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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 8005 - Lindsey Hopkins Technical Education Center

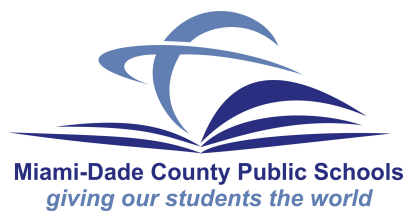
*FeederPattern:* Adult/Vocational Ed.

*Region:* Adult/Vocational

*District:* 13 - Miami-Dade

*Principal:* Rosa Borgen

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Lindsey Hopkins Technical Education Center*

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Lindsey Hopkins Technical Education Center is centrally located in the heart of Miami at 750 N.W. 20th Street. This site encompasses seven interconnected, multi-level buildings that house 380,000 square feet of learning/office facilities. Lindsey Hopkins Technical Education Center has expanded the scope and services it provides by serving the community throughout the county at its numerous off-campus locations, including the Homeless Assistance Center and the Miami-Dade County Corrections and Rehabilitation Department.

Given a course of instruction utilizing the Florida Department of Education Standardized Adult Education Curriculum Syllabi, ten percent of the students enrolled through the end of the reporting period in English for Speakers of Other Languages (ESOL) classes will improve their English literacy skills by at least one level as evidenced by student pre and post test scores on the Comprehensive Adult Student Assessment System (CASAS). Student growth will be measured by documenting the number of Literacy Completion Points at the end of the 2006-2007 school year.

Given a course of instruction utilizing the Florida Department of Education Standardized Adult Education Curriculum Syllabi, ten percent of the students enrolled in Adult Basic Education/mathematics classes will increase their mathematics comprehension skills, as evidenced by an average increase of at least 1.0 grade level in scores attained on the June 2007 post test, when compared to similar scores on the June 2006 pre-test administration of the Test of Adult Basic Education (TABE), as documented in the Vocational Adult Community System (VACS).

Given the emphasis on documenting accurate student attendance and performance records at the post-secondary level, students enrolled in career and technical education programs during the 2006-2007 school year will average one Occupational Completion Point (OCP) gain as documented by the Occupational Completion Point Summary Report and/or Final Class Reports.

Given the District emphasis on maintaining a safe and orderly environment conducive to learning, Lindsey Hopkins Technical Education Center will decrease the number of school incidences occurring in 2006-2007 by two percent, when comparing similar data for the year 2005-2006, as documented by Miami-Dade County School Police Reports involving altercations, thefts, vandalism, etc.

Given district-wide emphasis to provide data-driven instruction in deficient skill areas, students at the Boot Camp facility will demonstrate improvement in the areas of reading, language, and mathematics, as evidenced by a measurable gain of 1.0 or more on the Test of Adult Basic Education (TABE) post test administration for 2006-2007 when comparing pre-test scores administered to the same student population

this year. TABE pre-tests and post-tests will be administered to all students who enter and exit the Boot Camp program.

Given the need to transition high school Exceptional Student Education students into career and technical programs, Lindsey Hopkins Technical Education Center will add an Environmental Services course to the existing dual enrollment program and document the success rate of program participants as evidenced by 50 percent of these students attaining passing grades and/or Occupational Completion Points in this program by May 2007.

The percent of students passing the State-certified Licensed Practical Nursing examination will reflect a high Return On Investment Index for 2006-2007 as evidenced by a passing rate of fifty percent or more on the 2006-2007 licensing examination.

The results of the Organizational Performance Improvement Snapshot (OPIS) Survey indicated improvement (.2 gain) in the two lower categories identified in the 2005-2006 survey: Process Management and Strategic Planning. Despite the fact that high ratings were attained in all categories of the 2006-2007 OPIS survey, improvement is still needed in the areas of Human Resource Focus (4.0 rating) and Strategic Planning (3.9 rating).

