

School Name and Number : 7391 - Miami Lakes Tech High School

8901 - Miami Lakes Technical Education Center

School Performance Excellence Plan

Principal: Rosa D. Borgen

Telephone #: _____

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

Region: Adult/Vocational

Board District #: 4 - Ms. Perla Tabares Hantman

Title I Budget and Waivers

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

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



2002 - 2003

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 7391 - Miami Lakes Tech High School

2002 School Performance Grade: C

Vision/Mission/Belief Statement(s):

VISION: To facilitate, promote and provide successful career training opportunities and high academic standards for secondary and post-secondary students designed to meet the challenges of an ever-changing global economy.

MISSION: The primary mission of Miami Lakes Educational Center is to provide a quality educational program for both our secondary and post-secondary students which encompasses a balanced and integrated academic and vocational/technical curriculum reflective of current and projected needs of the South Florida community and its public and private sectors. This mission will be accomplished by:

1. Identifying and coordinating the relationships between the needs of students and the requirements of business and industry.
2. Recruiting and preparing students for success in their chosen fields of endeavor by assisting them in meeting the needs of the South Florida marketplace.
3. Implementing open-entry open-exit, performance-based courses in all post-secondary programs.
4. Offering supportive educational programs and services to help our students to become productive contributors to our community.
5. Providing short-term specialized training to meet current needs of business and industry.

2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 7391 - Miami Lakes Tech High School

2002 School Performance Grade: C

Title I Schoolwide Program: No
Comprehensive School Reform Program: No
SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

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

Objectives:

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

Goal II: Effective Learning Environment

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

Objectives:

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

Goal III: Efficient Management Practices

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

Objectives:

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

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Miami Lakes Tech High School

Miami Lakes Educational Center is located in a middle class, multiethnic community in the northwest section of Miami-Dade County, Florida. The school serves secondary and post-secondary students in an environment that nurtures lifelong learning, critical thinking, and responsible citizenship. It is a multicultural school with a student population of approximately 1179 secondary and 2200 post-secondary students. The school's ethnic composition is 75% Hispanic, 19% Black, 5% White Non-Hispanic and 5% Asian. After analyzing and evaluating pertinent data such as the School Demographic and Academic Profiles, the Florida Comprehensive Assessment Test (FCAT) in Reading and Mathematics, the Student Reading Inventory (SRI), Occupational Completion Points (OCP) Summary Report, Literacy Completion Point (LCP) Summary Report, Student Placement Survey, Test of Adult Basic Education (TABE), the 2001-2002 School Improvement Plan results, the School Climate Survey, and the Miami-Dade County Public Schools Statistical Highlights 2001-2002, the School Performance Excellence Council (PEC) has identified the following objectives as school-wide priorities for the 2002-2003 school year:

Given instruction using the Sunshine State Standards, students in grade ten, whose scores are included in the accountability calculations, will increase their reading comprehension skills as evidenced by a minimum of sixty percent of the students scoring at or above Level 2 on the FCAT reading test administered in 2003.

Given instruction using the Sunshine State Standards, students in grade ten, whose scores are included in the accountability calculations, will increase their mathematics comprehension skills as evidenced by a minimum of sixty percent of the students scoring at or above Level 2 on the FCAT mathematics test administered in 2003.

Given instruction using the Sunshine State Standards, students in grade ten will increase their science application skills as evidenced by a 5 percent increase in the average score as measured by a school-site generated science pre-test administered in September 2002, compared to the school-site generated science post-test administered in May 2003.

Given instruction using the Sunshine State Standards, secondary students will increase their mastery of challenging academic content as evidenced by a minimum student enrollment of 15% in advanced academic classes.

Given school-wide emphasis on increasing student language proficiency skills, post-secondary students, {that is} those who complete all requirements and take pre/post Test of Adult Basic Education, will demonstrate an increase in their mathematics skills as evidenced by a minimum average gain of 1.5 grade level on the test of Adult Basic Education administered during the 2002-2003 school year, and documented by the site-generated computer printout.

Given school-wide emphasis on increasing student language proficiency skills, post-secondary students, {that is} those who complete all requirements and take pre/post Test of Adult Basic Education (TABE), will demonstrate an increase in their reading skills as evidenced by a minimum average gain of 1.5 grade level on the test of Adult Basic Education administered during the 2002-2003 school year, and documented by the site-generated computer printout.

Given school-wide emphasis on the state's Workforce Development Performance-Based Funding system, post-secondary students, that is, those enrolled in an Trades and Industrial Art programs and who have completed all requirements including taking a pre/post TABE test, will demonstrate an average decrease of 5% in the average number of membership hours per Occupational Completion Points earned during the 2002-2003 school year as compared to the 2000-2001 school year and documented in the District-generated Summary report.

