

School Name and Number : 8005 - Lindsey Hopkins Technical Education Center

School Performance Excellence Plan

Principal: James V. Parker

Telephone #: (305) 324-6070

High School Feeder Pattern: 8001 - Adult/Vocational Ed.

Region: Adult/Vocational

Board District #: 2 - Dr. Solomon C. Stinson

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 8005 - Lindsey Hopkins Technical Education Center

2002 School Performance Grade: _____

Vision/Mission/Belief Statement(s):

VISION: We believe that Lindsey Hopkins Technical Education Center will excel all others and become the most recognized vocational educational school in the United States. Our goal will be to assist students to become skilled and productive members of a community with respect for the dignity of work. Our institution will become a visionary community leader taking vocational education into the 21st century. The programs, students, and faculty will be a showcase to the community, demonstrating what can be accomplished in the area of vocational education.

MISSION: It is the mission of Lindsey Hopkins Technical Education Center, through the cooperative efforts of the faculty and staff, to provide every student the opportunity to grow and develop to his/her fullest potential and become a responsible, contributing member of the community by acquiring skills, knowledge, and attitudes needed to seek and maintain a meaningful role in the workforce and/or at home. Lindsey Hopkins Technical Education Center offers students encouragement to do this and through its curriculum, provides the means by which students may discover and develop their capabilities as they seek their desired goals. In recognition of its ultimate responsibility to the community it serves, the Center seeks to enable each student to assess his or her personal qualities as they relate to the well-being of others and the welfare of the community in which he/she lives.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Lindsey Hopkins Technical Education Center

Lindsey Hopkins Technical Education Center is centrally located in the heart of Miami at 750 N.W. 20th Street. It encompasses seven (7) interconnected, multi-level buildings that house 380,000 square feet of learning/office facilities. Currently Miami Skill Center is a satellite of Lindsey Hopkins; subsequently, the merger of the two centers and both EESAC Committees has expanded the scope and services available to the community by serving citizens throughout the county, the Homeless Assistance Center, and at the Miami-Dade Department of Corrections facilities.

Given a course of instruction utilizing and emphasizing the objectives of each Literacy Point (LCP) checklist, at least five percent (5%) of the students enrolled in English for Speakers of Other Languages (ESOL) Levels 1, 2, and 3 will improve their reading comprehension skills at least one grade level. Student growth will be measured by documenting the number of Literacy Completion Points (LCP's) at the end of the first trimester of the 2002-2003 school year.

Given the focus of on-going professional development for all staff members, a minimum of two (2) inservice training classes will be provided for the faculty and staff. The Educational Excellence School Advisory Council (EESAC) will document and maintain an in-service log to reflect those in attendance at the various inservice trainings.

Given instruction and practice in the Competency-Based Curriculum (CBC), students in the adult education programs will increase their math comprehension skills, as evidenced by an average increase of at least 1.0 grade level in scores on the July 2002 to the June 2003 administration of the TABE Test, documented in the Vocational Adult Community System (VACS).

Given instruction using the Curriculum Frameworks, and based upon the total enrollment of students in a vocational program from the July 2002 to the June 2003 school year, there will be a minimum of 1000 Occupational Completion Points (OCP's) generated, as documented by the WDIS Detail OCP Report.

Given school-wide attention to the number of students who enroll in a vocational training program, 5% percent of the total number of students enrolled in a vocational training program will be placed in jobs from the July 2002 to the June 2003 school year. Placement rate is determined by the tallying of "The Employee's Verification of Employment".

The above objectives will be accomplished through the cooperative effort of the faculty and staff as coordinated by the Educational Excellence School Advisory Council (EESAC) to achieve our strategies for the 2002-2003 school year.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Lindsey Hopkins is a vocational-technical, adult education center. The major programs are Industrial Education, Health Occupations, Business Technology, Family & Consumer Sciences, Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL). All instructors follow the Competency Based Curriculum (CBC) and Sunshine State Standards.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Through its vision and mission statements, Lindsey Hopkins Technical Education Center expresses its goal to assist students to become skilled and productive members of our community. Lindsey Hopkins will be a community leader, taking vocational education to its fullest potential. It is our commitment to instill our students with the following core values: honesty, courtesy, productivity, punctuality, dependability and diligence.

