

Miami-Dade County Public Schools

Lindsey Hopkins Technical College



2018-19 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) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| High School 9-Adult | No | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Career and Technical Education | No | % |

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>.

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 | 7 |
| Public and Collaborative Teaching | 11 |
| Ambitious Instruction and Learning | 12 |
| 8-Step Planning and Problem Solving Implementation | 15 |
| Goals Summary | 15 |
| Goals Detail | 15 |
| Action Plan for Improvement | 20 |
| Appendix 1: Implementation Timeline | 36 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 34 |
| Professional Development Opportunities | 34 |
| Technical Assistance Items | 35 |
| Appendix 3: Budget to Support Goals | 35 |

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.

2018-19 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.

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 |
| 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. Louise Mack | 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 |
| Martine Paul | Education Support Employee |
| Capt. Rose Green | Business/Community |
| Leda Castro | Education Support Employee |
| Sharon Gray | Education Support Employee |
| Larry Georgeson | Business/Community |
| Ricardo Losada | Teacher |
| Robert Joseph | Teacher |
| Brenda Hach | Teacher |
| Imara Sanchez | Teacher |
| Marie C. Avignon-Chery | Teacher |
| Vera Ferguson | Teacher |
| Marval Pace | Student |
| Gavenson Charles | Student |

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 not met. We had a decrease from 1148 to 970 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 1324 to 1407.

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 on September 12, 2018.

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, Essential...) 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, Surgical Technology, Dental Assistant, 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 2019, 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 2018 - 2019 NRS AGE Target and Completion Rates Report.
- G2.** By April 2019, 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 2018 - 2019 NRS AGE Target and Completion Rates Report.
- G3.** By December 2018, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report..
- G4.** By December 2018, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report.
- G5.** By December 2018, the CTE student industry certification / licensure attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2018 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 2019, 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 2018 - 2019 NRS AGE Target and Completion Rates Report. 1a

G100864

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 8/20/2018 to 8/1/2019

Evidence of Completion

Students earned LCPs.

G2. By April 2019, 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 2018 - 2019 NRS AGE Target and Completion Rates Report. 1a

G100865

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| ABE Mathematics - Percentage of LCP per Enrolled | 40.0 |
| ABE Language - Percentage of LCP per Enrolled | 40.0 |
| ABE Reading - Percentage of LCP per Enrolled | 40.0 |

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 8/1/2019

Evidence of Completion

Students earned LCPs.

G3. By December 2018, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report.. 1a

G100866

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 8/20/2018 to 8/1/2019

Evidence of Completion

A log of students will be maintained

G4. By December 2018, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report. 1a

G100867

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

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

G5. By December 2018, the CTE student industry certification / licensure attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report. 1a

G100868

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

benigna montenegro

Schedule

Monthly, from 8/20/2018 to 8/1/2019

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 2019, 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 2018 - 2019 NRS AGE Target and Completion Rates Report. **1**

 G100864

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

 B272007

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

 S288018

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

Evidence of Completion

In-class assessments

G2. By April 2019, 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 2018 - 2019 NRS AGE Target and Completion Rates Report. 1

G100865

G2.B1 Lack of basic skills 2

B272009

G2.B1.S1 Provide tutorial sessions. 4

S288021

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 8/1/2019

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 8/1/2019

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 8/1/2019

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 8/1/2019

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 8/1/2019

Evidence of Completion

in class assignments

G2.B1.S2 Provide individualized instruction. 4

 S288022

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

Evidence of Completion

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

G3. By December 2018, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report.. 1

 G100866

G3.B1 Lack of basic academic skills 2

 B272010

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

 S288023

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 8/1/2019

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

Evidence of Completion

Student log-in sheet

G4. By December 2018, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report. 1

G100867

G4.B1 Lack of consistent attendance 2

B272011

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

S288024

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 8/20/2018 to 8/1/2019

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

benigna montenegro

Schedule

Monthly, from 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

Evidence of Completion

A copy of the FOCUS screen indicating record of visit

G5. By December 2018, the CTE student industry certification / licensure attainment rate will meet or exceed the required 70% as evidenced by the technical college's 2018 Council on Occupational Education (COE) Annual Report. 1

 G100868

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

 B272012

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

 S288025

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 8/20/2018 to 8/1/2019

Evidence of Completion

FOCUS attendance records

Action Step 2 5

Provide tutoring to our students.

Person Responsible

benigna montenegro

Schedule

Biweekly, from 8/20/2018 to 8/1/2019

Evidence of Completion

Tutorial logs.

Action Step 3 5

Provide financial vocational assistance to our students.

Person Responsible

Armando Gutierrez

Schedule

Monthly, from 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

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

 S288026

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 8/20/2018 to 8/1/2019

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 8/20/2018 to 8/1/2019

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 8/1/2019

Evidence of Completion

FOCUS attendance sheets and class log-in

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 | 2018-19 |
| | | | 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 |

