

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: LINDSEY HOPKINS TECHNICAL ED CENTER

District Name: Dade

Principal: Dr. Rosa D. Borgen

SAC Chair: Marta T. Pitt

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 08-21-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

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 advanced career/technical 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.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Lindsey Hopkins Technical Education Center (LHTEC), the first career and technical school established in Miami, Florida, was founded in 1937 as Northside Technical School at 1410 N. E. 2nd Avenue with an initial enrollment of 400 students. Lindsey Hopkins was relocated to its present site in January 1983 and is centrally located in the heart of Miami at 750 N.W. 20th Street. The center encompasses seven (7) interconnected, multi-level buildings that house 380,000 square feet of learning/office facilities.

Unique School Strengths for Next Year

Students primarily enroll in Lindsey Hopkins due to three reasons: excellent and nationally accredited programs, such as the school's accreditation by the National League for Nursing (NLN), the National Automotive Technicians Education Foundation, Inc. (NATEF), and the overall programmatic accreditation by the Council on Occupational Education (COE); numerous financial aid assistance opportunities for students, such as Pell Grant, Florida Student Assistance Grant (FSAG), and District Financial Assistance Program (DFAP) or Fee Waiver; and transitions from career/technical programs to higher learning through articulation agreements with local institutions, such as Miami-Dade College.

Lindsey Hopkins has affordable tuition and is easily accessed by public transportation. The school has a five-story parking garage that provides free parking to all students, faculty and staff.

Unique School Weaknesses for Next Year

Lindsey Hopkins has faced major budget cuts in excess of \$3,000,000 so far and expects to experience an additional \$100,000 loss for the 2009-2010 school year. To address this financial problem, adjustments have been made in staffing with teachers having increased class size and split schedules (morning and evening hours to make a full load). There has been a reduction in programs/course offerings. Budget cuts may jeopardize the school's ability to create new programs.

Student Demographics

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

retain those students, and ensure that those students complete programs and ultimately are placed in jobs. The majority of Lindsey Hopkins' adult student population has minimal basic skills in English or their native language and is economically disadvantaged. Lindsey Hopkins has a large immigrant student population. The largest student group is of Haitian descent. The multi-cultural, multi-ethnic student body is made up of 6,304 students, 3,199 of which are female and 3,105 are male. Of these, 58% are Black, 39% are Hispanic, 2% are White, and 1% are American Indian, Asian, or multi-racial.

Student Attendance Rates

N/A

Student Mobility

N/A

Student Suspension Rates

N/A

Student Retention Rates

N/A

Class Size

N/A

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Lindsey Hopkins Technical Education Center provides additional services to the community through its seven career/technical 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 the Publix Supermarket located at 13850 S.W. 8 Street. A 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 (TEAS), given to potential practical nursing students and is also an official General Educational Development (GED) testing center. The link with Vocational Rehabilitation Services helps those in need of new career direction. The exceptional student education dual enrollment facilitator works with local high schools to enable their ESE students to obtain career technical training.

Lindsey Hopkins has the following resources to support programs: childcare services; counseling in students' native languages; ESE dual enrollment facilitator; disabled student support services; financial aid, and academic assistance. Lindsey Hopkins has the following grants: Skills for Academic, Vocational and English Studies (SAVES), which provides students with free books, assistance with tuition, childcare, and bus passes; A Literacy Education for Households (Family Literacy) Grant; and a tutorial grant to assist students improve basic skills.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record * |
|----------|------|--------------------------------|---------------------------------------|--------------------------------------|---|
| | | | | | Principal of Lindsey Hopkins 2008-2009 Assistant Lead Principal for South Central Region Increase of 12 -14% in GED student |

