

Lindsey Hopkins Technical College



2014-15 School Improvement Plan

Lindsey Hopkins Technical College

750 NW 20TH ST, Miami, FL 33127

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Lindsey Hopkins Technical Education Center 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

School Environment

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

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

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

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

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

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

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

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 Education Center offers a comprehensive Student Services program to all students through individual, small and large 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. A new student mentoring program will be offered during the 2014-2015 school year.

Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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 Education Center. Once a year we provide a Dade Partners' breakfast so we may have an opportunity to better get to know our partners. These partners participate in our Career and Health Fairs by providing services to our students, faculty and staff.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Daniel, Nyce	Principal
Williams, Octavia	Assistant Principal
Rajoy-Tarpin, Chely	Assistant Principal
Iglesias, Hilda	Assistant Principal
Gutierrez, Armando	Assistant Principal
Morris, Tangelia	Administrative Support
Caldwell, Dennis	Administrative Support
Algaze, Stuart	Instructional Media
Blackmon, Sheria	Teacher, Career/Technical
Brownlow, Christina	Teacher, Career/Technical
Bruce, Roshan	Administrative Support
Chakravarty, Vinita	Teacher, Career/Technical
Davis, Barto	Teacher, Career/Technical
DePablo, Jose	Teacher, Career/Technical
Francois, Mariette	Teacher, Career/Technical
Gonzalez, Nura	Teacher, Career/Technical
Lafortune, Faradjah	Teacher, Career/Technical
Muller, Wayne	Administrative Support
Prieto, Armando	Teacher, Career/Technical
Karayan, John	Teacher, Career/Technical

Duties

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.

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, 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ms. Nyce Daniel	Principal
Ms. Faradjah LaFortune	Teacher
Ms. Pauline Clarke-Trotman	Business/Community
Mr. Antonio Villasuso	Business/Community
Commissioner Audrey Edmonson	Business/Community
Ms. Marydell Guevara	Business/Community
M. Leona Will	Teacher
Ms. Sheria Blackmon	Teacher
Mr. William Hunter	Business/Community
Reverend Father Reginald Jean-Marie	Business/Community
Ms. Deborah Dorsett	Business/Community
Mr. Carlos Martinez	Business/Community
The Honorable Judge Jeri B. Cohen	Business/Community
Mr. Thomas Pila	Business/Community
Ms. Audrey Brown	Education Support Employee
Mr. Daniel Leyva	Student
Mr. Flokendi Dieuville	Student
Mr. Christopher Ras	Student
Ms. Margarita Descartes	Teacher
Ms. Nura Gonzalez	Teacher
Ms. Louise Mack	Teacher
Ms. Mariette Francois	Teacher
Mr. Jose DePablo	Teacher
Ms. Felicia Green	Education Support Employee
Ms. Christina Brownlow	Teacher
Mr. Matthew Pinzur	Business/Community
Mr. Ed Prelaz	Business/Community
Mr. John Karayan	Teacher

Duties

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

Evaluation of last year's school improvement plan

Goal #1 Increase the number of students earning Occupational Completion Points (OCP) by 1% as compared to the previous year. The goal was met by 1.07%.

Goal #2 Increase the number of students earning Literacy Completion Points (LCP) by 1% as compared to the previous year. The goal was almost met by .905%.

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 will be reviewed and approved in September 2014.

Preparation of the school's annual budget and plan

N/A

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 Education Center does not generate EESAC funds.

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

No

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
------	-------

Duties

Describe how the LLT promotes literacy within the school

NA

Public and Collaborative Teaching

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

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

Teachers are encouraged to collaboratively plan and instruct. 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.

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

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

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

NA

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

Teacher of Adult Basic Education (A.B.E.) use the CTB-McGraw Hill Individual Profile report.

Teachers for English for Speakers of Other Languages (E.S.O.L.) use the CASAS, Learning Gains report.

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:

NA

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

Student Transition and Readiness

PreK-12 Transition

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

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

NA

College and Career Readiness

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 prepare the students to transition to post-secondary education.

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

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.

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

NA

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

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic 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).

Strategic Goals Detail

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

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

 G044447

Targets Supported 1b

Indicator	Annual Target
	1.2

Resources Available to Support the Goal 2

- Enroll students in the Applied Adult Academic & Education (AAAE) Lab. Monitor student progress.
- Encourage attendance through our new mentoring program, monitor attendance through Attendance Summary Reports by students in Data in your hands, maintain the electronic grade book up to date to ensure accurate record keeping, refer students with excessive absences to counselors and/or case managers.

Targeted Barriers to Achieving the Goal 3

- Students' lack of basic skills.

Plan to Monitor Progress Toward G1. 8

AAAE Lab report

Person Responsible

Schedule

Monthly, from 8/18/2014 to 7/29/2015

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). 1a

G044448

Targets Supported 1b

Indicator	Annual Target
	1.2

Resources Available to Support the Goal 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. and A.B.E. LABS to improve and enhance student learning.
- Monitor and maintain the electronic grade book up to date to ensure accurate record keeping, encourage attendance through our new Mentoring Program, refer students with excessive absences to counselors and/or case managers, review students' folders, grade book and Attendance Summary

Targeted Barriers to Achieving the Goal 3

- Students' lack of basic skills.