We will address these two areas and make a concerted effort to improve. We will provide more feedback to our faculty and staff regarding their achievements and accomplishments and we will also emphasize the need for meeting attendance and input from non-EESAC members since much of Strategic Planning is discussed at our EESAC meetings.

The above objectives will be accomplished through the cooperative effort of the faculty and staff as coordinated by the Educational Excellence Advisory Council to achieve our strategies for the 2006-2007 school year.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## VISION

We are committed to provide educational excellence for all.

## MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

## CORE VALUES

### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## **Lindsey Hopkins Technical Education Center**

### VISION

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 technically advanced vocational and academic education.

### MISSION

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

## CORE VALUES

Our Core Values consist of the following:

Honesty, Integrity and Respect

Fairness and Kindness

Citizenship, Cooperation and Responsibility

Excellence

Honesty, Integrity and Respect

We value honesty, integrity and respect as the foundation of our interpersonal and professional relationships.

Fairness and Kindness

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety and well-being of our students, families and staff.

Citizenship, Cooperation and Responsibility

We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Excellence

We pursue the highest standards in all we do.

## *School Demographics*

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Lindsey Hopkins Technical Education Center is centrally located in the heart of Miami at 750 N.W. 20th Street. This site encompasses seven interconnected, multi-level buildings that house 380,000 square feet of learning/office facilities. Lindsey Hopkins Technical Education Center has expanded the scope and services it provides by serving the community throughout the county at its numerous off-campus locations, including the Homeless Assistance Center and the Miami-Dade County Corrections and Rehabilitation Department.

Lindsey Hopkins Technical Education Center has a diversified staff. Sixteen percent are White, thirty-four percent are Hispanic, forty-six percent are African-American and four percent fall under the category of Other. The faculty uses the following instructional activities in delivering their educational programs: clinical laboratory activities; business simulations; hands-on instruction; collaborative learning; multi-media; demonstrations; curriculum mapping; professional learning communities; and field experiences.

Students enroll in Lindsey Hopkins Technical Education Center due to our accredited programs and our documented transitions to higher learning and positive placements in the surrounding business community. Lindsey Hopkins Technical Education Center has affordable tuition and is easily accessed by public transportation. Also, Lindsey Hopkins Technical Education Center has a five-story parking garage that provides free parking to all students.

Lindsey Hopkins Technical Education Center now provides additional services to the community through its thirteen vocational and four academic programs at the Homeless Assistance Center, the Miami-Dade County Corrections and Rehabilitation Department, Goodwill Industries and other community-based agencies. Our Career Resource Center provides assistance with resume writing and interview skills to help students in their job search and placement. Lindsey Hopkins Technical Education Center is a testing center for the Test of Essential Academic Skills, given to potential nursing students and is also an official GED testing center. Our link with Vocational Rehab helps those in need of new career direction. Our Exceptional Student Education Dual Enrollment Facilitator works with local high schools to enable their Exceptional Student Education students to obtain career technical training.

Lindsey Hopkins Technical Education Center has the following resources to support our programs: childcare services; counseling in students' native language; Exceptional Student Education Dual Enrollment Facilitator; disabled student support services; financial aid; and GED assistance.

Lindsey Hopkins Technical Education Center has a large immigrant student population. The largest student group is of Haitian descent. Lindsey Hopkins Technical Education Center's adult student population has a majority with no basic skills in English or their native language. The ethnic breakdown of students is as follows: White: 2.6%; African-American: 61%; Hispanic: 35%; Asian: 1%; and American Indian 1%. Gender is divided between 48% male and 52% female.

The school has a large English Literacy program. Lindsey Hopkins Technical Education Center also offers programs such as Skills for Academic, Vocational and English Studies. Lindsey Hopkins also has a Family Literacy Grant and a Tutoring Grant to assist students with their basic skills.

# *School Foundation*

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## ***Leadership:***

Faculty and staff feel that the school leadership clearly sets direction, shares the mission and vision and creates a positive working environment.