The activities and objectives will complement Miami Lakes Educational Center's mission to promote high academic student performance, critical thinking, exemplary teaching, the utilization and expansion of available technology, and the infusion of career-related components across the curriculum, thus enabling students to reach their maximum potential within a positive learning environment. The fulfillment of all of these objectives will be facilitated by the collaborative effort and support of our parents, community, volunteers, and school staff. Through its school improvement initiative, Miami Lakes Educational Center will strive to prepare today's students to become productive, responsible, and self-reliant citizens ready to meet the challenges of tomorrow's technological and multicultural society.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

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

Pedagogical methods encompass a dual delivery system integrating both core academic programs with approximately thirty vocational programs. This is achieved using various methods of instruction which include lecture, student discussion, demonstrations, and hands-on competency-based training activities. All of the above are achieved by utilizing state of the art facilities at both the secondary and post secondary level. Articulation between secondary and post-secondary instructional personnel is sustained to insure that students receive optimal assistance in career planning and placement.

1.2 Culture

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

The entire staff at Miami Lakes Educational Center strives to provide all students with a learning environment which properly nurtures and conditions them to succeed in school. CORE VALUES: Recognizing the effect that environmental factors play in academic performance, the school adheres to a set of core values that help to create a genuine professional learning community for all stakeholders, and reinforces the vision and mission of the school. School personnel are committed to fostering an environment which lends itself to teacher-student interaction, a sense of community, mutual-trust and collaboration among all stakeholders; an environment where there is a sense of caring among individuals and a collective sense of responsibility for student success; where everyone values individual difference, and the self one brings into the environment is respected and nurtured; one in which the school models the values of the community and involves the community in the education of students; and most importantly, where we prepare all students to become life-long learners and contributing members of their community.

VISION: These core values play a pivotal role in supporting the vision of the school, which is "to facilitate, promote and provide successful career training opportunities and high academic standards for secondary and post-secondary students in meeting and exceeding the challenges of today's ever changing global economy"

MISSION: The primary mission of Miami Lakes Educational Center is to provide a quality educational program for both our secondary and post-secondary students which encompasses a balanced and integrated academic and vocational/technical curriculum reflective of current and projected needs of the South Florida community and its public and private sectors. This mission will be accomplished by:

1. Identifying and coordinating the relationships between the needs of students and the requirements of business and industry.

1.3 Human Resources

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

Staff demographics reflect a diverse faculty population comprised of 36% white non Hispanic, 22% black non Hispanic, 39% Hispanic and 1% Asian/American Indian. Over 48% of the faculty hold masters degrees and 16% Specialist Degrees. Females comprise 47% of the instructional full time staff while male members constitute 53% of the instructional staff. Instructional personnel satisfy state certification requirements that meet or exceed the Council of Occupational Educations (COE) and the Southern Association of Schools and Colleges (SACS) criteria. Instruction is provided in a learning climate which fosters a low teacher-student ratio (16:1 in 2000-2001).

1.4 Building Resources

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

Miami Lakes Educational Center has been appropriated 3.5 million dollars to upgrade existing facilities. This will include the construction of a state of the art Dental Assisting Facility, and the inclusion of innovative programs the community deems necessary based on projected interest surveys.

1.5 Constraints

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

In response to the increased emphasis on educational accountability through performance-based funding for adult/vocational programs and the Florida A-Plus Plan for elementary and secondary programs, instructional personnel at our center are steadfast in the commitment to explore ways to increase overall student performance. Teachers are encouraged to provide technical support across the discipline to enhance the quality of classroom teaching and to promote the improvement of pedagogical styles through peer feedback and professional learning activities.

Because performance-based funding in vocational education is directly tied to student retention, completion and career placement, school personnel must work diligently to ensure that each student completes each of the Occupational Completion Points (OCP) for their respective program, obtains a passing score on the Test of Adult Basic Education (TABE), and is successfully placed in the workforce. To comply with state and district mandate, the center has a full-time Technical Resource Center, which provides remediation for all post-secondary students, and an Occupational Specialist who is responsible for securing job placement for program completers. Additionally, post-secondary instructional personnel have ample opportunities throughout the school year to participate in professional development activities held at the center or at the Teacher Education Center (TEC). The primary aim of these workshops is to equip instructors with the tools and resources necessary to enhance their student's cognitive skills and enrich their classrooms.

Conversely, the secondary division must show evidence that its students are making measurable improvements in the FCAT each year. Instructional personnel collaborate with one another through their departments, academy or curriculum council on effective ways to infuse FCAT strategies throughout the curriculum. Teachers participate in various professional development activities after-school and during early-release day; and provide tutoring for students requiring remediation before and after school, or on Saturdays. Additionally, data is compiled by instructional personnel to monitor student progress beginning in ninth grade for secondary students, or upon enrollment in the case of post-secondary students. This data is then used to identify students requiring additional assistance. An action plan is then devised by the instructor in which remediation is provided to each student and their progress monitored continuously until the desired results are met.