| | | | | | |
|-----------------|-------------------------|---|-----|----|--|
| Principal | Dr. Rosa D. Borgen | <p>Doctor of Philosophy, Barry University Principal Certification Educational Specialist – Leadership Nova University Vocational Director Certification Florida International University Master of Arts University of Colorado Bachelors of Arts</p> <p>Florida Atlantic University</p> | 5 | 25 | <p>acquisition 98% placement of career/technical students Successful audits: Internal Accounting, Pell Grant, and Property 2007-2008 Several Health Education Programs initiated: Medical Coding/Billing, Electrocardiogram Technician Successful audits: Internal Accounting, Pell Grant, and Property 2006-2007 New programs: Phlebotomy, Home Health Aide, Patient Care Assistant, and Security Guard Training Successful audits: Internal Accounting, Pell Grant, and Property 2005-2006 Successful Council on Occupational Education re-accreditation visit Increase of 10% in LCP/OCF acquisition Successful audits: Internal Accounting, Pell Grant, and Property 2004-2005 First year as Principal of LHTEC Successful audits: Internal Accounting, Pell Grant, and Property</p> |
| Assis Principal | Dr. Beverly Carter-Rémy | <p>Doctor of Education Nova Southeastern University in Educational Leadership Master of Science Degree Nova Southeastern University in Reading Education; Bachelor of Science Degree Bethune-Cookman University in Elementary Education</p> | 2.5 | 14 | <p>2008 - 2009 Supervise: Afternoon and evening correctional center classes, Good Will of South Florida classes, Evening program at Riverside Elementary Community School. 2007 - 2008 Student Services, Registration, Testing, Financial Aid, Veteran Affairs, 2006 – 2007 Career Technical Programs, Vocational Preparatory Lab 2005 – 2006 Assistant Principal at D. A. Dorsey Educational Center Principal's Designee, Supervised: Curriculum, ESOL, Adult Basic Education, and GED programs, Registration, Payroll, Bookstore procedures, Special Programs 2004 – 2005 Assistant Principal at D. A. Dorsey Educational Center Principal's Designee, Supervised: Curriculum, ESOL, Adult Basic Education, and GED programs, Registration, Payroll, Bookstore procedures, Special Programs</p> |
| Assis Principal | Sandra D. Hudson | <p>Master of Social Work Degree, New York University, Certifications- Educational Leadership, Social-Work (Prek-12) Sociology (6-12) Occupational Specialist.</p> | 5 | 16 | <p>2008-2009 ABE/ESOL/GED Instructors, Family Literacy & SAVES Grants, Marketing, Literacy Grant 2007-2008 ABE/ESOL/GED Instructors, Cafeteria, Family Literacy Grant 2006-2007 ABE/ESOL, Cafeteria 2005-2006 ABE/ESOL Instructors. 2004-2005 ABE/ESOL Instructors</p> |
| Assis Principal | Dr. Wayne Muller | <p>Doctor of Education, Florida International University Adult Education and HRD *Ed. Leadership *Adult Admin. *Vocational Area Director Master of Science Vocational Education Florida International University Bachelor of Business Administration at Florida International University *Accounting and Organizational Science</p> | 7 | 12 | <p>2008-2009 Lead the initiative to implement the electronic vocational tracking system Supervise career/technical education programs 2007-2008 Provide the training, support, pilot, & implement, the e-gradebook for reporting attendance Supervise career/technical education programs 2006-2007 Provide the leadership needed to achieve and maintain an audit exception free payroll Develop and set short health care programs for students who are not academically ready for the more demanding offerings 2005-2006 Supervise off-campus programs Focus area was to increase the number of GED earned at the local jail documented improvement of 10%</p> |

| | | | | | |
|-----------------|------------------|---|---|----|---|
| Assis Principal | Gonzalo Raventós | Master of Science Degree, Educational Leadership, Nova Southeastern University, Certification – Educational Leadership Bachelor of Arts Degree, Communications, Florida State University, Certification – English / Language Arts | 5 | 11 | 2008-2009 Evening Operations – Evening instructional Programs 2007-2008 Evening Operations – Evening career/technical programs 2006-2007 Registration, Student Services, Testing – Day Program 2005-2006 Registration, Student Services, Testing – Day Program Financial aid SAVES 2004-2005 ABE, ESOL, and GED Prep – Day Program |
| Assis Principal | Esteban Sardón | Master of Science Degree, Educational Leadership, Nova University, Certifications- Educational Leadership, Administration of Adult Education, District Director of Vocational Education, Occupational Specialist. | 3 | 15 | 2008-2009 Student services & registration, Career/technical instructors 2007-2008 Career/technical Instructors 2006-2007 Off-campus programs 2005-2006 Vice-principal at Robert Morgan Educational Center 2004-2005 Vice-principal at Robert Morgan Educational Center |

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

| Subject Area | Name | Degree(s)/ Certification (s) | # of Years at Current School | # of Years as a Coach | Prior Performance Record * |
|-------------------|------|------------------------------|------------------------------|-----------------------|----------------------------|
| No data submitted | | | | | |

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|--|-------------------------------|---------------------------|--|
| 1. Regular meetings of new teachers with assistant principal assigned to oversee their departments | Assistant principal | On-going | |
| 1. Partnering new teachers with veteran staff | Assistant principal | On-going | |
| 1. Soliciting referrals from current employers to fill career-technical part-time openings. | Principal/Assistant principal | On need basis | Regular announcements will be made at faculty meetings |

