
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7391 - Miami Lakes Educational Center

FeederPattern: Adult/Vocational Ed.

Region: Adult/Vocational

District: 13 - Miami-Dade

Principal: James Parker

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Lakes Educational Center

Miami Lakes Educational Center (MLEC) is located in a middle class, multi-ethnic 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 1550 secondary and 2200 post-secondary students. The high school's ethnic composition is 78.4 percent Hispanic, 15.4 percent Black, 4.8 percent White, 1.1 percent Asian and 0.3 percent Multicultural. Miami Lakes Educational Center offers students of diverse background the opportunity to explore a career of their choice while enrolled in a well-balanced and rigorous curriculum. The Secondary curriculum consists of a combination of regular, honors, advanced placement, exceptional education and vocational/technical courses that fit all of our students' needs. This very successful career training program combined with high academic standards is made available through six different academies. Each academy is subdivided into several career pathways. These career pathways, from which their electives are derived, foster the development of a professional community by providing students with experience in the workplace. This, in turn, gives them relevance and vision in their high school courses while allowing them to define future career goals. At the end of their four years, students will have completed 24 credits and be eligible for a High School Diploma as well as a Vocational/Technical Certificate in their career concentration. The students have the option at the end of their high school career to either continue into higher education or be a part of the workplace. The Post-secondary curriculum consists of 25 vocational technical programs, a GED completion program and various off campus apprenticeship programs. After analyzing and evaluating pertinent data such as 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 2004- 2005 Performance Excellence Plan results, the School Climate Survey, and the Miami-Dade County Public Schools Statistical Highlights 2004-2005, the School Educational Excellence School Advisory Council (EESAC) has identified the following goals as school-wide priorities for the 2005-2006 school year. Reading performance at Miami Lakes Educational will improve to meet state and federal requirements. Miami Lakes Educational Center will address the following objectives:

Given instruction using the Sunshine State Standards, grade 10 students will increase their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT-reading as compared to the 2005 FCAT-reading.

Given instruction using the Sunshine State Standards, grade 10 Hispanic students will increase their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT-reading as compared to the 2005 FCAT-reading.

Given instruction using the Sunshine State Standards, grade 10 Economically Disadvantaged students will increase their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT-reading as compared to the 2005 FCAT-reading.

Given instruction using the Sunshine State Standards, grade 10 students will improve their mathematics skills as evidenced by 75 percent of the students scoring at or above a level 3 on the 2006 FCAT-Mathematics as compared to the 2005 FCAT-Mathematics scores.

Given instruction using the Sunshine State Standards, grade 10 Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 75 percent of the students scoring at or above a level 3 or show a 10 percent increase on the 2006 FCAT-Mathematics as compared to the 2005 FCAT-Mathematics scores.

Given instruction using the Sunshine State Standards, grade 10 students will increase their writing skills as evidenced by 91 percent of the students achieving at or above 3.5 or show one percentage point increase on the 2006 FCAT-Writing as compared to the 2005 FCAT-Writing.

Given instruction using the Sunshine State Standards, grade 10 Students With Disabilities (SWD) will increase their writing skills as evidenced by 91 percent of the students achieving at or above 3.5 or show one percentage point increase on the 2006 FCAT-Writing as compared to the 2005 FCAT-Writing.

Given instruction using the Sunshine State Standards, teacher developed scope and sequence, and content reading strategies, grade 11 students will increase their science skills as evidenced by an increase in the mean scale score to 289 as documented by the 2006 FCAT-Science.

Given school-wide emphasis on parental involvement and communication with parents, there will be a 10% increase in the Parent/Teacher/Student Association (P.T.S.A.) membership during the 2005-2006 school year as compared to the 2004-2005 school year's record.

Given school-wide emphasis on discipline and safety, Miami Lakes Educational Center will maintain their out-of-school suspension rate at 5.4 percent or reduce it by one percentage point.

Given School-wide emphasis on the use of computer and other technologies within the learning environment for 2005-2006 school year, there will be an increase by 85 percent in the functional availability of computers. In addition, all students will augment their usage of technology as evidenced by the Computer On Wheels (COW) teacher's sign out log and student portfolios.

Given emphasis on students' health and fitness, 80 percent of MLEC students will reach high fitness standards or will increase their annual award recipients by three percent as evidenced by the results of the 2005- 2006 Fitnessgram physical fitness test as compared to the 2004-2005 test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence program will increase by three percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Miami Lakes Educational Center will improve its ranking on the State of Florida ROI index publication from the 82nd percentile to the 85th percentile on the next publication of the index.

Given emphasis on the graduation rate of 77 percent, Miami Lakes Educational Center will increase the graduation rate by at least one percentage point in the 2005 as compared to the 2004 graduation rate.

Given school-wide emphasis on the State's Workforce Development Performance-Based Funding system, the number of OCP's earned by Miami Lakes Educational Center's Career and Technical Education students will increase by 3 percent in the 2005-2006 OCP Summary Report as compared to the 2004-2005 OCP Summary Report.

