

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** 8005 - Lindsey Hopkins Technical Ed Center  
**District:** 13 - Dade  
**Principal:** Nyce Daniel  
**SAC Chair:** Mario Martinez de Castro  
**Superintendent:** Mr. Alberto M Carvalho  
**School Board Approval Date:** [pending]  
**Last Modified on:** 11/08/2013

<b>Address:</b>	<u>Physical</u> 750 NW 20TH ST Miami, FL 33127	<u>Mailing</u> 750 NW 20TH ST Miami, FL 33127
<b>Phone Number:</b>	305-324-6070	
<b>Web Address:</b>	<a href="http://lindsey.dadeschools.net/">http://lindsey.dadeschools.net/</a>	
<b>Email Address:</b>	pr8005@dadeschools.net	

<b>School Type:</b>	High School
<b>Alternative:</b>	No
<b>Charter:</b>	No
<b>Title I:</b>	No
<b>Free/Reduced Lunch:</b>	<i>[Data Not Available]</i>
<b>Minority:</b>	<i>[Data Not Available]</i>
<b>School Grade History:</b>	

### NOTE

Sections marked N/A in the online application have been excluded from this document.  
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Lindsey Hopkins Tech Ed Center	
<b>Principal's name</b> Nyce Daniel	
<b>School Advisory Council chair's name</b> Mario Martinez de Castro	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Nyce Daniel	Principal
Octavia Williams	Vice Principal
Hilda Iglesias	Assistant Principal
Chely Rajoy-Tarpin	Assistant Principal
Gonzalo Raventos	Assistant Principal
<b>District-Level Information</b>	
<b>District</b> Dade	
<b>Superintendent's name</b> Mr. Alberto M Carvalho	
<b>Date of school board approval of SIP</b> Pending	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
The members of the EESAC committee include: Principal (1); UTD Steward (1); EESAC Chair (1); Teachers (8); ESE Representative (1); Educational Support Employee (1); Student Representative (2); Business/Community Representatives (12).	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The Educational Excellence School Advisory Committee (EESAC) assists in the preparation, evaluation and final recommendations relating to the development of the School Improvement Plan (SIP). The SIP will be reviewed and approved in September 2013.	
<b>Describe the activities of the SAC for the upcoming school year</b>	
The Educational Excellence School Advisory Committee (EESAC) will meet on a monthly basis to assist in the preparation, evaluation and recommendations relating to the development of the School Improvement Plan (SIP); to update committee members on the school's progress, activities/events in order to achieve the district's and school's goals; and to foster an environment of professional collaboration among all stakeholders.	
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b>	
As a career technical education center, Lindsey Hopkins Technical Education Center does not generate EESAC funds.	
<b>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</b>	
In Compliance	

<b>If no, describe the measures being taken to comply with SAC requirements</b>		
<b>Highly Qualified Staff</b> This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
<b>Administrators</b>		
<b># Administrators</b> 5		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Administrator Information:</b>		
<b>Nyce Daniel</b>		
Principal	Years as Administrator: 13	Years at Current School: 4
<b>Credentials</b>	St. Thomas University Bachelor of Science Degree Psychology and Secondary Education St. Thomas University Master of Science Degree Guidance and Counseling Nova Southeastern University Ed.S. in Educational Leadership Certifications: Guidance Counseling Educational Leadership	
<b>Performance Record</b>	2013 LCPs Earned: 1539 OCPs Earned: 1270 2012 LCPs Earned: 1683 OCPs Earned: 1475	

<b>Octavia H. Williams</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 8</b>	<b>Years at Current School: 1</b>
<b>Credentials</b>	Florida Memorial University Bachelor of Science Degree Varying Exceptionalities Nova Southeastern University Master of Science Degree Educational Technology Nova Southeastern University Educational Specialist Degree Educational Leadership Certifications- Varying Exeptionalities Educational Leadership Endorsement- English for Speakers of Other Languages (ESOL)	
<b>Performance Record</b>	D. A. Dorsey Educational Center 2013 LCP's Earned: 253 OCP's Earned: 148 2012 LCPs Earned: 2533 OCPs Earned: 99 12 '11 '10 '09 '08 School Grade B A B A F AYP N N N N N High Standards Rdg. 54 65 63 63 16 High Standards Math 51 65 63 65 43 Lrng Gains-Rdg. 66 64 62 63 38 Lrng Gains-Math 69 68 64 70 43 Gains-Rdg-25% 63 69 64 76 48 Gains-Math-25% 71 70 64 71 74	