Faculty and staff indicated a desire for additional involvement in the decision-making process.

## ***District Strategic Planning Alignment:***

Faculty and staff feel that they are aware of the school's goals and involved in their development.

Faculty and staff would like to receive periodic feedback on strategic planning for the school.

## ***Stakeholder Engagement:***

Faculty and staff recognize that our students are our most important customers.

Faculty and staff would like to have more opportunities in making higher-level, school-based decisions.

## ***Faculty & Staff:***

Faculty and staff feel we cooperate and work as a team to ensure the school's effective operation.

Faculty and staff feel there is a need to utilize the shared decision-making process to include their input on a regular basis.

Teacher Mentoring Programs:

Lindsey Hopkins Technical Education Center encourages its faculty to participate in a variety of professional activities. These activities include the access to the Educational Portal, school-based workshops, seminars and trainings, staff development activities available through Region IV, the opportunity to attend national and regional conferences and curriculum integration opportunities at faculty and department meetings.

## ***Data/Information/Knowledge Management:***

Faculty and staff feel they have the knowledge, direction and assessment methods needed to analyze and monitor progress.

Faculty and staff would like to easily access data that measures the quality of their work.

## ***Education Design:***

Faculty and staff feel they follow clear processes that facilitate their work and student learning.

Faculty and staff would like more feedback regarding their achievements and accomplishments.

## ***Performance Results:***

Faculty and staff feel the process is carried out in a successful manner which promotes quality, efficiency and satisfaction.

Faculty and staff would like more input in determining funding options for the school.



## GOAL 1: READING

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 1 STATEMENT:**

LCPs/ESOL

Students enrolled in our English for Speakers of Other Languages (ESOL) classes will improve their English literacy skills.

### **Needs Assessment**

Data collected from the 2005-2006 LCP Summary Report in "Data in Your Hands" indicated that twenty-three percent of our ESOL students achieved at least one Literacy Completion Point during the 2005-2006 school year. Seventy-seven percent of our ESOL students, however, did not generate a Literacy Completion Point during the 2005-2006 school year.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given a course of instruction utilizing the Florida Department of Education Standardized Adult Education Curriculum Syllabi, ten percent of the students enrolled through the end of the reporting period in English for Speakers of Other Languages (ESOL) classes will improve their English literacy skills by at least one level as evidenced by student pre and post test scores on the Comprehensive Adult Student Assessment System (CASAS). Student growth will be measured by documenting the number of Literacy Completion Points at the end of the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide material that directly correlates to the ESOL Standardized Curriculum Syllabi.	Assistant Principals, Department Chair	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide practical application of required benchmarks through the use of the ESOL Computer Lab.	Assistant Principals, Department Chair, Lab Manager, Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide correlated workshops to facilitate professional management of required texts and materials.	Assistant Principals, Department Chair, Trainers	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide tutorial services to increase retention rate. (Strategy contingent on grant renewal)	Assistant Principals, Department Chair, Tutors	8/14/2006	7/25/2007	School-to-Career	\$10000.00
Provide material that directly correlates to the State-required assessment instrument, CASAS.	Assistant Principals, Department Chair	8/14/2006	7/25/2007	School-to-Career	\$0.00

## Research-Based Programs

Longman's "Literacy Plus A & B" and McGraw-Hill's "Taking Off" and "All-Star" ESOL Series textbooks; "English Language Learning and Instruction System" (ELLIS) and Auralog's "Tell Me More" software programs

## Professional Development

Workshops and training sessions that coordinate the ESOL textbooks and software to the Florida Department of Education, Adult ESOL Curriculum Frameworks and Standardized Curriculum Syllabi will be offered.

## **Evaluation**

This objective will be evaluated by counting the Literacy Completion Points at the end of the 2006-2007 school year.