The total educational program, including content and mode of delivery at our Center, is driven principally by the data that is compiled on each of our students, and current research on effective instructional strategies including alternative methods of assessment and student remediation.

2. RELATIONSHIPS

2.1 Student

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

Post-secondary and secondary students must comply with mandatory state requirements prior to graduation. Post-secondary students must satisfy TABE requirements in reading, writing and mathematics, prior to receiving certificates of completion. In addition, post-secondary students must satisfy Occupational Completion Point (OCP) requirements or Literacy Completion Points (LCP), depending on their course of study.

Secondary students are required to pass the state FCAT examination in reading, writing and mathematics prior to graduation in addition to satisfying course credit requirements prior to graduation.

Post-secondary and secondary student groups requiring remediation for TABE and FCAT can obtain assistance through the TRC lab (for adult students) and tutorial services for secondary student.

2.2 Stakeholder

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

The Center prides its success on its ability to elicit meaningful input from business and industry, faculty, and students in the implementation of its mission and the achievement of its objective. The vocational programs at our center are strong today due in part to the active participation of numerous public and private sector partners. The center has an active advisory committee for each of its vocational programs. Membership consists of a cross section of the business and industry within Miami-Dade County. Committee members are selected based on their expertise and their involvement in the community. The committees meet on a periodic basis to provide recommendations relative to the institution's mission and the needs of each of the respective programs. These committees also assist the center with activities relating to school improvement, employment for program completers, curriculum development, and marketing of the school. Additionally, there is ample opportunity for stakeholders to impact the entire school through their participation in the Performance Excellence Council and the

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Parent-Teacher-Student Association (PTSA). A continuous effort is made to insure that our committees are representative of the community at-large. The Center also has a Community Advisory Committee comprised of members from the local chamber of commerce, North Dade business community, parents and school personnel. This committee serves as the bridge between the school and the larger community.

2.3 Human Resources

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

Instructional certification is closely monitored at the school. Teachers are provided with information on certification renewal and other requirements for them to comply with state and district requirements. Instructors and staff members are informed of training being offered at the school-site or district. Teachers are required to complete an annual professional development plan and are encouraged to include in such plan a training component as part of their professional growth and development. Additionally, instructors through their respective departments and academies complete an annual needs assessment. The feedback obtained from such instrument is then used to determine what resources, training and equipment instructors will need to improve, among other things, the mode of instruction and student academic performance. This information is related to program administrators during faculty or department meetings, and an action plan is then enacted. Moreover, the Performance Excellence Council makes recommendations on areas in need of improvement, and which are directly tied to the instructional objectives listed in the Performance Excellence Plan (PEC).

2.4 Supplier and Partner

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

The post-secondary and secondary divisions have unique, distinct, and complimentary student services based on student needs. The post-secondary division through the office of student services provide career guidance and job placement counseling, and financial aid assistance to all students. The school is fortunate to have a "One Stop Center" which provides supplemental financial assistance to students as well as career counseling and placement information. The secondary division includes an Exceptional Student Education department and a Limited English Proficient program for students meeting this criteria. Secondary students who meet eligibility criteria may receive free public school transportation and free or reduced meals during instructional hours. Activity buses supplement after school activities for senior high students participating in extra-curricular activities. Community and workforce connections and linkages are maintained through the Miami Lakes Business Association, trade and industrial apprenticeship programs, Miami-Dade Partnerships, Performance Excellence Council (PEC) and an active Parent-Teacher-Student Association (PTSA).

3. COMPETITION

3.1 Position:

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

Miami Lakes Educational Center is one of three public area vocational centers in the Miami-Dade County School District, serving adults and high school students. The center currently offers 38 vocational programs/courses on a full-time or part-time basis in both day and evening classes. Much of the instruction is either on a one-to-one basis between the student and the instructor, or in small groups to maximize the individualization of instruction. Most of the programs at the center are nationally certified by industry accrediting agencies. All instructional personnel are certified in their subject area and have numerous years of work experience in their respective field.

The cost of enrollment is affordable and financial assistance is available to those who qualify. There are day and evening child-care services available to students enrolled in any of our programs. Most importantly, each of the programs has a program advisory committee comprised of industry representatives who make recommendations on curriculum and assist in job placement for program completers. The center has a remediation lab opened day and evening for our students. A full-time occupational specialist is available to assist students in job placement.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

The high school is classified as a vocational “school of choice” for Region I. Students residing within Region I must apply and be accepted to our center. The secondary curriculum is organized according to the academy concept. Students are assigned to an academy of choice at the conclusion of their freshman year. The secondary students have the opportunity to learn in an environment where academic and vocational skills are infused throughout the entire curriculum. Students in vocational programs are eligible to obtain a vocational certificate from Miami Lakes Educational Center upon satisfactory completion of all program requirements. Upon graduation from our center, students are adequately prepared to either pursue post-secondary instruction in a vocational or college/university setting, or they can become gainfully employed in the workforce.