The results of the Organizational Performance Self Assessment Survey indicate that Miami Lakes Educational Center is in need of improvement in the following areas: Business Results (Score: 3.8) and Strategic Planning (score: 3.7). The school's leadership team will improve in these two areas by using the following strategies: 1) increase the number of staff PTSA membership and have the staff involved in conducting informative academic presentations at PTSA meetings, 2) identify staff's strengths by department and use them as facilitators for in-house in-services and mentors, 3) facilitate staff progress by providing coverage so that they can participate in staff development activities, 4) encourage staff members to apply and work towards National Board Certification, 5) disclose financial information during EESAC meetings and inform staff of the school financial status and 6) distribute a copy of the School Improvement Plan to the entire faculty and have each department go over their targeted areas and discuss each member's responsibility in helping reach their department's goal.

Miami Lakes Educational Center's objectives and strategies will complement its mission to create a future workforce by offering state-of-the art academic, career and technical education to all generations within our community. All Goals, Objectives, and Strategies associated with the School Improvement Plan (SIP) were presented to the EESAC for information purposes, discussions and approval. Regular updates were presented to the EESAC during the preparation of the SIP.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Miami Lakes Educational Center

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 for an ever-changing global economy.

MISSION

The mission of Miami Lakes Educational Center is to create a highly qualified future workforce by offering state-of-the-art academic, career and technical education to all generations within our community.

CORE VALUES

Miami Lakes Educational Center believes in high academic standards as well as preparing students to cope with the challenges of an ever-changing global economy. Therefore, the curriculum, consisting of a combination of regular, honors, advanced placement (AP), exceptional education and vocational/technical courses, is aligned to support the attainment of the Vision and Mission of the school.

School Demographics

Miami Lakes Educational Center (MLEC) serves a multi-ethnic community in the northwest section of Miami Dade County, Florida. MLEC serves both secondary and post-secondary students. The high school, a unique four-year school composed of six academies, has a population of approximately 1550 students. The post-secondary school, with both general education classes as well as technical classes, has a population of approximately 2,200 students.

Eighth grade students from the various Region I middle schools must apply to one of the high school's academies. Each year approximately 400 students are accepted. Therefore, its population is not that of a typical neighborhood school. The high school's ethnic composition is 78.4 percent Hispanic, 15.4 percent Black, 4.8 percent White, 1.1 percent Asian and 0.3 percent Multiracial. The staff consists of 26 percent White, 31 percent Black, 37 percent Hispanic, and 6 percent other.

The post-secondary Adult General Education program draws students from all over Miami-Dade County. Its population is composed of 45 percent Black, 43 percent Hispanic, 9.6 percent White, 1.4 percent Asian and 1 percent Multiracial. The staff consists of 27.8 percent White, 36.5 percent Black, 30.4 percent Hispanic, and 5.2 percent other.

School Foundation

Leadership:

The leadership team at Miami Lakes Educational Center sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day-to-day operation of the school. Weekly meetings of the leadership team allow members to be kept up-to-date with the operation of the school and provide the opportunity to address all concerns and monitor progress. Faculty and staff are kept up-to-date at faculty meetings, curriculum council meetings, department meetings, and academy meetings.

The results of the Organization Performance Assessment survey indicate an average score of 4.0 for leadership.

District Strategic Planning Alignment:

The Miami Lakes Educational staff has embraced the mission and vision of the school. The goals and objectives of the school are continuously communicated to the staff via department meetings and monthly curriculum council meetings. The curriculum council meets monthly in order to monitor and assess progress.

The results of the Organization Performance Assessment survey indicate an average score of 3.7 for strategic planning.

Stakeholder Engagement:

The organizational Performance Self Assessment Survey and the school climate survey show that the Miami Lakes Educational Center staff feels very comfortable with the day to day operation of the school.

The results of the Organization Performance Assessment survey indicate an average score of 4.1 for customer and market focus.

Faculty & Staff:

Miami Lakes Educational is organized into six small learning communities (academies). Each academy is subdivided into career pathways to provide a wide range of career opportunities to the community. Faculty and staff are assigned to specific academies. Vocational teachers and academic teachers work together as a team to improve the curriculum. Each academy leader plans in-service activities that target their academy needs. Curriculum council meetings, academy meetings and faculty meetings ensure that faculty and staff are updated on school operation, district policies and new initiatives.

Teacher Mentoring Programs: The mentoring program at MLEC covers several aspects. All beginning teachers are assigned a mentor who will provide support throughout the year. The mentor meets with them periodically and observes their classroom to provide constructive feedback. The five National Board Certified teachers also serve as mentors to beginning teachers at MLEC. Additionally, qualified teachers in the core classes are used as facilitators to provide professional development and workshops at MLEC and other centers as needed.