<b>Hilda Iglesias</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 15</b>	<b>Years at Current School: 2</b>
<b>Credentials</b>	Montclair State University Bachelors of Arts Degree Business Education Montclair State University Master of Arts Business Education Certifications- Administration and Supervision (K-12) Adult Administration Business Education (6-12)	
<b>Performance Record</b>	2013 LCPs Earned: 1539 OCPs Earned: 1270 2012 LCPs Earned: 1683 OCPs Earned: 1475 The English Center LCPs 2011: 1563 2010: 2368 2009: 3067 OCPs 2011: 592 2010: 572 2009: 633	

<b>Chely Rajoy-Tarpin</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 21</b>	<b>Years at Current School: 4</b>
<b>Credentials</b>	Florida International University Bachelor of Science Degree Social Studies Florida International University Master of Science Vocational Education Florida International University Educational Specialist Degree Educational Leadership Certifications- Administration Adult Education School Principal Social Science (6-12) Endorsements- Middle Grades Teacher Coordinator Cooperative Education Coordinator DCT	
<b>Performance Record</b>	2013 LCPs Earned: 1539 OCPs Earned: 1270 2012 LCPs Earned: 1683 OCPs Earned: 1475 2011 LCPs Earned: 2096 OCPs Earned: 1636 2010 LCPs Earned: 2414 OCPs Earned: 1821 Principal at The English Center 2009 LCPs: 2414 OCPs: 1821 GED graduates: 25	

<b>Gonzalo Raventos</b>		
Asst Principal	Years as Administrator: 21	Years at Current School: 4
<b>Credentials</b>	Florida State University Bachelor of Arts Degree Communications Nova Southeastern University Master of Science Degree Educational Leadership Certifications – Educational Leadership English /Language Arts	
<b>Performance Record</b>	2013 LCPs Earned: 1539 OCPs Earned: 1270 2012 LCPs Earned: 1683 OCPs Earned: 1475 2011 LCPs Earned: 2096 OCPs Earned: 1636 2010 LCPs Earned: 2414 OCPs Earned: 1821 2009 LCPs Earned: 2714 OCPs Earned: 1840	
<b>Instructional Coaches</b>		
# Instructional Coaches 0		
# Receiving Effective rating or higher (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
Part-time / District-based	Years as Coach:	Years at Current School:
<b>Areas</b>	[none selected]	
<b>Credentials</b>		
<b>Performance Record</b>		
<b>Classroom Teachers</b>		
# of classroom teachers 27		
# receiving effective rating or higher 27, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 19, 70%		
# ESOL endorsed 3, 11%		
# reading endorsed 1, 4%		

<b># with advanced degrees</b> 15, 56%
<b># National Board Certified</b> 1, 4%
<b># first-year teachers</b> 3, 11%
<b># with 1-5 years of experience</b> 3, 11%
<b># with 6-14 years of experience</b> 2, 7%
<b># with 15 or more years of experience</b> 17, 63%
<b>Education Paraprofessionals</b>
<b># of paraprofessionals</b> 3
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 0, 0%
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 0
<b># receiving effective rating or higher</b> (not entered because basis is < 10)
<p><b>Teacher Recruitment and Retention Strategies</b>  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b>  Potential candidates are screened and interviewed by a committee of at least three members. These members consist of the principal, vice principal/assistant principal, and department chairperson responsible for a specific area or program. The educational background, experience and references are essential in the selection process. To retain highly effective teachers, the administrator ensures these teachers are given the appropriate curriculum support, resources and opportunity for professional growth.</p>
<p><b>Teacher Mentoring Program/Plan</b>  This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b>  NA</p>
<p><b>College and Career Readiness</b>  This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</b>  We are a career technical education center that offers Dual Enrollment courses to 10th, 11th, and 12th grade students. We offer nine career technical education programs in which the students may enroll such as Commercial Foods and Culinary Arts, Automotive Service Technology, Computer Systems and Information Technology, Commercial Arts Technology, Sewing and Design Technology, Early Childhood Education, Nails Specialty, Facials Speciality and Tile Setting.</p>



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

The Dual Enrollment Coordinator works with the participating high school counselors and program specialists to identify potential students. She interviews and meets with the students and parents to discuss the program. Upon enrollment, the Dual Enrollment Coordinator works with the career technical teachers and counselors at the school to provide appropriate assistance such as financial aid, career counseling and registration in order to to prepare the students to transition to post-secondary education.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**

NA

**Expected Improvements**

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

**Area 9: Parent Involvement**

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

**Describe parental involvement targets for your school**

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

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Dual Enrollment Students	70	1%	71%