3.2 Competitors

This item explores the alternate schools available to students.

The post-secondary division is almost entirely dependent on fee-paying students. The Center faces fierce competition from Miami-Dade Community College and a host of private vocational/technical centers, including the National School of Technology and ATI Education Centers. To pre-empt the competition, Miami Lakes Educational Center has been aggressively marketing its programs through various mediums.

Utilizing key personnel allows the center to promote the institution’s mission, as it relates to workforce and career development, through a multifaceted strategy of networking with businesses and industries, as well as civic organizations. Current strategies provide for the exposure of the center to a larger population by utilizing the Internet, print and broadcast media. To further enhance our appeal to prospective students, we have existing articulation agreements with both Miami-Dade Community College and Broward Community College whereby these entities provide our program completers with partial credit towards a two-year associate of science degree. We will strive to expand the number of programs eligible for credit transfer to the local community colleges in the upcoming year. Additionally, the center is constantly seeking new opportunities to assist local businesses in providing training for their employees, or collaborating with industry leaders in establishing apprenticeship programs through our center. The center’s appeal in the community is due in part to its location, affordable classes, dynamic personnel, availability of financial assistance, day and evening child-care services, a broad range of programs and courses, and convenient hours of operation.

3.3 Mode

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

Critical success factors essential to the achievement of the vision/mission of the school involve successful implementation of identified school improvement strategies relative to increasing TABE and FCAT scores. The center depends on industry and community partners to assist in job placements for post-secondary program completers. Moreover, documentation is being maintained to insure that effective remediation is conducted in these areas via the TRC lab in the post-secondary division or the high school tutoring service at the secondary level.

3.4 Dynamics

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

The administrative team at MLEC keeps abreast of changes in the local economy and conducts needs assessment to determine which courses should be offered. Through various mediums, school personnel obtain important data which is then used to set short and long-term goals, and helps reinforce the vision of the school. Representatives from business and industry play a crucial role, through either the program advisory committee or the school community advisory committee, in recommending and planning new program or course offerings. To remain competitive, the school aggressively markets the majority of its program in the surrounding community and develops a working relationship with local business and industry. Additionally, the secondary division, relying on its integrated-academy concept, is able to effectively recruit and retain students due in part to the course offerings, the college-preparatory curriculum with a career theme, its heavy emphasis on applied learning, group focus and the opportunities for students to supplement their classroom learning with real-world applications in a work-based setting.

4. CHALLENGES

4.1 Learning

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

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Both secondary, post-secondary students and staff must adapt to a learning environment inclusive of both adults and secondary students. Teachers at the post-secondary level face the challenge of adapting the curriculum and modifying methods of instruction to suit the needs and level of senior high school students. In addition, instructional personnel at both levels face the challenge of cooperative planning and articulation in an effort to “integrate” traditional academic subjects with the vocational/technical curriculum. The involvement of the school “Curriculum Council” inclusive of both secondary and post-secondary instructional personnel, and on-going communication among “Academy Leaders” and their respective departments has facilitated a means to address these challenges.

4.2 Faculty

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

Personnel at Miami Lakes Educational Center are strongly encouraged to participate in services sponsored by the district, school, or union. All instructional staff are required to complete a professional development plan which is reviewed by the department chairperson and the program administrator. Additionally, all personnel are eligible to participate in the tuition reimbursement program sponsored through Miami Dade County Public Schools. Faculty and staff members complete an annual school climate report and conduct annual needs assessment through their departments and academies. One challenge the school faces as it pertains to the delivery of instruction is the lack of common planning by instructional staff members and the dual calendar for K-12 and adult/vocational centers. This limits the quantity of integrated projects that can be planned throughout the school year and also limits the flow of communication between academic and vocational teachers.

4.3 Operational and External Forces

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

The open entry, open exit policy involving the registration and program completion of students enables prospective students to be present on campus at different hours during the day and evening. While this meets student demands, it poses an additional burden on school security personnel responsible for monitoring the flow of traffic throughout the campus, day and evening. Increased parental involvement at the secondary level and a growing awareness of changing job market demands has resulted in the addition of diversified courses: A+ and Oracle training classes in information technology; increased business course offerings (real estate and insurance classes); ASE automotive certification classes; and the addition of modern languages to the curriculum. An evening childcare program was added to the course offerings and additional ESOL and VESOL sections were added to meet the needs of an increased post-secondary evening student population.