1.3 Human Resources

This item describes the people who carry out the work of the school.

Lindsey Hopkins has a diversified staff. Thirty-three percent (33%) white, thirty-three percent (33%) Hispanic, thirty-one percent (31%) African-American and three percent (3%) Asian/Indian.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Lindsey Hopkins has been retrofitted in order to meet its technology needs. In addition, a new Information Technology Center has been planned and computers have been purchased so that there is at least one computer in each classroom.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Lindsey Hopkins operates under Performance Based Funding (PBF). The school has received only eighty-five percent (85%) of the previous years' budget. This places across the board constraints on staffing and supplies for the school. For example, the business department has not been able to provide students with the state-of-the-art computer hardware and software training as required by industry, also, the part-time hourly budget for teachers this year exceeds the allotment. Consequently, most ABE/ESOL classes have forty (40) or more students.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Lindsey Hopkins has a large immigrant student population. The largest student group is of Haitian descent. The school has a large English for Speakers of Other Languages (ESOL) program and a foreign students office to assist students. Lindsey also offers programs such as Skills for Academic, Vocational and English Studies (SAVES).

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Lindsey Hopkins has a new Information Technology Program in response to the needs of our business and student community. Also, Lindsey Hopkins focuses on the One Community, One Goal program developed by Greater Miami Chamber of Commerce (GMCC).

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Lindsey Hopkins is meeting the requirements of the faculty by providing in-service training in Professional Assessment and Comprehensive Evaluation Systems (PACES) skills and developing Performance Development Plans (PDP's). We are meeting the needs of the staff by encouraging attendance at in-service training classes which update their technological and customer service skills.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Lindsey Hopkins has a Foreign Students Office to assist students. It also has a Career Resource Development Center, C-Net testing for potential nursing students and a GED testing center to assist students in attaining their goals.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Students enroll in Lindsey Hopkins due to our accredited programs and our documented placements in the surrounding business community. Lindsey Hopkins has affordable tuition and is easily accessed by public transportation. For example, Lindsey's massage therapy program is the only one of its kind in Miami-Dade County Public Schools.

3.2 Competitors

This item explores the alternate schools available to students.

Lindsey Hopkins and all adult schools are competing with private schools as well as community colleges for a finite pot of dollars.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Lindsey Hopkins is limited by reduced funding. Lindsey Hopkins' goal is to recruit students, retain those students, ensure that those students complete programs and finally place them in jobs.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Lindsey Hopkins is faced with Performance Based Funding. This provides only eighty-five percent (85%) of the previous year's funding. The other fifteen percent (15%) is earned by performance. This reduction of our funding affects the delivery of programs to an increasing student population.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Lindsey Hopkins' adult student population has a majority with no basic skills in English or their native language.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Lindsey Hopkins ensures the quality of our beginning teachers by the mandatory completion of the Beginning Teacher Program. Teachers are encouraged to participate in advisory committee meetings in order to maintain industry standards. Additionally, teachers are encouraged to participate in cultural sensitivity training to meet the needs of a cultural diverse student body.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Lindsey Hopkins faces the operational challenges of an urban city school such as language barriers, at risk students, non-traditional families, lower socio-economic backgrounds, and special needs students.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Lindsey Hopkins is using the Sterling Criteria as a basis for expanding our faculty membership on the Educational Excellence School Advisory Council (EESAC) to expand our Performance Excellence Plan (PEP) objectives and to lengthen the time for meeting Performance Excellence Plan (PEP) objectives.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Lindsey Hopkins evaluates each entering student by testing him/her for placement in Adult Basic Education (ABE) programs appropriate for their levels. Students complete a Literary Completion Point (LCP) to demonstrate mastery of course materials. Students who have mastered course materials earn a Literary Completion Point (LCP) and advance to the next level.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Lindsey Hopkins Technical Education Center's faculty used the following instructional activities in delivering their educational programs: clinical laboratory activities, business simulations, hands-on instruction, collaborative learning, use of multi-media, demonstrations and field experiences.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Lindsey Hopkins has the following resources to support our programs: childcare services; counseling in students' native language; career resource center; disabled student support services; financial aid, GED assistance; as well as being accredited by the Council on Occupational Education.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Lindsey Hopkins will hold a faculty election to expand Educational Excellence School Advisory Council (EESAC) membership. The expanded Educational Excellence School Advisory Council (EESAC) will develop the Performance Excellence Plan (PEP) objectives. The Educational Excellence School Advisory Council (EESAC) will also provide the necessary support for completing Performance Excellence Plan (PEP) objectives.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	STUDENT LEVEL	DATE INITIATED
Apprenticeship	Adult	Jul. '01
Clinical Rotations	Adult	Jul. '01
Dental Assisting	Adult	Jul. '01
Dental Laboratory Technology	Adult	Jul. '01
Microsoft	Adult	Jul. '01
Oracle	Adult	Jul. '01
Practical Nursing	Adult	Jul. '01
Surgical Technology	Adult	Jul. '01