Non-Highly Qualified Instructors

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|-------------------|---------------|---------------------|---|
| No data submitted | | | |

Staff Demographics

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Qualified | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--------------------|-----------------------------|-------------------------------------|-----------------|
| 51 | 0 | 2 | 12 | 37 | 21 | 0 | 1 | 0 | 7 |

Teacher Mentoring Program

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|-----------------|---|--|
| Gloria Mendoza Joyce Brown Rosalie Poyntz | Hugo Minaya | Both Ms. Mendoza and Ms. Brown's classes of practical nursing students have been successful on the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Rosalie Poyntz is a department chairperson. Ms. Mendoza has just completed a Master of Science in Nursing Education and is enrolling in a Ph.D. program. Ms. Brown is currently enrolled in a Bachelor of Science in Nursing program. Rosalie Poyntz is a Ph.D. nursing candidate. | The professional development committee meets monthly and on a need-to-know basis. Adult learning strategies and diverse teaching techniques are discussed and classroom management techniques shared. Health science program policies and procedures are discussed and reinforced. |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision making and ensures that the school-based team is implementing RtI.

Vice Principal and Assistant Principals: Conducts assessment of RtI skills for school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support RtI implementation.

Department Chairs: Provides information about core instruction, participates in student data collection, collaborates to incorporate and correlates instruction to state curriculum standards.

Exceptional Student Education (ESE) Dual Enrollment Facilitator: Participates in student data collection and integrates core instructional material into career/technical standards.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provides quality services and expertise on assessment and intervention with individual students.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will meet once a month and focus its efforts on student achievement. The team will review student progress through monitoring assessment data. The team will also identify professional development and resources and will collaborate to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increase infrastructure, and make decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team, comprised of some of the EESAC members, meets with the council and the principal to develop the School Improvement Plan (SIP). The team facilitates access to student data and helps set clear expectations for instruction.

RtI Implementation

Describe the data management system used to summarize tiered data.

The data management system used is "Data in Your Hands" (DIYH), which is the electronic application for all post-secondary data compilation in the district. Data information is updated daily or as needed and follows the Workforce Development Information System (WDIS) year, which goes from July to April.

Describe the plan to train staff on RtI.

Summer training on RtI Problem Solving and Challenges will be attended. Follow up training will take place in October. Professional development will then be provided during teachers' common planning time throughout the school year. The RtI team will periodically evaluate staff professional development needs during monthly leadership team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

The data from the Occupational and Literacy Completion Point Summary Reports found in "Data in Your Hands" (DIYH) show the number of Occupational (OCP) and Literacy Completion Points (LCP) or Educational Functional Levels (EFL) achieved by our ESOL, ABE, GED, and career/technical students. There have been 998 OCPs achieved so far this year by students enrolled in Lindsey Hopkins' career/technical programs during the first two trimesters of the Workforce Development Information System (WDIS) year. Additional OCPs are expected as soon as the data for the third and final trimester of this WDIS year is published. There have been 2456 LCPs achieved by students enrolled in Lindsey Hopkins' academic programs during the three trimesters of the WDIS year. The strengths identified are that many students are achieving both Literacy and Occupational Completion Points by the end of their course of study. The greatest increase in enrollment has occurred in the health sciences programs. One of the weaknesses found is the need to increase the number of students who remain in classes and increase their Educational Functional Levels. Passing of industry certification examinations needs to increase.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendar is developed through data distributed at the ESOL and ABE Facilitators' Meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Benchmarks were selected from the student competency reports of the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS), which indicate students' strengths and weaknesses.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once the LCP and OCP reports in Data in Your Hands are released, the administration has the option to determine student educational functioning levels by teacher and pair the strongest teachers with the weakest students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

ESOL, ABE, and GED students are encouraged to transition to Lindsey Hopkins' career/technical course offerings. Counselors guide students to see relevance to their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Lindsey Hopkins offers a wide variety of career/technical courses. Through the guidance process, students may select classes for which they have the appropriate interest and entry-skill level.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teachers follow state-defined and required competency-based instruction.

How are instructional focus lessons developed and delivered?

Because lessons are based on state competencies, lesson focus is determined by the extent to which each student has mastered the benchmarks.

How will instructional focus lessons be revised and monitored?