4.4 Process Improvement

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

The educational program design associated with the both the secondary and post-secondary divisions is faced with the challenge of improving and updating resources and instruction based on changing technological requirements and marketplace needs. Television Production equipment for example needs to be upgraded to reflect “digital” changes taking place in that field. Similarly, changes in the design structure of automobiles compels our automotive instructors to attend on-going training sessions to reflect industry needs. At the secondary level, a recruitment strategy has to be adopted that will balance the number of students enrolling in all five academies. Strategic planning in this area will require effective articulation and outreach to eighth grade middle school feeder pattern students to insure high enrollment in all academies.

5. IMPROVEMENT

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

5.1 Education Design and Support Processes

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

Absolute and relative data pertaining to TABE and FCAT results, School Climate Survey information, Performance- Based Funding information and post-secondary job placement data related to program completers are “key elements” in determining opportunities for improvement at both the secondary and post-secondary level. Consideration is given to input from business and community representatives serving on the Performance Excellence Council and business advisory councils in determining program and curriculum needs.

5.2 Education Delivery Process

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

A joint secondary and post-secondary Curriculum Council meets on a monthly basis to discuss and evaluate the delivery of educational programs and services. In addition, Academy Leaders meet periodically to discuss curriculum concerns including the delivery of an integrated core academic and vocational/technical curriculum at the secondary level. Opportunities for improvement will be contingent on end-of-year results reflecting measurable gain in identified objectives.

5.3 Operational and External Forces Processes

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

Methods to support educational programs include various “hands on” off-campus trade-union apprenticeship programs, hospital affiliated nursing programs, heavy equipment training programs with off campus business affiliates, (i.e Kelly Tractor Corp.) a comprehensive hands on Job Training program, a supervised field experience training program (ICE), and a sophisticated hands-on competency based Toyota T-TEN program. External forces influencing educational support services include industry demands to upgrade training and training resources, certification demands which require adult vocational/technical program completers to satisfy OCP or LCP completion points, and fulfillment of TABE requirements. In addition, secondary schools are subject to an “FCAT Rating” contingent upon ninth and tenth grade student performance administered in January or February each year. The expectation of demonstrating measurable gain in reading comprehension, mathematics, and writing exerts pressure on educators to concentrate an inordinate amount of time on methods to improve student achievement relative to the FCAT administration early in the year.

5.4 Organizational Processes

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

On-going articulation between faculty, staff and administration relative to the school’s mission, operational procedures, and policies occurs at monthly secondary and post-secondary joint faculty meetings, and regularly scheduled departmental, academy, and curriculum council meetings. In addition to regularly scheduled Performance Excellence Council, PTSA, and extra-curricular student activities meetings, the principal meets regularly with administrators to discuss program concerns, personnel and operational issues, and matters related to course and program effectiveness.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	STUDENT LEVEL	DATE INITIATED
CISCO	CCNP Program	Oct. '02

Writing

PROGRAM	STUDENT LEVEL	DATE INITIATED
Complete GED Preparation	Post-Secondary Students	Aug. '01

Mathematics

PROGRAM	STUDENT LEVEL	DATE INITIATED
Choices	Secondary Students	Aug. '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
CRISS Training	20	Oct. 06, '01
FCAT Strategies	33	Oct. 19, '01
Reading Across the Curriculum	33	Sep. 27, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
CRISS TRAINING	25	May 07, '02

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Strategies	33	Mar. 29, '02

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Science Strategies	7	Aug. 23, '01

Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
Occupational Completion Points (OCP) Workshop	47	Sep. 18, '01
ESOL Strategies	48	May 17, '02
Multi-Cultural Education	38	Apr. 26, '02

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

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

Budget:

With the full consent of all EESAC members, EESAC has agreed to allocate some funds for student rewards and incentives. The remaining balance will be applied towards achieving the objectives and strategies as identified in the 2002-2003 Performance Excellence Plan

Training:

EESAC supports the implementation of listed staff development activities related to both secondary and post-secondary instructional personnel. The Council will also support joint secondary and post-secondary in-service activities with the purpose of enhancing staff knowledge and performance.

Instructional Materials:

EESAC supports the concept of library matching funds to obtain media materials. EESAC will also review and consider all departmental requests relative to the purchase of necessary classroom materials.

Technology:

EESAC supports the use of technology matching funds to be utilized for the purchase of hardware and software which will enhance student awareness and performance.

Staffing:

As contained with the identified Performance Excellence Plan objectives and strategies, EESAC agrees to support necessary staffing needs.