Writing

PROGRAM	STUDENT LEVEL	DATE INITIATED
PACES	Adult	Sep. '01

Mathematics

PROGRAM	STUDENT LEVEL	DATE INITIATED
Choices	Adult	Sep. '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Introduction to Paces	40	Jan. 24, '02
PACES Criteria	40	Jan. 24, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
Using Grolier On Line	23	Feb. 12, '02
Grammar 3-D Software Training	20	Nov. 20, '01
Ellis Software Training	22	Apr. 26, '02
Pearson Education Workshop	21	Apr. 22, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
StudentAssesment Modules (SAMS) Workshop	20	Mar. 25, '02
PACES	35	Apr. 22, '02
PACES	35	Feb. 18, '02

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
CRISS Training	15	Feb. 07, '02
Concept Mapping	12	Feb. 21, '02
Think-Pair-Share	15	Mar. 13, '02
Critical Thinking Strategies	13	Mar. 07, '02

PROFESSIONAL DEVELOPMENT

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The Educational Excellence School Advisory Council (EESAC) assisted in formulating School Improvement Plan (SIP) goals which will have a direct impact on the budget.

Training:

The Educational Excellence School Advisory Council (EESAC) assisted in planning and implementing staff development activities.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC) assisted in formulating goals that involve the use of new instructional materials which emphasize test-taking and School-To-Work strategies.

Technology:

The Educational Excellence School Advisory Council (EESAC) assisted in planning and updating computer software for reading and math computer labs.

Staffing:

The Educational Excellence School Advisory Council (EESAC) has not assisted with staffing at this time.

Student Support Services:

The Educational Excellence School Advisory Council (EESAC) assisted in planning the School Improvement Plan (SIP) goals in language, math, writing, with assistance from the guidance/testing department.

School Safety and Discipline:

The Educational Excellence School Advisory Council (EESAC) assists with the School Safety Committee in monitoring safety issues. The Educational Excellence School Advisory Council (EESAC) monitors with the Guidance Department to insure that the Adult Code of Student Conduct is used in maintaining student discipline.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) found that there are no other additional resources necessary at this time.

Benchmarking:

The Educational Excellence School Advisory Council (EESAC) assisted in planning and implementing surveys and needs assessments to formulate goals and objectives for the School Improvement Plan (SIP).

School Data Summary: (compare the last 4 years, if available)

School Name: Lindsey Hopkins Technical Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1

State Goal #: 3 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	()	()	()	(x)

Needs Assessment

Data collected indicated that twenty-three percent (23%) of English for Speakers of Other Languages (ESOL) students levels 1, 2, and 3 have not demonstrated at least one grade level increase in reading comprehension.

Objective

Given a course of instruction utilizing and emphasizing the objectives of each Literacy Point (LCP) checklist, at least five percent (5%) of the students enrolled in English for Speakers of Other Languages (ESOL) Levels 1, 2, and 3 will improve their reading comprehension skills at least one grade level. Student growth will be measured by documenting the number of Literacy Completion Points (LCP's) at the end of the first trimester of the 2002-2003 school year.

