



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lindsey Hopkins Technical College

750 NW 20TH ST

Miami, FL 33127

305-324-6070

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

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

No

Charter School

No

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lindsey Hopkins Technical College

Principal

Nyce Daniel

School Advisory Council chair

Mario Martinez de Castro

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Nyce Daniel	Principal
Octavia Williams	Vice Principal
Hilda Iglesias	Assistant Principal
Chely Rajoy-Tarpin	Assistant Principal
Gonzalo Raventos	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The members of the EESAC committee include: Principal (1); UTD Steward (1); EESAC Chair (1); Teachers (8); ESE Representative (1); Educational Support Employee (1); Student Representative (2); Business/Community Representatives (12).

Involvement of the SAC in the development of the SIP

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 will be reviewed and approved in September 2013.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Committee (EESAC) will meet on a monthly basis to assist in the preparation, evaluation and recommendations relating to the development of the School Improvement Plan (SIP); to update committee members on the school's progress, activities/events in order to achieve the district's and school's goals; and to foster an environment of professional collaboration among all stakeholders.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Nyce Daniel

Principal

Years as Administrator: 13

Years at Current School: 4

Credentials

St. Thomas University
Bachelor of Science Degree
Psychology and Secondary Education St. Thomas University
Master of Science Degree
Guidance and Counseling
Nova Southeastern University
Ed.S. in Educational Leadership
Certifications:
Guidance Counseling
Educational Leadership

Performance Record

2013
LCPs Earned: 1539
OCPs Earned: 1270
2012
LCPs Earned: 1683
OCPs Earned: 1475

Octavia H. Williams

Asst Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Florida Memorial University
 Bachelor of Science Degree
 Varying Exceptionalities
 Nova Southeastern University
 Master of Science Degree
 Educational Technology
 Nova Southeastern University
 Educational Specialist Degree
 Educational Leadership
 Certifications-
 Varying Exeptionalities
 Educational Leadership
 Endorsement-
 English for Speakers of Other Languages (ESOL)

Performance Record

D. A. Dorsey Educational Center
 2013
 LCP's Earned: 253
 OCP's Earned: 148
 2012
 LCPs Earned: 2533
 OCPs Earned: 99
 12 '11 '10 '09 '08
 School Grade B A B A F
 AYP N N N N N
 High Standards Rdg. 54 65 63 63 16
 High Standards Math 51 65 63 65 43
 Lrng Gains-Rdg. 66 64 62 63 38
 Lrng Gains-Math 69 68 64 70 43
 Gains-Rdg-25% 63 69 64 76 48
 Gains-Math-25% 71 70 64 71 74

Hilda Iglesias

Asst Principal

Years as Administrator: 15

Years at Current School: 2

Credentials

Montclair State University
 Bachelors of Arts Degree
 Business Education Montclair State University
 Master of Arts
 Business Education
 Certifications-
 Administration and Supervision (K-12)
 Adult Administration
 Business Education (6-12)

Performance Record

2013
 LCPs Earned: 1539
 OCPs Earned: 1270
 2012
 LCPs Earned: 1683
 OCPs Earned: 1475
 The English Center
 LCPs
 2011: 1563
 2010: 2368
 2009: 3067
 OCPs
 2011: 592
 2010: 572
 2009: 633

Chely Rajoy-Tarpin

Asst Principal

Years as Administrator: 21

Years at Current School: 4

Credentials

Florida International University
 Bachelor of Science Degree
 Social Studies Florida International University
 Master of Science
 Vocational Education Florida International University
 Educational Specialist Degree
 Educational Leadership
 Certifications-
 Administration Adult Education
 School Principal
 Social Science (6-12)
 Endorsements-
 Middle Grades
 Teacher Coordinator Cooperative Education
 Coordinator DCT

Performance Record

2013
 LCPs Earned: 1539
 OCPs Earned: 1270
 2012
 LCPs Earned: 1683
 OCPs Earned: 1475
 2011
 LCPs Earned: 2096
 OCPs Earned: 1636
 2010
 LCPs Earned: 2414
 OCPs Earned: 1821
 Principal at The
 English Center
 2009
 LCPs: 2414
 OCPs: 1821
 GED graduates: 25

Gonzalo Raventos

Asst Principal

Years as Administrator: 21

Years at Current School: 4

Credentials

Florida State University
Bachelor of Arts Degree
Communications
Nova Southeastern University
Master of Science Degree
Educational Leadership
Certifications –
Educational Leadership
English /Language Arts

Performance Record

2013
LCPs Earned: 1539
OCPs Earned: 1270
2012
LCPs Earned: 1683
OCPs Earned: 1475
2011
LCPs Earned: 2096
OCPs Earned: 1636
2010
LCPs Earned: 2414
OCPs Earned: 1821
2009
LCPs Earned: 2714
OCPs Earned: 1840