Student Support Services:

Again, EESAC overwhelmingly pledged its support for specialized student services activities, particularly the TRC lab. EESAC takes special notice of the exemplary and necessary role that the TRC lab plays in preparing vocational adult students for the TABE examination.

School Safety and Discipline:

EESAC will continue to actively and openly support the administration, faculty, and staff with their responsibility to ensure the safety of all students and school personnel. EESAC further assures that it will actively and openly support the disciplinary rules contained with the Student Code of Conduct. EESAC also supports the continued implementation of effective counseling sessions through the Student Services personnel so as to promote and enhance safety and discipline.

Other Matters of Resource Allocation:

EESAC, with a firm understanding of the Florida Sterling criteria, will continue to recognize the importance of allocating resources to ensure compliance of objectives and strategies.

Benchmarking:

EESAC fully supports benchmarking activities which will document measurable and acceptable gains in scores associated with the FCAT and TABE.

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

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
C	N		

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	24	50	91	165
% Making Learning Gains	58	68		126
Adequate Progress of Lowest 25% in the school?	61			61
Total School Grade Points	143	118	91	352

FCAT Sunshine State Standards (SSS) (all curriculum groups)

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

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 09

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	388	284	46	32	15	5	2	387	282	28	29	29	13	2
2000-2001	233	274						231	272					

Grade Level: 10

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	236	296	37	42	13	5	4	235	311	22	28	29	20	2
2000-2001	85	291	41	33	16	8	1	85	311	25	25	31	16	4

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

FCAT Writing (all curriculum groups)

Grade Level: 10

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	238	4	0	0	2	1	12	9	45	15	15	1	0
2000-2001	86	3.8	0	1	2	3	17	20	33	9	9	3	1

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	119	4.1	0	0	1	0	8	7	51	17	15	2	0
2000-2001	44	3.7	0	0	2	5	20	25	32	7	9	0	0

Test Prompt: Persuasive

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	119	3.9	0	0	3	3	16	12	38	13	15	0	1
2000-2001	42	4	0	2	2	2	14	14	33	12	10	7	2

School Name: Miami Lakes Tech High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 1 2

State Goal #: 1 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2002 FCAT Reading test indicate that 24 percent of students have met the state required mastery level, 58 percent have made annual learning gains and 61 percent out of the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students in grade ten, whose scores are included in the accountability calculations, will increase their reading comprehension skills as evidenced by a minimum of sixty percent of the students scoring at or above Level 2 on the FCAT reading test administered in 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 60 percent of 10th grade students included in the accountability calculations make annual learning gains, and if 50 percent scoring in the lowest 25 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Borgen, Rosa		Williams, Willie Mae		Bevilacqua, Michael	
O'Brien, Keith		Weaver, Ernest		Martin, Nelson	
Wilson, Ruby					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue the academy structure by incorporating reading comprehension skills related to the School-To-Career Initiative	English Department Chairperson & Academy Lead Teachers	School budget, school improvement funding allocations	Sep. '02	Jun. '03
2 . Maintain job application portfolios that include student resumes, statements of intent, skill surveys, and student records as part of writing in the ninth grade curriculum.	Assistant Principal, Millennium Teachers	School budget, school improvement funding allocations	Sep. '02	Jun. '03
3 . Develop Interdisciplinary Curriculum Units (ICUs) by Academies	*Assistant Principal, Academy Leaders, Department Chairpersons	School budget, school improvement funding allocations	Sep. '02	Jun. '03
4 . Develop questions requiring critical thinking skills, including extended responses for assignments and examinations in all courses.	Language Arts Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
5 . Implement professional development for all staff in Florida Comprehensive Assessment Test (FCAT) strategies during early release sessions and faculty meetings.	Assistant Principal, Curriculum Council Chairperson, Language Arts Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
6 . Administer monthly practice prompts to assess student progress.	Language Arts Department Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
7 . Identify at-risk students and enroll in reading course	Guidance Counselor, Assistant Principal, and Language Arts Teacher	School budget, school improvement funding allocations	Sep. '02	Jun. '03
8 . Establish a Book of the Month Program by Academies	Academy Leaders	School budget, school improvement funding allocations	Sep. '02	Jun. '03
9 . Host an Open House FCAT information session for ninth and tenth grade parents	Assistant Principal for Curriculum, Testing Chairperson, Student Services Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
10 . Administer weekly reading tests to monitor student performance and provide students opportunities to demonstrate mastery of reading skills.	Language Arts Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
11 . Language Arts teachers will administer a pre and progress FCAT test. Following each test, an analysis of scores will be utilized to target instruction.	Language Arts Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date

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

School Name: Miami Lakes Tech High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 2 : Mathematics