Definition of Adequate Progress:

Adequate progress will be achieved if five percent (5%) of the students enrolled earn a Literacy Completion Point (LCP).

Evaluation:

This objective will be evaluated by counting the Literacy Completion Points posted at the of the trimester.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Klosz, Renee		
Pitt, Marta		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Update the curriculum of English to Speakers of Other Languages/Vocational English to Speakers of Other Languages (ESOL/VESOL) classes by utilizing career-oriented reading materials that reflect language skills needed to find and maintain employment.	ESOL/VESOL Instructors	N/A	Sep. '02	Apr. '03
2 . Incorporate the Student Assessment Modules (SAMS) materials into the English to Speakers of Other Languages (ESOL/VESOL) instruction to improve students test-taking skills and strategies.	ESOL/VESOL Instructors	N/A	Sep. '02	Dec. '03
3 . Evaluate and update the curriculum in the Computer Laboratory to incorporate more of the reading and language skills on the Test of Adult Basic Education (TABE).	Department Heads	N/A	Sep. '02	Dec. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Lindsey Hopkins Technical Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 2 : Other

Aligns with District Goal #: 3

State Goal #: 6

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	()	()	(x)	()	()

Needs Assessment

There is a continual need at Lindsey Hopkins Technical Education Center to provide inservices on staff development, customer satisfaction and cultural sensitivity.

Objective

Given the focus of on-going professional development for all staff members, a minimum of two (2) inservice training classes will be provided for the faculty and staff. The Educational Excellence School Advisory Council (EESAC) will document and maintain an in-service log to reflect those in attendance at the various inservice trainings.

Definition of Adequate Progress:

Adequate progress is determined by providing a minimum of two (2) inservices for faculty and staff.

Evaluation:

The Educational Excellence School Advisory Council (EESAC) will document each inservice and maintain an inservice log to reflect those in attendance at the various trainings.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Klosz, Renee		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide speakers on cultural diversity and customer relations on planning days for all staff.	Educational Excellence School Advisory Council (EESAC)	N/A	Sep. '02	Apr. '03
2 . Provide staff with Internet access for virtual classroom campus inservices on customer relations and cultural diversity.	Educational Excellence School Advisory Council (EESAC)	N/A	Sep. '02	Apr. '03
3 . Provide staff with Teacher Education Center Points, inservice points for completion of staff development.	TEC Coordinator	N/A	Sep. '02	Apr. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Lindsey Hopkins Technical Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 1

State Goal #: 3 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	()	()	()	(x)

Needs Assessment

The Test of Adult Basic Education (TABE) test indicated that eighty-two percent (82%) of the ABE/Math C students have not demonstrated at least one grade level increase in math.

Objective

Given instruction and practice in the Competency-Based Curriculum (CBC), students in the adult education programs will increase their math comprehension skills, as evidenced by an average increase of at least 1.0 grade level in scores on the July 2002 to the June 2003 administration of the TABE Test, documented in the Vocational Adult Community System (VACS).

Definition of Adequate Progress:

Adequate progress will be achieved if five percent (5%) of students improve one grade level in math.

Evaluation:

The objective will be evaluated by scores on the Test of Adult Basic Education (TABE).

SAC members involved in the development of this objective:

Names:	Names:	Names:
Casas, Francisco		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . All teachers will have students identify a list of School-To-Career math vocabulary words and learn their meanings.	Adult Basic Education Department Head	N/A	Jul. '02	Jun. '03
2 . Students will be required to practice their basic math skills by emphasizing whole number theory, fractions, decimals, percentages, measurements, and data interpretations.	Adult Basic Education Department Head	N/A	Jul. '02	Jun. '03
3 . Vocational teachers will stress math problems in their areas of training.	Adult Basic Education Department Head	N/A	Jul. '02	Jun. '03
4 . Teachers will provide intensive general adult education group instruction in the areas of arithmetic, math, pre-algebra, algebra, and geometry.	Adult Basic Education Department Head	N/A	Jul. '02	Jun. '03
5 . General adult and vocational education instructors will participate in an income tax preparation workshop, sponsored by a business community partner.	Education Excellence School Advisory Council (EESAC)	N/A	Jul. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Lindsey Hopkins Technical Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 4 : Other