The results of the Organization Performance Assessment survey indicate an average score of 3.9 for human resources and an average score of 3.8 for business results.

Data/Information/Knowledge Management:

Collected data via FCAT, district assessments and department-developed assessment are reviewed and analyzed in order to plan the instructional and the tutoring programs. The FCAT reading results help identify MLEC's low performing students. In order to improve their skills, these students are enrolled in the intensive reading classes in lieu of an elective.

The results of the Organization Performance Assessment survey indicate an average score of 4.2 for measurement, analysis, and knowledge and an average score of 3.8 for process management.

Education Design:

Extended Learning Opportunities: FCAT data is used to identify students in reading in the lowest 25 percentile. Students that fall under this category are placed in intensive reading classes. Other assessment devices such as the Gates-MCGinities and the San Diego help identify students in need of an intensive plus reading class. FCAT data is also used in the planning of after-school and Saturday tutoring for all students.

School-wide Improvement Model: The curriculum at Miami Lakes Educational Center is designed in order to provide students with the necessary skills to succeed in college, the world of work and citizenship. In order to align the curriculum, Scope and Sequence have been developed in the core classes. The school is set up into small learning communities (Academies) with a choice of career pathways. These careers pathways have selected vocational classes as electives throughout the student's high school years. In addition, students are provided with Student Services Orientations that make them aware of what is expected of them and the resources they have access to. Department-developed assessments are used either quarterly or monthly in order to monitor students' progress.

A variety of professional development opportunities are offered to improve student achievement through the delivery of instruction.

Emphasis is made on the five essential elements of reading, as well as the use of technology in the classroom.

Teachers are also provided with the opportunity to utilize a set of Computers On Wheels (COW) to assist in monitoring progress and targeting instruction.

Advanced Courses Initiatives & Post Unitary Commitments: In order to enhance the curriculum and provide students with more learning opportunities, a variety of Honors and Advanced Placement (AP) classes are offered at MLEC. Twelve percent of our student body is enrolled in Honors and AP courses. Several seniors participate in an internship program, which provide them with some real world experience before they graduate. Students from the different academies get a certificate of completion in their career pathway or accumulate a number of Occupational Completion Points at graduation, allowing them the opportunity to incorporate themselves immediately in the world of work.

The results of the Organization Performance Assessment survey indicate an average score of 4.2 for measurement, analysis, and knowledge management.

Performance Results:

Miami Lakes Educational Center overall performance is good. Communication with the community and the staff has to improve for the overall performance to increase.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading performance at Miami Lakes Educational Center will improve in order to meet State and Federal requirements.

Needs Assessment

An analysis of the results of the 2005 FCAT-Reading indicates that 38 percent of grade 10 students have met the state required mastery level. Fifty-five percent have made a year's worth of progress (learning gains) in reading and 66 percent of the students scoring in the lowest 25 percent have made annual learning gains. Increased attention needs to focus on several of the subgroups identified in the NCLB report. While all subgroups showed continuous growth in reading, only the White subgroups scored above the required 37 percent. Twenty-six percent of the African American students, 35 percent of the Hispanic students, 32 percent of the Economically Disadvantaged Students, 18 percent of the LEP students and 11 percent of the Students With Disabilities are reading at or above grade level.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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Measurable Objective

Given instruction using the Sunshine State Standards, grade 10 students will increase their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT-reading as compared to the 2005 FCAT-reading.

Given instruction using the Sunshine State Standards, grade 10 Hispanic students will increase their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT-reading as compared to the 2005 FCAT-reading.

Given instruction using the Sunshine State Standards, grade 10 Economically Disadvantaged students will increase their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT-reading as compared to the 2005 FCAT-reading.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|----------|----------|
| | | START | END |
| 1. Attend the Just Read, Florida! Leadership Conference and form a Literacy Leadership Team to maximize reading knowledge within the academy structure by implementing the district's K-12 Comprehensive Research-based Reading Plan (CRRP). Additionally, the administration will encourage teachers to begin the process of becoming certified or endorsed in Reading K-12 as mandated by state and district reform movements. | Principal, Vice-Principal & Assistant Principals | 08/08/05 | 05/24/06 |
| 2. Provide information for parents of students in Intensive Reading classes regarding the Academic Improvement Plan (AIP) and FCAT. | Assistant Principals | 08/08/05 | 05/24/06 |
| 3. Administer progress-monitoring measures for all students in Intensive Reading and ESOL classes as required by CRRP. Assess students scoring in the lowest quartile on the 2005 FCAT Reading test using state-approved standardized tests for possible placement in Intensive Reading Plus classes. | Reading Department Chair | 08/08/05 | 05/24/06 |
| 4. Utilize a high-quality reading program and instructional materials that incorporate the five essential elements of reading instruction. The materials and intervention strategies must be research-based and should address the specific reading deficiencies of students based on assessment results. Strive to maintain a low teacher-to-student ratio in reading classes to maximize learning gains. | Assistant Principals & Reading Department Chair | 08/08/05 | 05/24/06 |

