	8/2/2018 monthly
G3.B1.S1.MA1 M400875	Teacher will monitor enrollment in tutoring class.	Blackmon, Sheria	8/21/2017	Student log in sheet	8/2/2018 monthly
G3.B1.S1.A1 A372752	Teachers will recommend students into tutoring class.	Blackmon, Sheria	8/21/2017	Student attendance in tutoring class as evidenced by sign in sheets	8/2/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1  M400877	Review of counseling screen entered into student records and a log of classroom visits.	Florestal, Jean Garry	8/21/2017	A copy of the FOCUS screen indicating record of visit	8/2/2018 monthly
G4.B1.S1.MA1  M400878	Counselors will continually speak to students and monitor progress.	Gutierrez, Armando	8/21/2017	Student records into the counseling screen and regular classroom visits	8/2/2018 monthly
G4.B1.S1.A1  A372753	Counselors will make visits to classroom and counselor's office to dialog with students	Florestal, Jean Garry	8/21/2017	Counselor log and student contact indicated on FOCUS screen for student	8/2/2018 monthly
G5.B1.S1.A2  A372755	Provide tutoring to our students.	montenegro, benigna	8/17/2017	Tutorial logs.	8/2/2018 biweekly
G5.B1.S1.A3  A372756	Provide financial vocational assistance to our students.	Gutierrez, Armando	8/17/2017	Financial assistance records.	8/2/2018 monthly
G2.B1.S2.MA1  M400871	Teacher will retain student folders	Francois, Mariette	8/21/2017	Student folders will contain evidence of testing analysis along with descriptive analysis of educational plan	8/2/2018 monthly
G2.B1.S2.MA1  M400872	Teacher will have weekly meetings and share/discuss implementation and retain student folders in...	DePablo, Jose	8/21/2017	Teachers will submit documentation in each student folder.	8/2/2018 every-3-weeks
G2.B1.S2.A1  A372751	Teacher will use TABE multi-reference report to assist in developing differentiated instruction	Francois, Mariette	8/21/2017	Students' print out and evidence of data chats in department meetings	8/2/2018 biweekly
G5.B1.S2.MA1  M400881	Class attendance	Gonzalez, Nura	8/21/2017	FOCUS attendance sheets and class log-in	8/2/2018 one-time
G5.B1.S2.MA1  M400882	Tutoring class attendance will be monitored through FOCUS	Blackmon, Sheria	8/21/2017	Focus attendance grid and teacher attendance log	8/2/2018 monthly
G5.B1.S2.A1  A372757	Students will attend tutoring classes.	Florestal, Jean Garry	8/21/2017	Class enrollment and student log	8/2/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide tutoring to students.				\$200,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			8005 - Lindsey Hopkins Technical College	Other Federal		\$200,000.00
			Notes: A General Education Grant Funds			
2	G1.B1.S1.A2	Encourage student attendance.Refer students with excessive absences to counselors and/or case managers for intervention. Encourage student attendance through our new student attendance action plan.				\$0.00
3	G1.B1.S1.A3	Provide students access to the ESOL and ABE labs as needed.				\$0.00
4	G2.B1.S1.A1	Provide tutoring to students.				\$0.00
5	G2.B1.S1.A2	Encourage student attendance.Refer students with excessive absences to counselors and/or case managers for intervention. Encourage student attendance through our new student attendance action plan.				\$0.00
6	G2.B1.S1.A3	Provide students access to the ABE labs as needed.				\$0.00
7	G2.B1.S2.A1	Teacher will use TABE multi-reference report to assist in developing differentiated instruction				\$0.00
8	G3.B1.S1.A1	Teachers will recommend students into tutoring class.				\$0.00
9	G4.B1.S1.A1	Counselors will make visits to classroom and counselor's office to dialog with students				\$0.00
10	G5.B1.S1.A1	Monitor daily student attendance sheets in the AAAE Lab and respective Career Technical Education program.				\$0.00
11	G5.B1.S1.A2	Provide tutoring to our students.				\$0.00
12	G5.B1.S1.A3	Provide financial vocational assistance to our students.				\$0.00
13	G5.B1.S2.A1	Students will attend tutoring classes.				\$0.00
Total:						\$200,000.00