## GOAL 2: MATHEMATICS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 2 STATEMENT:**

LCPS/Math

Students in the Adult Basic Education programs will increase their mathematics comprehension skills.

**Needs Assessment**

Data collected from the Vocational Adult Community System (VACS) indicated that forty-four percent of our Adult Basic Education/mathematics students achieved a one-grade average increase during the 2005-2006 school year. Fifty-six percent of our Adult Basic Education/mathematics students, however, did not obtain a one-grade average increase during the 2005-2006 school year.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given a course of instruction utilizing the Florida Department of Education Standardized Adult Education Curriculum Syllabi, ten percent of the students enrolled in Adult Basic Education/mathematics classes will increase their mathematics comprehension skills, as evidenced by an average increase of at least 1.0 grade level in scores attained on the June 2007 post test, when compared to similar scores on the June 2006 pre-test administration of the Test of Adult Basic Education (TABE), as documented in the Vocational Adult Community System (VACS).

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate math problems into career and technical classes.	Assistant Principals, Department Chairs, and Career Technical Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide correlated workshops to facilitate professional management of required texts and materials.	Assistant Principals, Department Chair, Trainers	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide tutorial services to increase retention rate. (Strategy contingent on grant renewal)	Assistant Principals, Department Chair, and Tutors	8/14/2006	7/25/2007	School-to-Career	\$10000.00
Provide intensive general adult education group and individual instruction in the areas of arithmetic, pre-algebra, algebra and geometry via classroom and Mathematics Lab.	Assistant Principals, Department Chair, and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide practice in basic math skills by emphasizing whole number theory, fractions, decimals, percentages, measurements and data interpretations.	Assistant Principals, Department Chair, and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide appropriate texts, software and technology to meet the standards of the state Adult Basic Education Curriculum Frameworks.	Assistant Principals and Department Chair	8/14/2006	7/25/2007	School-to-Career	\$0.00

## Research-Based Programs

Contemporary's "Achieving TABE Success in Reading, Math, and Language" textbook series; "SAMs 9/10", "Learning 100/Read-On", ACCESS 21st Century and "SkillsBank4/MySkillsTutor" software programs

## **Professional Development**

Workshops and training sessions that coordinate the Adult Basic Education-Mathematics textbooks and software to the Florida Department of Education, Adult Basic Education Curriculum Frameworks and Standardized Curriculum Syllabi will be offered.

## **Evaluation**

This objective will be evaluated by documenting the scores on the Test of Adult Basic Education.

### GOAL 3: WRITING

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 3 STATEMENT:**

OCPs/Career Technical

Students enrolled in our career and technical classes will achieve Occupational Completion Points.

**Needs Assessment**

There is a need for a positive correlation between the number of students who remain active in career and technical programs through the school year and the number of Occupational Completion Points achieved.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given the emphasis on documenting accurate student attendance and performance records at the post-secondary level, students enrolled in career and technical education programs during the 2006-2007 school year will average one Occupational Completion Point (OCP) gain as documented by the Occupational Completion Point Summary Report and/or Final Class Reports.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide academic remediation in the Vocational Preparatory Instruction lab to students scoring below the State-mandated basic skills requirements for their technical career on the Test of Adult Basic Education.	Administrators, Vocational Preparatory Instruction Learning Manager, and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide employability skills on a regular schedule to all students. Such classes will include, but not be limited to, the following areas: interviewing techniques, completing job applications, work ethics and behavioral attitudes.	Administrators, Department Chairs, and Career Resource Center Manager	8/14/2006	7/25/2007	School-to-Career	\$0.00
Explore ways of making new programs available based on the needs of the community.	Administrators and Department Chairs	8/14/2006	7/25/2007	School-to-Career	\$0.00
Carry out recruitment activities to increase referrals from EESAC Business Representatives, specifically the Courts, the Department of Corrections and the Department of Juvenile Justice.	Administrators, EESAC Members, and Community Liaison	8/14/2006	7/25/2007	School-to-Career	\$0.00
Work closely with the public and private sectors to build a collaborative relationship with the business community.	Administrators, Department Chairs, Instructors, EESAC Business Partners, and Community Liaison	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide retention incentives such as family literacy, child care, bus passes, scholarship accessibility and financial aid.	Administrators, Department Chairs, and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00



