

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Lindsey Hopkins Technical Education Center (8005)

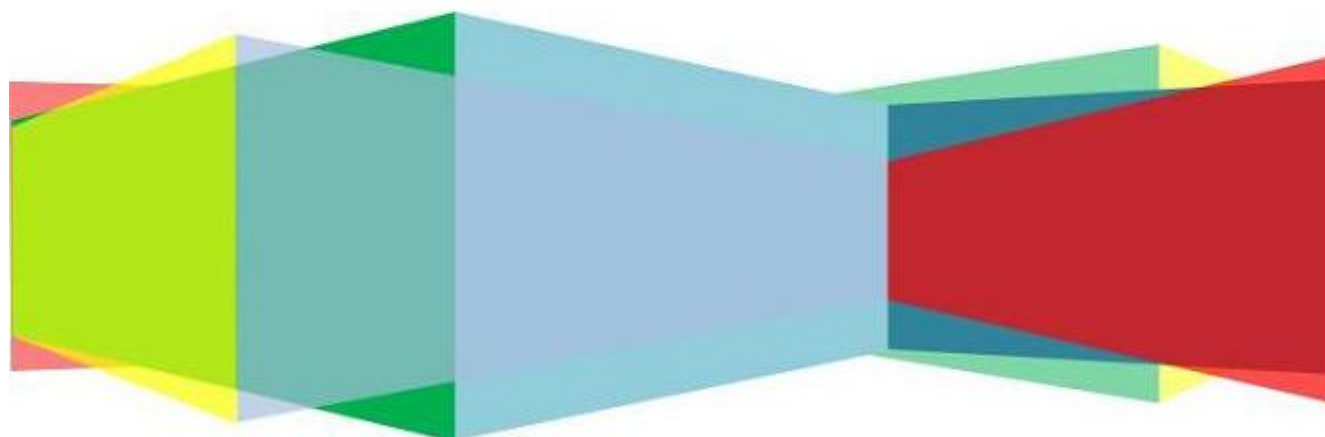
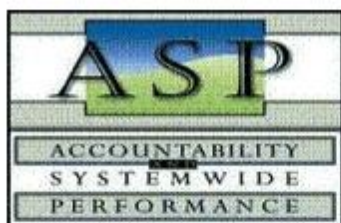
Feeder Pattern - Adult/Vocational Ed.

Adult/Vocational

District 13 - Miami-Dade

Principal - Rosa Borgen

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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 2007-2008 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 2008 post test, when compared to similar scores on the June 2007 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 2007-2008 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 maintain or decrease the number of school incidences occurring in 2007-2008 when comparing similar data for the year 2006-2007, 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 2007-2008 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 Automotive Detailing 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 2008.

The percentage of students passing the National Council of Licensure Examination (NCLEX-PN) and receiving a Florida state license will reflect a high Return On Investment Index for 2007-2008 as evidenced by a passing score of fifty percent or more on the 2007-2008 NCLEX-PN examination.

The results of the Spring 2006-07 Organizational Performance Improvement Snapshot (OPIS) Survey indicated average high ratings (above 4.0) in all categories. There is still room for improvement in the areas of Budget Results and Strategic Planning.

We will address these two areas and emphasize the need for meeting attendance and input from non-EESAC members since many of the Budget and Strategic Planning issues are 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 School Advisory Council to achieve our strategies for the 2007-2008 school year.



School Improvement Plan 2007-2008



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.

8005 - 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



School Improvement Plan 2007-2008



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

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; 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. Lindsey Hopkins Technical Education Center has entered into a partnership with Publix Supermarkets and is offering English for Speakers of Other Languages (ESOL) classes on site at different Publix Supermarket locations throughout the Miami-Dade community. 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. Our multi-cultural, multi-ethnic student body greatly profits from the infusion of global education into our curriculum. Our diverse student population provides for a school-based forum where international and inter-cultural issues may be easily addressed. 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

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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading 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 2006-2007 Literacy Completion Point (LCP) Summary Report in "Data in Your Hands" indicated a forty-five percent LCP achievement rate during the 2006-2007 school year by our English for Speakers of Other Languages (ESOL) students. There is an on-going need for our ESOL students to increase their Literacy levels.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide material that directly correlates to the ESOL Standardized Curriculum Syllabi.	Assistant Principals, Department Chair	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Provide practical application of required benchmarks through the use of the ESOL Computer Lab, particularly emphasizing listening comprehension.	Assistant Principals, Department Chair, Lab Manager, Instructors	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Provide correlated workshops to facilitate professional management of required texts and materials.	Assistant Principals, Department Chair, Trainers	8/20/2007	7/29/2008	Exchange Meaningful Information	0
Provide tutorial services to target listening comprehension strategies and to increase retention rate. (Strategy contingent on grant renewal)	Assistant Principals, Department Chair, Tutors	8/20/2007	7/29/2008	District-wide Literacy Plan	10000
Provide material that directly correlates to the State-required assessment instrument, CASAS.	Assistant Principals, Department Chair	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Provide mentoring assistance to the ESOL Foundations and ESOL High Intermediate levels to emphasize listening comprehension strategies in the classroom.	Assistant Principals, Department Chair, Instructors, Mentor	10/4/07	7/29/08	Exchange Meaningful Information	0