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| 5. Offer a variety of professional development opportunities addressing the five essential elements of effective reading instruction as well as methods of incorporating technology using software applications such as FCAT Explorer and Reading Counts!. Continue training on how to use the Student Performance Indicator (SPI) to target instruction as specified in the Academic Improvement Plan (AIP). | Assistant Principals | 08/08/05 | 05/24/06 |
| 6. Continue to provide students, including, but not limited to Hispanic, African-American, Economically Disadvantaged, LEP, and SWD, with opportunities for improving critical thinking skills through after-school and Saturday tutorials. Tutorial is provided up to 3 times a week in reading for targeted level 1 & 2 students and will be evaluated by a pre/post test. | Assistant Principals | 08/08/05 | 05/24/06 |

Research-Based Programs

K-12 Research-Based Reading Plan (CRRP)

Professional Development

CBC and SSS

CRISS

Reciprocal Teaching

Differentiated instruction

Independent reading

Instruction in the use of screening

Diagnostic and classroom based progress-monitoring assessments Data analysis

Data-driven decision making

Advanced Placement

Cambridge Workshop

Evaluation

This objective will be evaluated based on the 2006 Reading FCAT scores. District progress monitoring assessments and the School-wide Instructional Review (SIR).

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics performance at Miami Lakes Educational Center will improve in order to meet State and Federal requirements.

Needs Assessment

An analysis of the results of the 2005 FCAT-Mathematics indicate that 72 percent of grade 10 students have met the state required mastery level. Seventy-eighth percent have made learning gains. Continued attention should be given to all subgroups identified in the No Child Left Behind (NCLB) report. All subgroups, except Students With Disabilities scored above the required 44 percent on the 2005 FCAT-Mathematics.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, grade 10 students will improve their mathematics skills as evidenced by 75 percent of the students scoring at or above a level 3 on the 2006 FCAT-Mathematics as compared to the 2005 FCAT-Mathematics scores.

Given instruction using the Sunshine State Standards, grade 10 Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 75 percent of the students scoring at or above a level 3 or show a 10 percent increase on the 2006 FCAT-Mathematics as compared to the 2005 FCAT-Mathematics scores.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|----------|----------|
| | | START | END |
| 1. Continue the academy structure by incorporating real world mathematics applications across the curriculum. | Principal & Academy Leaders | 08/08/05 | 05/24/06 |
| 2. Offer a variety of professional development opportunities addressing the methods for infusing mathematics across the curriculum to enhance student learning and progress, the effective delivery of instructional strategies to improve reading comprehension (continuation of CRISS training as well as follow-up in-services), and the effective use the Student Performance Indicator (SPI) to target instruction as specified in the Academic Improvement Plan (AIP). Make available to all math teachers the Computers on Wheels (COW) to utilize mathematics software to monitor progress and target instruction. | Assistant Principals & Department Chair | 08/08/05 | 05/24/06 |
| 3. Identify students who scored in the lowest 25 percent on the 2005 FCAT Mathematics test and at risk students with disability and provide additional instructional support through after-school tutoring. Math tutoring is offered after-school up to 3 times a week and Saturday and will be evaluated by a pre/post test. | Assistant Principals, Teacher Facilitator & ESE Department Chair | 08/08/05 | 05/24/06 |
| 4. Host an Open House FCAT information for ninth and tenth grade parents | Assistant Principals & Test Chair and PTSA | 08/08/05 | 05/24/06 |
| 5. Provide students, including but not limited to Students with Disabilities with opportunities for improving mathematics concepts through after-school tutorials and Saturday FCAT tutorials. | Assistant Principals, Teacher Facilitator & ESE Department Chair | 08/08/05 | 05/24/06 |

| | | | |
|---|--|----------|----------|
| 6. Provide in-service to all mathematics teachers in how to best utilize the textbooks, Discovering Mathematics series from Key Curriculum Press. | Assistant Principals & Department Chair | 08/08/05 | 05/24/06 |
|---|--|----------|----------|

Research-Based Programs

Miami Lakes Educational Center's school-wide approach to teaching mathematics is based upon NCTM's Principles and Standards for School Mathematics and the Mathematics and Science Bridges to Career principles. Supplementary materials used are as follow: Key FloridaPrep FCAT Math-Grade 10; District made materials; Discovering Math TEST PREP FOR THE FCAT.

Professional Development

Professional development will be provided in the following categories: Competency Based Curriculum (CBC)/Sunshine State Standards (SSS); CRISS; Advanced Placement Subject Area Workshop; Data Driven Decision Making; Data Analysis; FCAT Explorer; FCAT Math; Math Modeling; Brain Based Learning

Evaluation

This objective will be evaluated based on the 2006 Florida Competency Assessment Test (FCAT) score on the mathematics test and the District monitoring assessment devices.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing Performance at Miami Lakes Educational Center will improve in order to meet State and Federal requirements.