## **Research-Based Programs**

"Automotive Service", "Classroom in a Book - Photoshop CS", "A+ Certification", "Food Preparation", "Milady's Nail Technology", "Working with Young Children", "Guide to Fashion Sewing", "Dreamweaver 8 - Hands On Training" - Texts, Lab Manuals and CDs

## **Professional Development**

Workshops and training sessions that correspond to the Career and Technical Curriculum Frameworks of career and technical areas taught at Lindsey Hopkins Technical Education Center will be offered.

## **Evaluation**

The number of Occupational Completion Points will be documented by the Occupational Completion Point Summary Report and/or Final Class Reports.

## GOAL 4: SCIENCE

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 4 STATEMENT:**

***Needs Assessment***

**Measurable Objective**

**Action Steps**

**Research-Based Programs**

**Professional Development**

**Evaluation**

## GOAL 5: PARENTAL INVOLVEMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 5 STATEMENT:**

***Needs Assessment***

**Measurable Objective**

**Action Steps**

**Research-Based Programs**

**Professional Development**

**Evaluation**

## GOAL 6: DISCIPLINE & SAFETY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 6 STATEMENT:**

Lindsey Hopkins Technical Education Center will maintain a safe learning environment for students and staff.

### ***Needs Assessment***

Results from the 2005-2006 School Crime Survey reflect a need to reduce the number of school incidences occurring on campus.

School Police Action Reports compiled for the 2005-2006 school year reflect incidences in the following areas: Arson (1), Battery (2), Petty Theft (2), Simple Assault (2) and Vandalism (3).

## Measurable Objective

Given the District emphasis on maintaining a safe and orderly environment conducive to learning, Lindsey Hopkins Technical Education Center will decrease the number of school incidences occurring in 2006-2007 by two percent, when comparing similar data for the year 2005-2006, as documented by Miami-Dade County School Police Reports involving altercations, thefts, vandalism, etc.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor procedures to issue picture student identification cards each trimester.	Assistant Principal, Administrative Assistant, Registration Department	8/14/2006	7/25/2007	School-to-Career	\$0.00
Establish and implement procedures to issue parking decals to authorized students and personnel, document the arrival of incoming guests and visitors and issue visitors' passes accordingly.	Assistant Principal, Administrative Assistant, and Security Personnel	8/14/2006	7/25/2007	School-to-Career	\$0.00
Conduct new student orientation sessions each trimester emphasizing student expectations, safety concerns and Adult Code of Conduct policies and procedures.	Administrators, Department Chairs, and Counseling Department	8/14/2006	7/25/2007	School-to-Career	\$0.00
Implement and monitor an effective day and evening security specialist schedule optimizing the use of security cameras while emphasizing continuous walk-around vigilance of school facilities.	Administrators, Administrative Assistant, and Security Personnel	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide opportunities for critical incident response team members to receive specialized training addressing critical emergencies.	Administrators and Administrative Assistant	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide opportunities for the school's Safety Committee to meet and address school safety concerns on a scheduled basis.	Administrators, Administrative Assistant, Safety Committee members	8/14/2006	7/25/2007	School-to-Career	\$0.00
Monitor the effectiveness of lock-down and evacuation drill procedures.	Administrators, Administrative Assistant, Faculty and Staff, and Security Personnel.	8/14/2006	7/25/2007	School-to-Career	\$0.00

## **Research-Based Programs**

Florida Department of Law Enforcement and Florida Department of Education manual: "Prepare Florida, A Unified Response to Terrorism".