An on-going assessment process monitors student mastery and determines the need to revise or re-teach objectives.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Teacher-designed assessments along with text book assessments measure student progress on an on-going basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

CASAS and TABE scale scores indicate progression and the point of mastery. In addition, the mastery of competencies is the benchmark for determining proficiency in career/technical programs.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at mastery level receive opportunities to enhance current skills through group work and other supplementary lessons, which reinforce and maintain proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Monthly meetings by program areas to assess student progress and recommend needed modifications to increase student achievement will be facilitated by department chairpersons.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal in collaboration with other administrators will observe teaching practices in monthly classroom visits. The leadership team will discuss assessment results and student progress.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Adopted textbooks, computer programs, instructional software, and tutorial services will be used.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Tutorial services are available for students. Additionally, resources from adopted textbooks which are designed for intensive instruction will be utilized along with computer programs and instructional software, such as the update to "Read On" and industry-based web technical resource sites like CDX for Automotive Service Technology.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common issues of concern in the areas of instructional delivery, classroom management, etc. as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who are referred by teachers because they consistently demonstrate academic difficulty will receive tutoring as a form of supplemental and intensive instruction.

How will the effectiveness of the interventions be measured throughout the year?

Focus assessment through teacher-made tests, TABE and CASAS will be utilized to determine the effectiveness of supplemental instruction.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in Industrial Cooperative Education (ICE), an on-the-job training program in which students master competencies while working in related occupations.

Describe how students are identified for enrichment strategies.

Teachers in each program recommend students who demonstrate consistent proficiency and mastery of the benchmarks.

Teacher Mentoring Program

| PLC Organization (grade level, subject, etc.) | PLC Leader | Frequency of PLC Meetings | Schedule (when) | Primary Focus of PLC (include Lesson Study and Data Analysis) |
|--|--|---------------------------|--|---|
| ABE Teachers – math, language and reading | Gonzalo Raventós, Assistant Principal Dr. Fran Winfrey, Teacher | Twice a month | Alternate Thursdays during common planning time | To acquire the ability to teach a broad range of critical and creative thinking skills to students. For each skill, the PLC will model, discuss and implement specific steps in the classroom. Afterwards, teachers will share results of classroom implementation with the PLC. |
| ESOL teachers-Foundations to High Intermediate | Marta Pitt, Department Head | Twice a month | Alternate Wednesdays during common planning time | To familiarize ESOL teachers with a reading initiative targeted at ESOL students through exposure to high interest selections with audio. Techniques to improve students' reading comprehension, listening skills, and vocabulary acquisition will be addressed. Teachers will discuss, develop, and implement for the classroom mini-lessons and mini-assessments. Afterwards, teachers will share results with the PLC. |

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status

[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)

- [Public School Choice with Transportation \(CWT\) Notification](#)

[No Attached Public School Choice with Transportation \(CWT\) Notification](#)

- [Notification of \(School in Need of Improvement\) SINI Status](#)

[No Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Lindsey Hopkins' student services personnel attend job fairs, where community agencies, churches and other schools are present, and provide information about the different career/technical programs offered.

Guidance counselors receive invitations from other counselors and career specialists to attend career fairs. At these events, school representatives talk to target groups of students about career/technical programs and inform them they may transition to Lindsey Hopkins to meet their educational/training needs.

Lindsey Hopkins also provides the opportunity for Exceptional Student Education (ESE) students from 12 area high schools* to attend career and technical classes through a dual enrollment program. Recruiting for this program is on-going, and student applications from both the general and special education populations are accepted. Once the students are enrolled, attendance and academic performance records are closely monitored, and frequent individual conferences are held in order to assure a smooth transition from the high school to the post-secondary school environment. In addition to providing appropriate and marketable career and technical training to high school students, the Lindsey Hopkins Dual Enrollment Program prepares these students to enter post-secondary institutions as mature and focused young adults.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

| Based on the Needs Assessment, I identify Area(s) for Improvement | | | Objective Linked to Area of Improvement | |
|--|---|---|---|--|
| Data from the Literacy Completion Point (LCP) Summary Report in Data in Your Hands (DIYH) indicated a twenty-eight percent LCP achievement rate for the 2008-2009 school year by our English for Speakers of Other Languages (ESOL) students. This represents an increase of eighteen percent over the stated goal of ten percent. | | | Given a course of instruction utilizing the Florida Department of Education Adult ESOL Course Standards, ten percent (10%) Increase 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 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 (LCPs) at the end of the 2009-2010 school year. | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | Provide materials that directly correlate to the Adult ESOL Course Standards and to the state-required assessment instrument, CASAS, which emphasize reading and listening comprehension. | Assistant Principal and Department Chair | Review core and supplemental textbooks and materials for correlation to the Adult ESOL Standards and the CASAS. | Effectiveness will be determined through CASAS test results. |
| 2 | Provide practical application of required benchmarks through the use of the ESOL Computer Lab, emphasizing listening comprehension. | Department Chair | Review ESOL Lab class schedule and monitor class attendance and student use of the English Language Learning and Instruction System (ELLIS) software material to document increase in listening comprehension. | ESOL Lab Attendance Logs will be reviewed to determine attendance. |
| 3 | Provide tutorial services to increase reading and listening comprehension as well as the retention rate. (Strategy contingent on grant renewal) | Department Chair | Review test results of those students receiving tutorial services to document gains. | Effectiveness will be determined through CASAS test results. |