Research-Based Programs

Longman's "ESL Literacy" 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 2007-2008 school year.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics 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 ninety percent of our Adult Basic Education/mathematics students achieved a one-grade average increase during the 2006-2007 school year. There is an on-going need for our ABE/mathematics students to increase their basic mathematics skills.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 2008 post test, when compared to similar scores on the June 2007 pre-test administration of the Test of Adult Basic Education (TABE), as documented in the Vocational Adult Community System (VACS).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to integrate math problems into career and technical classes.	Assistant Principals, Department Chairs, and Career Technical Instructors	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Provide correlated workshops to facilitate professional management of required texts and materials.	Assistant Principals, Department Chair, Trainers	8/20/2007	7/29/2008	Exchange Meaningful Information	0
Provide tutorial services to increase reading comprehension of applied math problems and to increase retention rate. (Strategy contingent on grant renewal)	Assistant Principals, Department Chair, and Tutors	8/20/2007	7/29/2008	District-wide Literacy Plan	10000
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	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Provide practice in basic math skills by emphasizing whole number theory, fractions, decimals, percentages, measurements and data interpretations.	Assistant Principals, Department Chair, and Instructors	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Provide appropriate texts, software and technology to meet the standards of the state Adult Basic Education Curriculum Frameworks.	Assistant Principals and Department Chair	8/20/2007	7/29/2008	District-wide Literacy Plan	0

Research-Based Programs

Contemporary's "Achieving TABE Success in Reading, Math, and Language" textbook series; "SAMs 9/10", "Read-On", ACCESS 21st Century, Paceware, 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.

Writing Goal

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

Florida Education Priorities

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"/>

Writing 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
<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 2007-2008 school year will average one Occupational Completion Point (OCP) gain as documented by the Occupational Completion Point Summary Report and/or Final Class Reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	7/29/2008	District-wide Literacy Plan	0
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	8/20/2007	7/29/2008	Exchange Meaningful Information	0
Explore ways of making new programs available based on the needs of the community.	Administrators and Department Chairs	8/20/2007	7/29/2008	Education Innovation	0
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	8/20/2007	7/29/2008	Exchange Meaningful Information	0
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	8/20/2007	7/29/2008	Improve Public Perception	0
Provide retention incentives such as family literacy, child care, bus passes, scholarship accessibility and financial aid.	Administrators, Department Chairs, and Instructors	8/20/2007	7/29/2008	Exchange Meaningful Information	0

Research-Based Programs

"Automotive Service", "Classroom in a Book - Photoshop CS2, In-Design CS2, Illustrator CS2", "Dreamweaver 8 -Hands On Training", "A+ Certification - Computer System Technology", "Food Preparation", "Child Care Administration", "Administering Programs for Young Children", "Working with Young Children", "The Art of Fashion Draping", "Illustrating Fashion Concept to Creation" - 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.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

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

Needs Assessment

Results from the 2006-2007 School Crime Survey reflect a need to maintain or reduce the number of school incidences occurring on campus. School Police Action Reports compiled for the 2006-2007 school year reflect incidences in the following areas: Burglary Entry (2), Simple Battery (2), Trespassing (1) Vandalism (2).

Measurable Objective

Given the District emphasis on maintaining a safe and orderly environment conducive to learning, Lindsey Hopkins Technical Education Center will maintain or decrease the number of school incidences occurring in 2007-2008 when comparing similar data for the year 2006-2007, as documented by Miami-Dade County School Police Reports involving altercations, thefts, vandalism, etc.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor procedures to issue picture student identification cards each trimester.	Assistant Principal, Administrative Assistant, Registration Department	8/20/2007	7/29/2008	Safe and High-quality Facilities	0
Monitor 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	8/29/2007	7/29/2008	Safe and High-quality Facilities	0
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	8/20/2007	7/29/2008	Safe and High-quality Facilities	0
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	8/20/2007	7/29/2008	Safe and High-quality Facilities	0
Provide opportunities for critical incident response team members to receive specialized training addressing critical emergencies.	Administrators and Administrative Assistant	8/20/2007	7/29/2008	Safe and High-quality Facilities	0
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	8/20/2007	7/29/2008	Safe and High-quality Facilities	0
Monitor the effectiveness of lock-down and evacuation drill procedures.	Administrators, Administrative Assistant, Faculty and Staff, and Security Personnel.	8/20/2007	7/29/2008	Safe and High-quality Facilities	0

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 2007-2008 involving altercations, thefts, vandalism, etc. to the number of similar incidences occurring in 2006-2007.