## **Professional Development**

Utilize the "Prepare Florida" manual to provide Professional Development training to faculty and staff addressing critical evacuation procedures and protocol during an emergency.

## **Evaluation**

This objective will be evaluated by comparing the number of incidences occurring in 2006-2007 involving altercations, thefts, vandalism, etc. to the number of similar incidences occurring in 2005-2006.



## GOAL 7: TECHNOLOGY

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **GOAL 7 STATEMENT:**

Students enrolled in the Boot Camp instructional program will be provided computer-assisted instruction to upgrade academic performance in basic skills areas.

### **Needs Assessment**

Target-driven instruction focusing on adult skill area deficiencies can be successfully implemented through computer assisted instruction. More than seventy percent of students entering the Boot Camp program have been diagnosed as working below grade level in reading, mathematics and language, based on 2006-2007 pre-test scores received on the Test of Adult Basic Education (TABE). Computer-assisted instruction via researched-based programs will be utilized to remediate, re-teach and reinforce targeted skill areas at the students' own pace.

## Measurable Objective

Given district-wide emphasis to provide data-driven instruction in deficient skill areas, students at the Boot Camp facility will demonstrate improvement in the areas of reading, language, and mathematics, as evidenced by a measurable gain of 1.0 or more on the Test of Adult Basic Education (TABE) post test administration for 2006-2007 when comparing pre-test scores administered to the same student population this year. TABE pre-tests and post-tests will be administered to all students who enter and exit the Boot Camp program.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a plan to provide computer-assisted instruction at the Boot Camp facility to facilitate TABE test preparation instruction.	Administrators and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide correlated workshops to facilitate professional management of required software programs and materials.	Administrators and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Develop a flexible schedule to enable students to utilize the computer lab for TABE tutorial instruction.	Administrators and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Implement a diagnostic-prescriptive mode of instruction at this facility to evaluate student progress.	Administrators and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00

## Research-Based Programs

"Learning 100/Read-On", ACCESS 21st Century and "SkillsBank4" software programs

## Professional Development

In-service training will be provided in the use of computer software programs, such as "Learning 100/Read On" and "SkillsBank4", correlated to the Test of Adult Basic Education (TABE).

## Evaluation

Pre and Post test TABE scores will be compared to determine academic growth in the areas of reading, language and mathematics.

## GOAL 8: HEALTH & PHYSICAL FITNESS

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 8 STATEMENT:**

***Needs Assessment***

**Measurable Objective**

**Action Steps**

**Research-Based Programs**

**Professional Development**

**Evaluation**

## GOAL 9: ELECTIVES & SPECIAL AREAS

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### ***GOAL 9 STATEMENT:***

ESE Dual Enrollment

Lindsey Hopkins Technical Education Center will maintain its Exceptional Student Education Dual Enrollment Program and expand the course offerings for the 2006-2007 school year.

### ***Needs Assessment***

Given the need to transition high school Exceptional Student Education students into career and technical programs, Lindsey Hopkins Technical Education Center will continue to offer Dual Enrollment courses for the 2006-2007 school year. There are currently 92 Exceptional Students participating in eleven Career and Technical Education Programs.

## Measurable Objective

Given the need to transition high school Exceptional Student Education students into career and technical programs, Lindsey Hopkins Technical Education Center will add an Environmental Services course to the existing dual enrollment program and document the success rate of program participants as evidenced by 50 percent of these students attaining passing grades and/or Occupational Completion Points in this program by May 2007.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer a recruitment presentation to administrators, faculty and students at targeted schools.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/14/2006	5/30/2007	School-to-Career	\$0.00
Conduct Individualized Educational Plan conferences for students accepted into the program.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/14/2006	5/30/2007	School-to-Career	\$0.00
Register students at Lindsey Hopkins Technical Education Center for two, three or four high school periods per day.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/14/2006	5/30/2007	School-to-Career	\$0.00
Hold individual conferences with students who have submitted applications.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/14/2006	5/30/2007	School-to-Career	\$0.00
Monitor and counsel students on a regular basis.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/14/2006	5/30/2007	School-to-Career	\$0.00