Aligns with District Goal #: 1

State Goal #: 3 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	(x)	()	()	()	(x)

Needs Assessment

Vocational students must meet minimum requirements for certification in their field, as demonstrated by the Test of Adult Basic Education (TABE) scores. Students who fail one or more sections of the Test of Adult Basic Education (TABE) must be exposed to additional time in the VPI/SAIL Lab to receive remediation in basic skills.

Objective

Given instruction using the Curriculum Frameworks, and based upon the total enrollment of students in a vocational program from the July 2002 to the June 2003 school year, there will be a minimum of 1000 Occupational Completion Points (OCP's) generated, as documented by the WDIS Detail OCP Report.

Definition of Adequate Progress:

Adequate progress will be determined by enrolled students earning a minimum of one thousand (1000) Occupational Completion Points (OCP's).

Evaluation:

The number of Occupational Completion Points will be documented by the WDIS Detail Occupational Completion Points Report.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Duboue, Luis		
Rodriguez, Javier		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Students will develop a job portfolio documenting evidence of their skills and accomplishments that will assist them for obtaining employment.	Assistant Principals	N/A	Jul. '02	Jun. '03
2 . Increase students' awareness of the SCANS Employability Skills by providing opportunities to develop a personal plan to become certified in their ares of study.	Counselors	N/A	Jul. '02	Jun. '03
3 . Increase business involvement in the development of curriculum, in order for students to acquire a hands-on learning approach relaive to the business world.	Educational Excellence School Advisory Council (ESSAC)	N/A	Jul. '02	Jun. '03
4 . All students scoring below the minimum graduation requirements on the Test of Adult Basic Education will require academic remediation. The TABE is the pre-test issued to all students.	Assistant Principals	N/A	Jul. '02	Jun. '03
5 . Provide periodic workshops to all instructional staff, stressing the use of computerized, small group, and individualized instruction to meet the needs of our school population.	Assistant Principals	N/A	Jul. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Lindsey Hopkins Technical Education Center

District Name: Miami-Dade County Public Schools

Performance Grade: _____

School Performance Excellence Goal: # 5 : Other

Aligns with District Goal #: 1

State Goal #: 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	()	()	()	()	()	(x)

Needs Assessment

The placement rate for vocational students will be a result of the consolidation of the Miami Skill Center with Lindsey Hopkins Technical Education Center.

Objective

Given school-wide attention to the number of students who enroll in a vocational training program, 5% percent of the total number of students enrolled in a vocational training program will be placed in jobs from the July 2002 to the June 2003 school year. Placement rate is determined by the tallying of "The Employee's Verificaiton of Employment".

Definition of Adequate Progress:

Adequate Progress will be determined if the placement rate is five percent (5%) or more.

Evaluation:

Placement rate is determined by the tallying of "The Employee's Verification of Employment."

SAC members involved in the development of this objective:

Names:	Names:	Names:
Mezadiou, Yolette		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide employability skills on a regular schedule to all students on and off campus. Such classes will include, but not limited to the following areas: interviewing techniques, completing job applications, proper grooming, positive body-language techniques, resume completion, work ethics, and behavioral attitudes.	Career Resource Specialist/Miami-Dade Department of Corrections	N/A	Jul. '02	Jun. '03
2 . Work closely with the public and private sectors to build a collaborative relationship with the business community.	Career Resource Specialist/Miami-Dade Department of Corrections	N/A	Jul. '02	Jun. '03
3 . Sponser and attend job fairs.	Career Resource Specialist/Miami-Dade Department of Corrections	N/A	Jul. '02	Jun. '03
4 . Recruit new Miami-Dade Partners at the various chambers of commerce meetings and other functions.	Career Resource Specialist/Miami-Dade Department of Corrections	N/A	Jul. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed **all** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.