Needs Assessment

An analysis of the results of the 2005 FCAT-Writing indicate that 87 percent of grade 10 students scored at or above 3.5. Increased attention needs to focus on one of the subgroups identified in the “No Child Left Behind” report. Students With Disabilities will increase their performance as evidenced by 90 percent performing at or above a 3.5 or show a one percentage point increase over their 2004-2005 performance.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, grade 10 students will increase their writing skills as evidenced by 91 percent of the students achieving at or above 3.5 or show one percentage point increase on the 2006 FCAT-Writing as compared to the 2005 FCAT-Writing.

Given instruction using the Sunshine State Standards, grade 10 Students With Disabilities (SWD) will increase their writing skills as evidenced by 91 percent of the students achieving at or above 3.5 or show one percentage point increase on the 2006 FCAT-Writing as compared to the 2005 FCAT-Writing.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|----------|
| | | START | END |
| 1. Provide all students with the opportunities to explore the purpose of professional and academic writing within the academy of their choice and across the curriculum. | Assistant Principals, Department Chairs and Academy Leaders | 08/08/05 | 05/24/06 |
| 2. Provide professional development for all teachers to enhance their skill in developing instructional strategies. | Principal and Assistant Principals | 08/08/05 | 05/24/06 |
| 3. Implement the "Train the Trainers" model by providing in-services to department heads and academy leaders in the interpretation and instructional use of school data provided by the Florida Writing Assessment test. | Principal and Assistant Principals | 08/08/05 | 05/24/06 |
| 4. Host an Open House FCAT information for ninth and tenth grade parents of students with disabilities | Assistant Principals & Test Chair and PTSA | 08/08/05 | 05/24/06 |
| 5. Administer instruction on expository and persuasive essays to all tenth grade students and analyze Florida Writes! Pre and Posttest scores to target instruction, assess student progress, and improve student performance on the Florida Writes. | Assistant Principals and Department Chairs | 08/08/05 | 05/24/06 |
| 6. 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 Principals and Department Chairs | 08/08/05 | 05/24/06 |

Research-Based Programs

Mac Dougal Littel, Language of Literature
HRW, Elements of Language

Professional Development

Zelda Glazer Writing Institute Training about Literature
Data Driven Decision Making
Data Analysis.

Evaluation

This objective will be evaluated based on the results of the 2005 FCAT-Writing. Monthly practice prompts results will be used to monitor progress toward the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science Performance at Miami Lakes Educational Center will improve in order to meet State and Federal requirements.

Needs Assessment

Analysis of the results of the 2004-2005 FCAT-Science scores indicate strength in the critical thinking component (7) and each of the content clusters receiving a 5. Increased focus should be on content driven benchmarks in all content strands.

Measurable Objective

Given instruction using the Sunshine State Standards, teacher developed scope and sequence, and content reading strategies, grade 11 students will increase their science skills as evidenced by an increase in the mean scale score to 289 as documented by the 2006 FCAT-Science.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|----------|----------|
| | | START | END |
| 1. Complete a comprehensive curriculum mapping for the core subject areas covered on the FCAT through Curriculum Mapping work sessions. | Assistant Principals and Department Chair | 08/08/05 | 05/24/06 |
| 2. Administer Pre/Post test to students. Analysis of results will provide feedback into individual student remediation needs and to target future instruction. | Assistant Principals and Department Chair | 08/08/05 | 05/24/06 |
| 3. Complete a test item bank on “Annually Assessed” FCAT Benchmarks –and administer monthly assessments. Analysis of results will provide feedback into individual student remediation needs and to target future instruction. | Assistant Principals and Department Chair | 08/08/05 | 05/24/06 |
| 4. Provide Professional Development to teachers: Methods of incorporating technology and critical thinking activities into their lessonsb. CRISS reading strategies to assist teachers in the effective delivery of instructional strategies to improve reading comprehension.c. Informal “teacher talk” sessions for teachers to communicate/share best practices/strategies and keep everyone up to date with what is occurring within the different disciplines. | Principal, Assistant Principals and Department Chair | 08/08/05 | 05/24/06 |
| 5. Augment the “structured science content reading” in the scope and sequence with science related novels to enhance general literacy and show science correlation within different genre. | Department Chair | 08/08/05 | 05/24/06 |
| 6. Provide diagnostic/prescriptive after-school science tutorial to all students. Science tutoring is offered after-school up to 3 times a week. In addition, motivational devices such as a math/science competition is offered to stimulate creative and scientific thinking. | Assistant Principals and Department Chair | 08/08/05 | 05/24/06 |

Research-Based Programs

National Academy of Science Education Standards
Mathematics and Science Bridges to Career
Florida Prep for FCAT Science
Jamestown Science Content, Reading Series

Professional Development

- Logger Pro – technology – data collection and analysis on computer
- Graphing calculator and CBL – technology – data collection
- Reading in the content area
- FCAT Simulation Software
- Curriculum mapping

Evaluation

This objective will be evaluated based on the 2006 FCAT-Science. Pre/Post test and monthly testing will provide formative assessment to monitor progress towards objectives.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Miami Lakes Educational Center will increase parental involvement in order to help students reach state and national academic and workforce standards.