**Area 10: Additional Targets****Description of additional targets**

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

**Specific Additional Targets**

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

<b>Goals Summary</b>	
<b>Goal #1:</b>	1: Increase the number of students earning OCPs as documented in the Occupational Completion Point Summary Report in Data In Your Hands (DIYH)
<b>Goal #2:</b>	2: Increase the number of students earning LCPs on the pre/post-test scores of the Comprehensive Adult Student Assessment System (CASAS) and the Test for Adult Basic Education (TABE).
<b>Goals Detail</b>	
<b>Goal #1:</b>	<b>1: Increase the number of students earning OCPs as documented in the Occupational Completion Point Summary Report in Data In Your Hands (DIYH)</b>
<b>Targets Supported</b>	• Additional Targets
<b>Resources Available to Support the Goal</b>	• Applied Adult Academic & Education (AAAE) Lab.
<b>Targeted Barriers to Achieving the Goal</b>	• Students' lack of basic skills.
<b>Plan to Monitor Progress Toward the Goal</b>	
<b>Action:</b> AAAE Lab report	
<b>Person or Persons Responsible:</b> Lab teacher/administration	
<b>Target Dates or Schedule:</b> Weekly/Monthly	
<b>Evidence of Completion:</b> Data In Your Hands reports	
<b>Goal #2:</b>	<b>2: Increase the number of students earning LCPs on the pre/post-test scores of the Comprehensive Adult Student Assessment System (CASAS) and the Test for Adult Basic Education (TABE).</b>
<b>Targets Supported</b>	• Additional Targets
<b>Resources Available to Support the Goal</b>	• Computer Lab and case managers
<b>Targeted Barriers to Achieving the Goal</b>	• Students' lack of basic skills.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Student work

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Student work folders

**Action Plan for Improvement**

**Goal #1:**

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

**Barrier #1:**

Students' lack of basic skills.

**Strategy #1 to Overcome the Barrier**

Monitor student attendance in the academic remediation AAAE Lab.

**Step #1 to Implement Strategy #1**

**Action:**

Daily student attendance sheets

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Gradebook attendance

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

Gradebook and students' work folders

**Person or Persons Responsible:**

Adminstrator

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Attendance Summary Reports

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1**

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**Action:**

Students' work

**Person or Persons Responsible:**

Teacher

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

AAAE Lab report

<b>Goal #2:</b>	2: Increase the number of students earning LCPs on the pre/post-test scores of the Comprehensive Adult Student Assessment System (CASAS) and the Test for Adult Basic Education (TABE).
<b>Barrier #1:</b>	Students' lack of basic skills.
<b>Strategy #1 to Overcome the Barrier</b>	Provide tutorial sessions

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**Step #1 to Implement Strategy #1 - Budget Item**

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**Action:**

Tutoring schedule

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Tutorial log

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2**

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**Action:**

Student attendance

**Person or Persons Responsible:**

Teachers and administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Attendance logs

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2**

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**Action:**

Student work

**Person or Persons Responsible:**

Teacher

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

In-class assessments

## **Coordination and Integration**

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

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

### **Adult Education**

Financial aid is available for eligible students who qualify for Skills for Academic, Vocational and English Studies (SAVES). Upon registration, students are referred to a counselor in the SAVES program.

### **Career and Technical Education**

Financial aid is available for eligible students who qualify for Pell, Perkins, Vocational Rehabilitation, District Funds, Fee Waivers and SAVES programs. Lindsey Hopkins Technical Education Center is approved by the Florida Department of Veterans' Affairs. Upon registration students are referred to a counselor and the financial aid officer for assistance with tuition.

### **Grants**

Adult General Education (AGE) Grant is given to schools to enhance instruction by providing funding for instructional staff, case managers, supplemental materials and related activities.

### **Job Training**

The career technical education programs provide job training for all students as part of their curriculum content and through clinicals in the health science programs such as practical nursing, patient care assistant, nutrition and dietetic services and dental assisting. Through advisory committee meetings, industry/community members will make recommendations to the various technical programs to maintain these programs current with industry demands.

**Appendix 1: Professional Development Plan to Support School Improvement Goals**

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

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



**Appendix 2: Budget to Support School Improvement Goals****Budget Summary by Goal**

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

**Budget Summary by Resource Type and Funding Source**

Resource Type	Other	Total
Adult General Education Grant	\$196,000	\$196,000
Total	\$196,000	\$196,000

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

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

**Barrier #1:** Students' lack of basic skills.

**Strategy #1:** Provide tutorial sessions

**Action Step #1:** Tutoring schedule

<b>Resource Type</b>	Other
<b>Resource</b>	Tutors and case managers
<b>Funding Source</b>	Adult General Education Grant
<b>Amount Needed</b>	\$196,000