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

27

receiving effective rating or higher

27, 100%

Highly Qualified Teachers

100%

certified in-field

19, 70%

ESOL endorsed

3, 11%

reading endorsed

1, 4%

with advanced degrees

15, 56%

National Board Certified

1, 4%

first-year teachers

3, 11%

with 1-5 years of experience

3, 11%

with 6-14 years of experience

2, 7%

with 15 or more years of experience

17, 63%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

0, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

these teachers are given the appropriate curriculum support, resources and opportunity for professional growth.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

NA

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

We are a career technical education center that offers Dual Enrollment courses to 10th, 11th, and 12th grade students. We offer nine career technical education programs in which the students may enroll such as Commercial Foods and Culinary Arts, Automotive Service Technology, Computer Systems and Information Technology, Commercial Arts Technology, Sewing and Design Technology, Early Childhood Education, Nails Specialty, Facials Speciality and Tile Setting.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase the dual enrollment students' participation in the Career Technical Education programs after graduation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Dual Enrollment Students	70	1%	71%

Area 10: Additional Targets

Additional targets for the school

Increase the number of students earning Occupational Completion Points (OCP) and Literacy Completion Points (LCP) during the 2013-2014 School Year as compared to the previous school year by one percent as documented by the Occupational Completion Point Summary Report and the Literacy Completion Point Summary Report in Data In Your Hands (DIYH).

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Adult students earning OCPs in CTE programs	1270		1%
Adult students earning LCPs in ESOL, ABE, GED, ELCATE and Citizenship.	1539		1%

Goals Summary

- G1.** 1: Increase the number of students earning OCPs as documented in the Occupational Completion Point Summary Report in Data In Your Hands (DIYH)
- G2.** 2: Increase the number of students earning LCPs on the pre/post-test scores of the Comprehensive Adult Student Assessment System (CASAS) and the Test for Adult Basic Education (TABE).

Goals Detail

G1. 1: Increase the number of students earning OCPs as documented in the Occupational Completion Point Summary Report in Data In Your Hands (DIYH)

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Applied Adult Academic & Education (AAAE) Lab.

Targeted Barriers to Achieving the Goal

- Students' lack of basic skills.

Plan to Monitor Progress Toward the Goal

AAAE Lab report

Person or Persons Responsible

Lab teacher/administration

Target Dates or Schedule:

Weekly/Monthly

Evidence of Completion:

Data In Your Hands reports

G2. 2: Increase the number of students earning LCPs on the pre/post-test scores of the Comprehensive Adult Student Assessment System (CASAS) and the Test for Adult Basic Education (TABE).

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Computer Lab and case managers

Targeted Barriers to Achieving the Goal

- Students' lack of basic skills.

Plan to Monitor Progress Toward the Goal

Student work

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student work folders

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 1: Increase the number of students earning OCPs as documented in the Occupational Completion Point Summary Report in Data In Your Hands (DIYH)

G1.B1 Students' lack of basic skills.

G1.B1.S1 Monitor student attendance in the academic remediation AAAE Lab.

Action Step 1

Daily student attendance sheets

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Gradebook attendance

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

Gradebook and students' work folders

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Summary Reports

Plan to Monitor Effectiveness of G1.B1.S1

Students' work

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

AAAE Lab report

G2. 2: Increase the number of students earning LCPs on the pre/post-test scores of the Comprehensive Adult Student Assessment System (CASAS) and the Test for Adult Basic Education (TABE).

G2.B1 Students' lack of basic skills.

G2.B1.S1 Provide tutorial sessions

Action Step 1

Tutoring schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Tutorial log

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

Student attendance

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of G2.B1.S1

Student work

Person or Persons Responsible

Teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

In-class assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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, Perkins, Vocational Rehabilitation, District Funds, Fee Waivers and SAVES programs. Lindsey Hopkins Technical Education Center 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 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	2: Increase the number of students earning LCPs on the pre/post-test scores of the Comprehensive Adult Student Assessment System (CASAS) and the Test for Adult Basic Education (TABE).	\$196,000
Total		\$196,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Adult General Education Grant	\$196,000	\$196,000
Total	\$196,000	\$196,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. 2: Increase the number of students earning LCPs on the pre/post-test scores of the Comprehensive Adult Student Assessment System (CASAS) and the Test for Adult Basic Education (TABE).

G2.B1 Students' lack of basic skills.

G2.B1.S1 Provide tutorial sessions

Action Step 1

Tutoring schedule

Resource Type

Other

Resource

Tutors and case managers

Funding Source

Adult General Education Grant

Amount Needed

\$196,000