Needs Assessment

The PTSA membership at Miami Lakes Educational Center is low (23 members). There is a definite need for an increase in the quantity and quality of parental involvement at Miami Lakes Educational Center in order to assist in improving student achievement. Research demonstrates the importance of connection between family involvement and student achievement.

Measurable Objective

Given school-wide emphasis on parental involvement and communication with parents, there will be a 10% increase in the Parent/Teacher/Student Association (P.T.S.A.) membership during the 2005-2006 school year as compared to the 2004-2005 school year's record.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|----------|
| | | START | END |
| 1. Conduct P.T.S.A. membership drives via mailings, orientations, and Open House. | Assistant Principals | 08/08/05 | 05/24/06 |
| 2. Provide communication via informative academic presentations at P.T.S.A. meetings and parent newsletter regarding school and district activities as related to Parent Academy. | Assistant Principals and PTSA | 08/08/05 | 05/24/06 |
| 3. Host various informational orientations and fundraising events | Assistant Principals and PTSA | 08/08/05 | 05/24/06 |
| 4. Provide informative Academic Improvement Plan (AIP) meetings. | Assistant Principals | 08/08/05 | 05/24/06 |
| 5. Host academy based information meetings. | Assistant Principals and Academy Leaders | 08/08/05 | 05/24/06 |
| 6. Create a parent resource center providing parents with school, district, and state information and internet access. | Principal and Assistant Principals | 08/08/05 | 05/24/06 |

Research-Based Programs

- Publications from the Association for Supervision and Curriculum Development
- The National Association for Secondary School Principals
- Leadership journals

Professional Development

- FCAT Strategies for Home Learning
- Advanced Placement Program Option
- EESAC Budget Analysis
- Learning strategies for Students With Disabilities

Evaluation

The objective will be evaluated based on 10 percent increase in the number of PTSA members in 2005-2006 school year as compared to the number of PTSA members in the 2004-2005 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Discipline and Safety Performance at Miami Lakes Educational Center will improve in order to meet State and Federal requirements.

Needs Assessment

Maintain a high level of discipline by reducing or maintaining the suspension rate at 5.4 percent. In addition, for the students and staff safety, Miami Lakes Educational Center needs to implement established steps to comply with the Jessica Lunsford Act

Measurable Objective

Given school-wide emphasis on discipline and safety, Miami Lakes Educational Center will maintain their out-of-school suspension rate at 5.4 percent or reduce it by one percentage point.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|----------|
| | | START | END |
| 1. Establish a uniform policy, which distinguish the High School students from the post-secondary students and visitors. | Assistant Principals and Academy Leaders | 08/08/05 | 05/24/06 |
| 2. Provide visitors with a pass via the students services office. | Assistant Principals and Head Security | 08/08/05 | 05/24/06 |
| 3. Place security monitors at the Main Entrance gate to log in visitors and take identification. | Assistant Principals and Head Security | 08/08/05 | 05/24/06 |
| 4. Encourage parents contact and increase parent conferences to address discipline issues. | Assistant Principals | 08/08/05 | 05/24/06 |
| 5. Reduce the number of tardiness. | Assistant Principals | 08/08/05 | 05/24/06 |
| 6. Reduce the number of suspension by using alternatives such as detentions and work details | Assistant Principals | 08/08/05 | 05/24/06 |

Research-Based Programs

Assertive Discipline

Professional Development

District Attendance in-service

District Discipline in-service

Truancy Workshop

Evaluation

This objective will be evaluated by maintaining the out-of-school suspension of 5.4 percent based upon the 2004-2005 results.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The accessibility, implementation and use of technology at Miami Lakes Educational Center will improve in order to provide the level of technology needed to support career, technical, and academic programs offered.

Needs Assessment

EESAC, Curriculum Council, PTSA, Business Advisory, and Faculty survey results have all emphasized the need to improve the quality of technology accessibility at Miami Lakes Educational Center.