Aligns with District Goal #: 2

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2002 FCAT Mathematics test indicate that 50 percent of students have met the state required mastery level, and 68 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students in grade ten, whose scores are included in the accountability calculations, will increase their mathematics comprehension skills as evidenced by a minimum of sixty percent of the students scoring at or above Level 2 on the FCAT mathematics test administered in 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 55 percent of students reach the state required mastery level and if 73 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Bevilacqua, Michael	Borgen, Rosa D	Martin, Nelson			
Wilson, Ruby	Williams, Willie Mae	Weaver, Ernest			
O'Brien, Keith					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue the academy structure by incorporating real world mathematics applications related to School-To-Career initiatives across all grade levels	Mathematics Department Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
2 . Develop questions requiring critical thinking skills, including word problems for assignments and examinations in all courses	Mathematics Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
3 . Administer monthly practice prompts to assess student progress.	Mathematics Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
4 . Provide in-service to all teachers on methods for infusing mathematics across the curriculum to enhance instruction	Assistant Principal, Mathematics Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
5 . Mathematics teachers will administer a pre and progress FCAT test. Following each test, an analysis of scores will be utilized to target instruction.	Assistant Principal, Mathematics Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
6 . Host an Open House FCAT information session for ninth and tenth grade parents	Testing Chairperson, Student Services Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03

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

School Name: Miami Lakes Tech High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 3 : Science

Aligns with District Goal #: 2

State Goal #: 3 4

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2002 Norm-Referenced Science test indicate that 25 percent of 9th grade students scored in the lower 25% quartile, and 9 percent scored in the upper 25%quartile.

Objective

Given instruction using the Sunshine State Standards, students in grade ten will increase their science application skills as evidenced by a 5 percent increase in the average score as measured by a school-site generated science pre-test administered in September 2002, compared to the school-site generated science post-test administered in May 2003.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 10th grade students increase their science applications skills by 5 percent in the school-site generated science examination.

Evaluation:

This objective will be evaluated by scores of the 2002-03 MLEC Comprehensive Science Exam. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bevilacqua, Michael	Borgen, Rosa D	Martin, Nelson
Williams, Willie Mae	Wilson, Ruby	Weaver, Ernest

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Continue the academy structure by incorporating real world science applications and enhancing interdisciplinary planning related to School-To-Career initiatives across all grade levels	Science Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
2 . Implement the Competency-Based Curriculum and the Sunshine State Standards.	Science Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
3 . Provide in-service to all teachers on methods for infusing science across the curriculum to enhance instruction	Assistant Principal, Science Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
4 . Conduct parenting workshops and training sessions to enable them to assist their students to achieve in science	Assistant Principal, Science Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03

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

School Name: Miami Lakes Tech High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 4 : Advanced Academics

Aligns with District Goal #: 2

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Enrollment figures from 2001 – 2002 indicate that approximately 196 students out of 708 were enrolled in advanced academic classes, or 27.8% of the total school population.

Objective

Given instruction using the Sunshine State Standards, secondary students will increase their mastery of challenging academic content as evidenced by a minimum student enrollment of 15% in advanced academic classes.

Definition of Adequate Progress:

Adequate progress will be achieved if 15% of the total school population is enrolled in advanced academic classes.

Evaluation:

This objective will be evaluated by comparing enrollment figures from 2001 –2002 and 2002 – 2003 as computed by O.I.T.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Bevilacqua, Michael	Borgen, Rosa D	Martin, Nelson
Wilson, Ruby	Williams, Willie Mae	Weaver, Ernest
O'Brien, Keith		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Promote awareness among students of advanced academic course offerings at Miami Lakes Educational Center.	Assistant Principal, Student Services Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
2 . Disseminate information regarding course offerings to parents during freshman orientation, back-to-school night, PTSA meetings, and through mass mailings.	Assistant Principal, Student Services Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
3 . Provide staff development to instructors teaching advanced placement courses.	Assistant Principal, Curriculum Council Chairperson	School budget, school improvement funding allocations	Sep. '02	Jun. '03
4 . Develop Interdisciplinary Curriculum Units (ICUs) by Academies.	Assistant Principal, Academy Leader	School budget, school improvement funding allocations	Sep. '02	Jun. '03

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

School Name: Miami Lakes Tech High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 5 : Mathematics

Aligns with District Goal #: 2

State Goal #: 3 4 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2001-2002 fall and Spring Test of Adult Basic Education (TABE) in mathematics indicate that post-secondary students included in the accountability calculations made annual learning gains of 2.06 and 2.5 respectively.

Objective

Given school-wide emphasis on increasing student language proficiency skills, post-secondary students, (that is) those who complete all requirements and take pre/post Test of Adult Basic Education, will demonstrate an increase in their mathematics skills as evidenced by a minimum average gain of 1.5 grade level on the test of Adult Basic Education administered during the 2002-2003 school year, and documented by the site-generated computer printout.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students included in the accountability calculations make annual learning gain of 1.5 grade level.