Plan to Monitor Progress Toward G2. 8

Monitor the students that are earning the LCPs and OCPs

Person Responsible

Chely Rajoy-Tarpin

Schedule

Quarterly, from 8/18/2014 to 7/29/2015

Evidence of Completion

Students earned LCPs and OCPs

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

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


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

 **G044447**

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

 **B109205**

G1.B1.S1 Monitor student attendance in the academic remediation AAAE Lab. **4**

 **S120724**

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

Person Responsible

Chely Rajoy-Tarpin

Schedule

Weekly, from 8/18/2014 to 7/29/2015

Evidence of Completion

Gradebook attendance

Action Step 2 5

Provide tutoring to our students.

Person Responsible

Chely Rajoy-Tarpin

Schedule

Weekly, from 8/18/2014 to 7/29/2015

Evidence of Completion

Tutorial logs.

Action Step 3 5

Provide financial vocational assistance to our students.

Person Responsible

Chely Rajoy-Tarpin

Schedule

Monthly, from 8/18/2014 to 7/29/2015

Evidence of Completion

Financial assistance records.

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

Gradebook and students' work folders

Person Responsible

Chely Rajoy-Tarpin

Schedule

Daily, from 8/18/2014 to 7/29/2015

Evidence of Completion

Attendance Summary Reports

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

Students' work

Person Responsible

Chely Rajoy-Tarpin

Schedule

Weekly, from 8/18/2014 to 7/29/2015


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). 1

 G044448

G2.B1 Students' lack of basic skills. 2

 B109206

G2.B1.S1 Provide tutorial sessions 4

 S120725

Strategy Rationale

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

Action Step 1 5

Provide tutoring to students.

Person Responsible

Chely Rajoy-Tarpin

Schedule

Weekly, from 8/18/2014 to 7/29/2015

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 mentoring program.

Person Responsible

Chely Rajoy-Tarpin

Schedule

Monthly, from 8/18/2014 to 7/29/2015

Evidence of Completion

Attendance summary through Attendance Summary Reports per student in Data in Your Hands (DIYH)

Action Step 3 5

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

Person Responsible

Chely Rajoy-Tarpin

Schedule

Weekly, from 8/18/2014 to 7/29/2015

Evidence of Completion

Lab attendance logs.

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

Student attendance

Person Responsible

Chely Rajoy-Tarpin

Schedule

Daily, from 8/18/2014 to 7/29/2015

Evidence of Completion

Attendance hours will be gathered through the Attendance Summary Reports pr student in Data in Your Hands (DIYH).

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

Student work

Person Responsible

Chely Rajoy-Tarpin

Schedule

Weekly, from 8/18/2014 to 7/29/2015

Evidence of Completion

In-class assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Monitor daily student attendance sheets	Rajoy-Tarpin, Chely	8/18/2014	Gradebook attendance	7/29/2015 weekly
G2.B1.S1.A1	Provide tutoring to students.	Rajoy-Tarpin, Chely	8/18/2014	Tutorial log	7/29/2015 weekly
G1.B1.S1.A2	Provide tutoring to our students.	Rajoy-Tarpin, Chely	8/18/2014	Tutorial logs.	7/29/2015 weekly
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 mentoring program.	Rajoy-Tarpin, Chely	8/18/2014	Attendance summary through Attendance Summary Reports per student in Data in Your Hands (DIYH)	7/29/2015 monthly
G1.B1.S1.A3	Provide financial vocational assistance to our students.	Rajoy-Tarpin, Chely	8/18/2014	Financial assistance records.	7/29/2015 monthly
G2.B1.S1.A3	Provide students access to the ESOL and ABE labs as needed.	Rajoy-Tarpin, Chely	8/18/2014	Lab attendance logs.	7/29/2015 weekly
G1.MA1	AAAE Lab report		8/18/2014	Data In Your Hands reports	7/29/2015 monthly
G1.B1.S1.MA1	Students' work	Rajoy-Tarpin, Chely	8/18/2014	AAAE Lab report	7/29/2015 weekly
G1.B1.S1.MA1	Gradebook and students' work folders	Rajoy-Tarpin, Chely	8/18/2014	Attendance Summary Reports	7/29/2015 daily
G2.MA1	Monitor the students that are earning the LCPs and OCPs	Rajoy-Tarpin, Chely	8/18/2014	Students earned LCPs and OCPs	7/29/2015 quarterly
G2.B1.S1.MA1	Student work	Rajoy-Tarpin, Chely	8/18/2014	In-class assessments	7/29/2015 weekly
G2.B1.S1.MA1	Student attendance	Rajoy-Tarpin, Chely	8/18/2014	Attendance hours will be gathered through the Attendance Summary Reports pr student in Data in Your Hands (DIYH).	7/29/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Budget Rollup

Summary

Description	Total
Goal 2: 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).	180,000
Grand Total	180,000

Goal 2: 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).

Description	Source	Total
B1.S1.A1 - A General Education Grant Funds	Other Federal	180,000
Total Goal 2		180,000