Measurable Objective

Given School-wide emphasis on the use of computer and other technologies within the learning environment for 2005-2006 school year, there will be an increase by 85 percent in the functional availability of computers. In addition, all students will augment their usage of technology as evidenced by the Computer On Wheels (COW) teacher's sign out log and student portfolios.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|----------|
| | | START | END |
| 1. Form a Technology Committee to assess faculty and staff technology needs. | Vice-Principal and Technology Committee | 08/08/05 | 05/24/06 |
| 2. Infuse technology-based interventions to increase reading and math FCAT scores (FCAT Explorer and Reading Count). | Assistant Principals and Department chairs and Teachers | 08/08/05 | 05/24/06 |
| 3. Facilitate staff development in SPI which helps identify students in needs of improvement and how to incorporate technology with appropriate reading strategies in the reading and math curriculum. | Principals and Assistant Principals | 08/08/05 | 05/24/06 |
| 4. Provide targeted groups in reading and math additional tutorial time on task through technology-based interventions including FCAT Explorer and Reading Count. | Department Chairs | 08/08/05 | 05/24/06 |
| 5. Maximize the use of the Computers On Wheels to increase the inclusion of technology in the classroom and help monitor progress in order to target instruction. | Assistant Principals and Department Chairs | 08/08/05 | 05/24/06 |
| 6. Access District resources equipped to support the large infrastructure in use at Miami Lakes Educational Center | Vice-Principal and Technology Committee | 08/08/05 | 05/24/06 |

Research-Based Programs

Educational Leadership publications and Business

FCAT Explorer

Reading Count

Read 180

Professional Development

Academic and Career-Based software applications

Effective use of e-mail

Effective use of the electronic grade-book

FCAT Explorer

Using Mobile Labs in the Classroom

Evaluation

The objective will be evaluated based on the results of a quarterly site-authored survey assessed by faculty, staff and students throughout the 2005-2006 school year as compared to the 2004-2005 survey and a review of Computer On Wheels sign out logs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The Health and Fitness program at Miami Lakes Educational Center will improve students' National Fitness scores.

Needs Assessment

An analysis of the 2004-2005 Fitness post-test shows that MLEC fitness level is below the 80 percent level. Therefore, there is a need for improvement in students' health and fitness levels at Miami Lakes Educational Center.

Measurable Objective

Given emphasis on students' health and fitness, 80 percent of MLEC students will reach high fitness standards or will increase their annual award recipients by three percent as evidenced by the results of the 2005- 2006 Fitnessgram physical fitness test as compared to the 2004-2005 test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|----------|
| | | START | END |
| 1. Administer the Fitness Pre and post test and compare the results to monitor progress. | Department Chair | 08/08/05 | 05/24/06 |
| 2. Demonstrate Health and fitness components to ensure effectiveness of the program | Department Chair | 08/08/05 | 05/24/06 |
| 3. Use the Tri-Fit system. | Department Chair | 08/08/05 | 05/24/06 |
| 4. Use Heart Rate monitors to assess progress. | Department Chair | 08/08/05 | 05/24/06 |
| 5. Use the weight room, stationary bikes, treadmills, and eclipic machines on a regular basis. | Department Chair | 08/08/05 | 05/24/06 |
| 6. Monitor the selection of activities specifically related to assessment component items, which would enhance specificity of training. | Assistant principals and Department Chair | 08/08/05 | 05/24/06 |

Research-Based Programs

Miami Lakes Educational Center's school-wide approach to Health and Fitness is based on the National Physical Fitness Testing Standards.

Professional Development

Tri-Fit Training

Fitness-gram workshop

Conditioning/Weight Training workshop

Wall Climbing Training

Evaluation

This objective will be evaluated by a 3 percent increase on award recipients or based on the 2005-2006 Fitness scores level of 80 percent as compared to the 2004-2005 Fitness scores. Pre/Post test and monthly testing will provide formative assessment to monitor progress towards this objective

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Miami Lakes Educational Center will increase the number of students enrolled in Honors and Advanced Placement Classes during the 2005-2006 school year as compared to the 2004-2005 school year.

Needs Assessment

A review of Miami Lakes Educational Center's classes shows that 9 percent of the students were enrolled in honors and Advanced Placement (AP) classes in the 2004-2005 school year. Therefore, there is a need for improvement in the number of students enrolled in these advanced academic classes in order to better prepare students for college and the competitive world.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence program will increase by three percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|----------|
| | | START | END |
| 1. Increase the number of Honors and Advanced Academic Classes offered | Vice-Principal And Assistant Principals | 08/08/05 | 05/24/06 |
| 2. Identify high performing students and enroll them in Honors and Advanced Placement classes | Assistant Principals and Department Chairs | 08/08/05 | 05/24/06 |
| 3. Actively recruit students for the Cambridge Academy by visiting the middle school and providing students with information about the program | Assistant Principals and Career Specialist | 08/08/05 | 05/24/06 |
| 4. Provide opportunities for teachers to participate in Advanced Placement Seminars organized by the College Board | Vice-Principal and Assistant Principals | 08/08/05 | 05/24/06 |
| 5. Maintain High Academic Standards by identifying highly qualified teachers that targets critical thinking and logical reasoning via a rigorous curriculum. | Vice-Principal, Assistant Principals and Department Chair | 08/08/05 | 05/24/06 |
| 6. Offer opportunity for after-school tutoring to provide support in the Advanced academic classes. | Vice-Principal, Assistant Principal and Department Chair | 08/08/05 | 05/24/06 |

Research-Based Programs

Educational Leadership publications
College Board Newsletters

Professional Development

Advanced Academics Options program
College Board Advanced Placement workshops
Data Driven Decision Making
Data Analysis

Evaluation

Number of students enrolled in Honors and Advanced Placement Classes at Miami Lakes Educational Center during the 2005-2006 school year will be evaluated by a 3 percent increase as compared to the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Miami Lakes educational Center school will rank at or above 85th percentile statewide in the ROI index value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the FLDOE indicate that in 2004, Miami Lakes Educational Program ranked at the 82nd percentile on the State of Florida ROI index.