## Research-Based Programs

"Automotive Service", "Dreamweaver 8 - Hands on Training" - Manual and CD, "A+ Certification" - Microsoft, "Classroom in a Book-Photoshop CS", "Food Preparation", "Working with Young Children", "Guide to Fashion Sewing" and "Milady's Nail Technology"

## Professional Development

Workshops and training sessions that address instructional accommodations and modifications for students with disabilities will be offered.

## **Evaluation**

The success rate of students passing the Environmental Services course will be documented by passing grades attained on student progress reports at the end of each grading period.

## GOAL 10: RETURN ON INVESTMENT

*Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**GOAL 10 STATEMENT:**

Lindsey Hopkins Technical Education Center's Return On Investment percentile ranking will increase by at least one percentile point.

**Needs Assessment**

The cost effectiveness of the Practical Nursing Program will be determined by analyzing the percentage of students passing the State-certified Licensed Practical Nursing Program with the annual tuition costs.



## Measurable Objective

The percent of students passing the State-certified Licensed Practical Nursing examination will reflect a high Return On Investment Index for 2006-2007 as evidenced by a passing rate of fifty percent or more on the 2006-2007 licensing examination.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Hire additional highly qualified nursing instructors.	Assistant Principal, Department Chair, and Nursing Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide additional opportunities for Practical Nursing students to obtain clinical training in area hospitals.	Assistant Principal, Department Chair, and Nursing Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Provide opportunities for Practical Nursing students to make up lost classroom hours due to illness or weather-related hurricane conditions.	Assistant Principal, Department Chair, and Nursing Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Facilitate, where applicable, Medical English tutorial classes for Limited English Proficient students.	Assistant Principal, Department Chair, and Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00
Create a flexible day and evening master schedule which provides Practical Nursing course offerings during both sessions.	Assistant Principal, Department Chair, Nursing Instructors	8/14/2006	7/25/2007	School-to-Career	\$0.00

## Research-Based Programs

"Foundations of Nursing", "The Human Body in Illness & Health", "Basic Pharmacology for Nurses", "Taber's Medical Dictionary"

## Professional Development

Workshops and training sessions that correspond to the Florida Department of Education, Health and Science, Practical Nursing Curriculum Frameworks will be offered.

## **Evaluation**

The percent of students passing the State-certified Licensed Practical Nursing Examination in 2006-2007 will be divided by the tuition program costs. This percent will be compared with similar data from the 2005-2006 school year. Results will show a higher Return On Investment Index for the 2006-2007 school year.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

### ***Budget:***

EESAC assisted in formulating SIP goals, which will have a direct impact on the budget.

### ***Training:***

The EESAC assisted in planning and implementing staff development activities.

### ***Instructional Materials:***

The EESAC assisted in formulating goals that involve the use of new instructional materials and software programs that correlate with Adult Curriculum Frameworks.

### ***Technology:***

The EESAC assisted in planning and updating computer software for reading, GED, math, language arts and ESOL computer labs.

### ***Staffing:***

The EESAC regularly assists with staffing.

### ***Student Support Services:***

The EESAC assisted in planning SIP goals in language, math, reading and writing with assistance from the Student Services and ESOL/ABE Departments.

### ***Other Matters of Resource Allocation:***

The EESAC has a standing invitation to provide input into matters of Resource Allocation.

### ***Benchmarking:***

The EESAC assisted in planning and implementing surveys and needs assessments to formulate goals and objectives for the SIP.

***School Safety & Discipline:***

The EESAC assists with the School Safety Committee in monitoring safety issues. The EESAC monitors the Guidance Department to ensure that the Adult Code of Student Conduct is used in maintaining student discipline.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$10,000.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$20,000.00</b>

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*