Technology Goal

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

Florida Education Priorities

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"/>

Technology 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 functioning 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 2007-2008 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Revise existing plan to provide computer-assisted instruction at the Boot Camp facility to facilitate TABE test preparation instruction.	Administrators and Instructors	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Develop a flexible schedule to enable students to utilize the computer lab for TABE tutorial instruction.	Administrators and Instructors	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Reinforce this facility's diagnostic-prescriptive mode of instruction to evaluate student progress.	Administrators and Instructors	8/20/2007	7/29/2008	District-wide Literacy Plan	0
Provide correlated workshops to facilitate professional management of required software programs and materials.	Administrators and Instructors	8/20/2007	7/29/2008	Exchange Meaningful Information	0

Research-Based Programs

"Read-On", ACCESS 21st Century, SAMs 9/10, and "SkillsBank4" software programs

Professional Development

In-service training will be provided in the use of the updated versions of computer software programs, such as "Read On", SAMs 9/10, 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.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

ESE Dual Enrollment

Lindsey Hopkins Technical Education Center will maintain its Exceptional Student Education Dual Enrollment Program, expand the course offerings for the 2007-2008 school year, and add one more high school to the list of participating schools.

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 2007-2008 school year. There are currently 72 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 Automotive Detailing 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 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer a recruitment presentation to administrators, faculty and students at targeted schools.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/16/2007	6/6/2008	Continuous Improvement Model	0
Conduct Individualized Educational Plan conferences for students accepted into the program.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/16/2007	6/6/2008	Exchange Meaningful Information	0
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	8/16/2007	6/6/2008	Other/ Not Applicable	0
Hold individual conferences with students who have submitted applications.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/16/2007	6/6/2008	Exchange Meaningful Information	0
Monitor and counsel students on a regular basis.	Administrators and Exceptional Student Education Dual Enrollment Facilitator	8/16/2007	6/6/2008	Exchange Meaningful Information	0

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 the use and maintenance of the Electronic Gradebook 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.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment Statement

Lindsey Hopkins Technical Education Center's Return On Investment percentage ranking will remain the same or increase by at least one percentage point.

Needs Assessment

The cost effectiveness of the Practical Nursing Program will be determined by analyzing the percentage of students passing the State-certified National Council of Licensure Examination (NCLEX-PN) on the first attempt and the annual tuition costs.

Measurable Objective

The percentage of students passing the National Council of Licensure Examination (NCLEX-PN) and receiving a Florida state license will reflect a high Return On Investment Index for 2007-2008 as evidenced by a passing score of fifty percent or more on the 2007-2008 NCLEX-PN examination.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate with district the re-classification of the PT Health Science Teachers hourly pay rate to be competitive with other private schools to allow the hiring of qualified PT clinical and classroom teachers.	Principal, Assistant Principal	8/20/07	7/29/08	Diversity & Educational Equity	40000
Collaborate with nursing faculty on lesson plans and integration of ATI item descriptors into the curriculum delivery.	Assistant Principal, Department Chair	8/20/07	7/29/08	Exchange Meaningful Information	0
Provide nursing faculty with continued opportunities to integrate teaching strategies that will directly focus on national norms and ATI Item Descriptors.	Assistant Principal, Department chair	8/20/07	7/29/07	Continuous Improvement Model	0
Design and offer a pre-nursing prep course for potential nursing students concentrating on critical thinking, logic, accuracy sequencing prioritizing, time management, reading language and math skills.	Assistant Principal, Department Chair	8/20/07	7/29/07	Academic Enrichment Opportunities	40000

Research-Based Programs

Critical Thinking Concepts and Principals in Nursing, Medical Surgical Nursing, Concepts and Clinical Practice, Clinical Drug Therapy: Rationales for Nursing Practice, Nursing Diagnosis: Application for Clinical Practice, Pharmacology and the Nursing Process, Essentials of Pediatric Nursing, Essentials of Mother Baby Nursing Care, Concepts of the Nursing Process, Nutritional Concepts in Diseases and Disorders, Mental Health Nursing Rationales. Contemporary Nursing: Issues, Trend, and Management, Transcultural Communication in Nursing, Guide to Nursing Management and Leadership, Nursing Skills for the Practical Nurse.

Professional Development

Faculty will be exposed to workshops and training sessions that provide strategies to assist students to successfully pass NCLEX-PN on the first attempt.

Evaluation

Evaluation will be done on a quarterly basis as NCLEX-PN results are released from the state. The percentage of students passing NCLEX-PN on the first attempt will be divided by the tuition program cost. This percent will be compared with similar data from the 2006-2007 school year. Results will show a higher Return On Investment Index for 2007-2008.

Other Goal

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

Florida Education Priorities

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

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET

Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

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

BY GOAL	TOTAL BUDGET
Reading	10000
Mathematics	10000
Writing	0
Discipline & Safety	0
Technology	0
Electives & Special Areas	0
Return On Investment	80000
Total	100000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

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.

Region Superintendent