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|--|--|---|--------------------------|---|---|
| Ten percent of the students enrolled in ESOL classes will improve their English Literacy Skills at least one level as evidenced by CASAS scores. | Effective use of textbooks in the classrooms and software in the ESOL Lab. | Assistant Principal and Department Head | August to September 2009 | Lesson Plans and Classroom/Lab visitations. | Assistant Principal and Department Head |

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|---------------------|
| Description of Resources | Funding Source | Available Amount |
| | | \$0.00 |
| | | Total: \$0.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$0.00 |

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|---------------------|---------------|-------------|-------------|------------------------------------|-----------------------------------|
| No data submitted | | | | | |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|---------------------|
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$0.00 |

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---------------------|---------------|-------------|-------------|-----------------------------------|-----------------------------------|
| No data submitted | | | | | |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|------------------|
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |

| Other | | |
|--------------------------|----------------|---------------------|
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$0.00 |

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/ Monitoring | Person Responsible for Monitoring |
|---------------------|---------------|-------------|-------------|---------------------------------------|-----------------------------------|
| No data submitted | | | | | |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|---------------------|
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$0.00 |

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Professional Development Aligned with Objective:

| Objective Addressed | Content/Topic | Facilitator | Target Date | Strategy for Follow-up/Monitoring | Person Responsible for Monitoring |
|---------------------|---------------|-------------|-------------|-----------------------------------|-----------------------------------|
| No data submitted | | | | | |

Budget:

| Evidence-based Program(s)/Material(s) | | |
|---------------------------------------|----------------|---------------------|
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Technology | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Professional Development | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| Other | | |
| Description of Resources | Funding Source | Available Amount |
| No Data | No Data | \$0.00 |
| | | Total: \$0.00 |
| | | Final Total: \$0.00 |

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------|
| Goal | Description of Resources | Funding Source | Available Amount |
| Reading | | | \$0.00 |
| | | | Total: \$0.00 |
| Technology | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Total: \$0.00 |
| Professional Development | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Total: \$0.00 |
| Other | | | |
| Goal | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Total: \$0.00 |
| | | | Final Total: \$0.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | | | |
|------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|------------------------------------|-----------------------------|
| <input type="checkbox"/> Intervene | <input type="checkbox"/> Correct II | <input type="checkbox"/> Prevent II | <input type="checkbox"/> Correct I | <input type="checkbox"/> Prevent I | <input type="checkbox"/> NA |
|------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|------------------------------------|-----------------------------|

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

☒ No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

| Projected use of SAC Funds | Amount |
|----------------------------|--------|
| No data submitted | |

Describe the Activities of the School Advisory Council for the Upcoming Year

SAC Members

AYP DATA

SCHOOL GRADE DATA

| School District | | | | | | |
|---|---------|-------|---------|---------|---------------------|---|
| 2008-2009 | | | | | | |
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 0% | 0% | % | % | | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 0% | 0% | | | | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | % (0) | % (0) | | | 0 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| Points Earned | | | | | 0 | |
| Percent Tested = 0% | | | | | | Percent of eligible students tested |
| School Grade | | | | | | Grade based on total points, adequate progress, and % of students tested |

| School District | | | | | | |
|---|---------|-------|---------|---------|---------------------|---|
| 2007-2008 | | | | | | |
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 0% | 0% | % | % | | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 0% | 0% | | | | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | % (0) | % (0) | | | 0 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| Points Earned | | | | | 0 | |
| Percent Tested = 0% | | | | | | Percent of eligible students tested |
| School Grade | | | | | | Grade based on total points, adequate progress, and % of students tested |

| School District | | | | | | |
|---|---------|-------|---------|---------|---------------------|---|
| 2006-2007 | | | | | | |
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 0% | 0% | % | % | | Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 0% | 0% | | | | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | % (0) | % (0) | | | 0 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| Points Earned | | | | | 0 | |
| Percent Tested = 0% | | | | | | Percent of eligible students tested |

| | | | | | | |
|--------------|--|--|--|--|--|---|
| School Grade | | | | | | Grade based on total points, adequate progress, and % of students tested |
|--------------|--|--|--|--|--|---|