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------------|-------------------------------|---|----------------------|
| 2019 | | | | | |
| G4.MA1 M427360 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.MA1 M427349 | Monitor the students that are earning the LCPs. | DePablo, Jose | 8/20/2018 | Students earned LCPs. | 8/1/2019 quarterly |
| G2.MA1 M427354 | Monitor the students that are earning the LCPs. | DePablo, Jose | 8/20/2018 | Students earned LCPs. | 8/1/2019 one-time |
| G3.MA1 M427357 | Enrollment in tutoring class and a log of student visits for additional assistance. | Gonzalez, Nura | 8/20/2018 | A log of students will be maintained | 8/1/2019 monthly |
| G5.MA1 M427365 | AAAE Lab report | montenegro, benigna | 8/20/2018 | FOCUS Reports | 8/1/2019 monthly |
| G1.B1.S1.MA1 M427347 | Student work | Francois, Mariette | 8/20/2018 | In-class assessments | 8/1/2019 weekly |
| G1.B1.S1.MA1 M427348 | Student attendance | DePablo, Jose | 8/20/2018 | Attendance hours will be gathered through the Attendance Summary Reports per student in the FOCUS software. | 8/1/2019 daily |
| G1.B1.S1.A1 A390709 | Provide tutoring to students. | DePablo, Jose | 8/20/2018 | Tutorial log | 8/1/2019 weekly |
| G1.B1.S1.A2 A390710 | Encourage student attendance.Refer students with excessive absences to counselors and/or case... | montenegro, benigna | 8/20/2018 | Attendance summary through Attendance Summary Reports per student in FOCUS | 8/1/2019 monthly |
| G1.B1.S1.A3 A390711 | Provide students access to the ESOL and ABE labs as needed. | DePablo, Jose | 8/20/2018 | Lab attendance logs. | 8/1/2019 weekly |
| G2.B1.S1.MA1 M427350 | Student work | Francois, Mariette | 8/20/2018 | in class assignments | 8/1/2019 one-time |
| G2.B1.S1.MA1 M427351 | Student attendance | DePablo, Jose | 8/20/2018 | A log of student will be maintained | 8/1/2019 one-time |
| G2.B1.S1.A1 A390712 | Provide tutoring to students. | Francois, Mariette | 8/20/2018 | Student participation log | 8/1/2019 one-time |
| G2.B1.S1.A2 A390713 | Encourage student attendance.Refer students with excessive absences to counselors and/or case... | montenegro, benigna | 8/20/2018 | Agenda topic and discussion in department meeting | 8/1/2019 one-time |
| G2.B1.S1.A3 A390714 | Provide students access to the ABE labs as needed. | DePablo, Jose | 8/20/2018 | Lab attendance logs | 8/1/2019 one-time |
| G3.B1.S1.MA1 M427355 | Monitor enrollments in Tutoring class and academic progress of students in class. | Gonzalez, Nura | 8/20/2018 | Student log-in sheet | 8/1/2019 monthly |
| G3.B1.S1.MA1 M427356 | Teacher will monitor enrollment in tutoring class. | Blackmon, Sheria | 8/20/2018 | Student log in sheet | 8/1/2019 monthly |
| G3.B1.S1.A1 A390716 | Teachers will recommend students into tutoring class. | Blackmon, Sheria | 8/20/2018 | Student attendance in tutoring class as evidenced by sign in sheets | 8/1/2019 one-time |
| G4.B1.S1.MA1 M427358 | Review of counseling screen entered into student records and a log of classroom visits. | Florestal, Jean Garry | 8/20/2018 | A copy of the FOCUS screen indicating record of visit | 8/1/2019 monthly |
| G4.B1.S1.MA1 M427359 | Counselors will continually speak to students and monitor progress. | montenegro, benigna | 8/20/2018 | Student records into the counseling screen and regular classroom visits | 8/1/2019 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|-----------------------|-------------------------------|---|------------------------|
| G4.B1.S1.A1  A390717 | Counselors will make visits to classroom and counselor's office to dialog with students | Florestal, Jean Garry | 8/20/2018 | Counselor log and student contact indicated on FOCUS screen for student | 8/1/2019 monthly |
| G5.B1.S1.MA1  M427361 | Students' work | Francois, Mariette | 8/20/2018 | AAAE Lab report/Career Technical Education program student work | 8/1/2019 weekly |
| G5.B1.S1.MA1  M427362 | Gradebook and students' work folders | DePablo, Jose | 8/20/2018 | Attendance Summary Reports per student in FOCUS software. | 8/1/2019 daily |
| G5.B1.S1.A1  A390718 | Monitor daily student attendance sheets in the AAAE Lab and respective Career Technical Education... | montenegro, benigna | 8/20/2018 | FOCUS attendance records | 8/1/2019 biweekly |
| G5.B1.S1.A2  A390719 | Provide tutoring to our students. | montenegro, benigna | 8/20/2018 | Tutorial logs. | 8/1/2019 biweekly |
| G5.B1.S1.A3  A390720 | Provide financial vocational assistance to our students. | Gutierrez, Armando | 8/20/2018 | Financial assistance records. | 8/1/2019 monthly |
| G2.B1.S2.MA1  M427352 | Teacher will retain student folders | Francois, Mariette | 8/20/2018 | Student folders will contain evidence of testing analysis along with descriptive analysis of educational plan | 8/1/2019 monthly |
| G2.B1.S2.MA1  M427353 | Teacher will have weekly meetings and share/discuss implementation and retain student folders in... | DePablo, Jose | 8/20/2018 | Teachers will submit documentation in each student folder. | 8/1/2019 every-3-weeks |
| G2.B1.S2.A1  A390715 | Teacher will use TABE multi-reference report to assist in developing differentiated instruction | Francois, Mariette | 8/20/2018 | Students' print out and evidence of data chats in department meetings | 8/1/2019 biweekly |
| G5.B1.S2.MA1  M427363 | Class attendance | Gonzalez, Nura | 8/20/2018 | FOCUS attendance sheets and class log-in | 8/1/2019 one-time |
| G5.B1.S2.MA1  M427364 | Tutoring class attendance will be monitored through FOCUS | Blackmon, Sheria | 8/20/2018 | Focus attendance grid and teacher attendance log | 8/1/2019 monthly |
| G5.B1.S2.A1  A390721 | Students will attend tutoring classes. | Florestal, Jean Garry | 8/20/2018 | Class enrollment and student log | 8/1/2019 monthly |