Evaluation:

This objective will be evaluated by scores of the 2003 TABE. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bevilacqua, Michael	Borgen, Rosa D	Martin, Nelson
Wilson, Ruby	Williams, Willie Mae	Weaver, Ernest

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify students not performing at required grade level for selected vocational programs and provide additional school and work related experiences to enhance skills.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
2 . Update Technical Resource Center (TRC) personnel on effective strategies to interpret student prescription.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
3 . Schedule an in-service for post-secondary instructors on effective instructional strategies to infuse mathematics skills in their curriculum.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
4 . Utilize TABE remediation software to increase students' mathematic proficiency skills.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
5 . Schedule an in-service for post-secondary instructors on effective instructional strategies to infuse math skills in their curriculum.	Assistant Principal for SDtudent Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03

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

School Name: Miami Lakes Tech High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 6 : Reading

Aligns with District Goal #: 2

State Goal #: 3 4 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2001-2002 fall and Spring Test of Adult Basic Education (TABE) in reading indicate that post-secondary students included in the accountability calculations made annual learning gains of 1.9 grade level.

Objective

Given school-wide emphasis on increasing student language proficiency skills, post-secondary students, {that is} those who complete all requirements and take pre/post Test of Adult Basic Education (TABE), will demonstrate an increase in their reading skills as evidenced by a minimum average gain of 1.5 grade level on the test of Adult Basic Education administered during the 2002-2003 school year, and documented by the site-generated computer printout.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students included in the accountability calculations make annual learning gain of 1.5 grade level.

Evaluation:

This objective will be evaluated by scores of the 2003 TABE. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bevilacqua, Michael	Borgen, Rosa D	Martin, Nelson

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Identify students not performing at required grade level for selected vocational programs and provide additional school and work related experiences to enhance skills.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
2 . Update Technical Resource Center (TRC) personnel on effective strategies to interpret student prescription.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
3 . Schedule an in-service for post-secondary instructors on effective instructional strategies to infuse mathematics skills in their curriculum.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
4 . Utilize TABE remediation software to increase students' reading comprehension skills.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
5 . Schedule an in-service for post-secondary instructors on effective instructional strategies to infuse math skills in their curriculum.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
6 . Monitor the attendance for all post-secondary students who have registered with the TRC lab, using an attendance log.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03
7 . Schedule an in-service for post-secondary instructors to highlight and increase awareness of the services and resources available to instructors and their students in the TRC lab.	Assistant Principal for Student Services, TRC Manager	School budget, school improvement funding allocations	Sep. '02	Jun. '03

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

School Name: Miami Lakes Tech High School

District Name: Miami-Dade County Public Schools

Performance Grade: C

School Performance Excellence Goal: # 7 : Other

Aligns with District Goal #: 2

State Goal #: 3 4 7

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

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

Needs Assessment

Results of the 2001-2002 fall and spring District OCP Summary Report indicate that post-secondary students included in the accountability calculations showed an average decrease of 6.1% in the average number of membership hours per Occupational Completion Points.

Objective

Given school-wide emphasis on the state's Workforce Development Performance-Based Funding system, post-secondary students, that is, those enrolled in an Trades and Industrial Art programs and who have completed all requirements including taking a pre/post TABE test, will demonstrate an average decrease of 5% in the average number of membership hours per Occupational Completion Points earned during the 2002-2003 school year as compared to the 2000-2001 school year and documented in the District-generated Summary report.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if students included in the accountability calculations indicate an average decrease of 5% in the average number of membership hours per Occupational Completion Points.

Evaluation:

This objective will be evaluated by Final Class Reports and District Generated Reports. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Bevilacqua, Michael	Borgen, Rosa D	Martin, Nelson

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Schedule an in-service for instructors to review the curriculum frameworks	Assistant Principal for Industrial Education	School budget, school improvement funding allocations	Sep. '02	Jun. '03
2 . Monitor OCP Summary Report.	Assistant Principal for Industrial Education	School budget, school improvement funding allocations	Sep. '02	Jun. '03
3 . Develop lesson and progression plans correlated to the curriculum frameworks	Assistant Principal for Industrial Education	School budget, school improvement funding allocations	Sep. '02	Jun. '03
4 . Have periodic meetings with department heads and instructional personnel to monitor student progress.	Assistant Principal for Industrial Education	School budget, school improvement funding allocations	Sep. '02	Jun. '03

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

Adequate Progress Statement for the entire School Performance Excellence Plan:

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

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

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

Mid-Year Review of School Performance Excellence Plan:

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

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

State Education Goals: *Appendix A p. i*

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

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

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

Issues relative to:

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

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

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

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

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

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

(if applicable)

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

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

(if applicable)

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

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

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

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

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