Measurable Objective

Miami Lakes Educational Center will improve its ranking on the State of Florida ROI index publication from the 82nd percentile to the 85th percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|----------|
| | | START | END |
| 1. Provide training in order to make the administrative team more informed about the use of financial resources in relation to school programs | Principals and Vice-Principals | 08/08/05 | 05/24/06 |
| 2. Collaborate with district on resource allocation | Principals and Vice-Principals | 08/08/05 | 05/24/06 |
| 3. Analyze existing resources and take advantage of broader non-cost resources in order to improve performance. Increase the number of volunteers and identify grants to support tutoring program. | Vice-Principals and Assistant Principals | 08/08/05 | 05/24/06 |
| 4. Review data, identify programs that were efficient and focus on offering these programs. | Assistant Principals | 08/08/05 | 05/24/06 |
| 5. Identify the factors involved in the calculation of the ROI index and improve each factor | Assistant Principals | 08/08/05 | 05/24/06 |

Research-Based Programs

Reading & Writing Source Book- 2001 Edition
 NCTM's Principles and Standards for School Mathematics
 Discovering Math: Test Prep for the FCAT

Professional Development

CRISS
 CBC/SSS
 Advanced Placement Subject Area Workshop
 FCAT Explorer
 Data Driven Decision Making
 Data Analysis

Evaluation

The objective will be evaluated based on the 2004-2005 school year ROI index as compared to the 2003-2004 school year ROI index.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 11 STATEMENT:

The graduation rate at Miami Lakes Educational Center will improve during the 2005-2006 school year.

Needs Assessment

An analysis of Miami Lakes Educational Center graduation rate indicates that the percentage of students that graduated in 2004 (77 %) is lower then the percentage of students graduating in 2003 (88%).

Measurable Objective

Given emphasis on the graduation rate of 77 percent, Miami Lakes Educational Center will increase the graduation rate by at least one percentage point in the 2005 as compared to the 2004 graduation rate.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|----------|
| | | START | END |
| 1. Provide support to all students that are struggling via tutoring. | Vice-Principals and Assistant Principals | 08/08/05 | 05/24/06 |
| 2. Identify at-risk students and refer them to the trust counselor | Guidance Counselors and Academy Leaders | 08/08/05 | 05/24/06 |
| 3. Review students' history to monitor progress. | Guidance Counselors | 08/08/05 | 05/24/06 |
| 4. Provide students with orientations in order to let them know what is expected of them. | Assistant Principals and Academy Leaders | 08/08/05 | 05/24/06 |
| 5. Review student attendance. When needed, place student on attendance contract. | Assistant Principals and counselors | 07/01/05 | 05/24/06 |
| 6. Monitor teaching and learning on continuous basis. | Principal, Vice-Principals and Assistant Principals | 08/08/05 | 05/24/06 |

Research-Based Programs

Reading & Writing Source Book- 2001 Edition
 NCTM's Principles and Standards for School Mathematics
 Discovering Math: Test Prep for the FCAT

Professional Development

CRISS
 CBC/SSS
 Advanced Placement Subject Area Workshop
 FCAT Explorer
 Data Driven Decision Making
 Data Analysis

Evaluation

The objective will be evaluated based on the 2004-2005 school year graduation rate as compared to the 2003-2004 school year graduation rate.

GOAL 12: OTHER

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 12 STATEMENT:

The number of Occupational Completion Points (OCP) gained by Miami Lakes Educational Center postsecondary Career and Technical Education students will increase.

Needs Assessment

The 2004-2005 OCP Summary Reports for Miami Lakes Educational Center's Career and Technical Education students were reviewed. They indicate that an increase in the number of OCP's earned is needed.

Measurable Objective

Given school-wide emphasis on the State's Workforce Development Performance-Based Funding system, the number of OCP's earned by Miami Lakes Educational Center's Career and Technical Education students will increase by 3 percent in the 2005-2006 OCP Summary Report as compared to the 2004-2005 OCP Summary Report.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|----------|
| | | START | END |
| 1. Review Summary Reports to identify specific programs in need of additional support. | Principal, Vice-Principal, Assistant Principal | 08/16/05 | 07/30/06 |
| 2. Review Final Class Reports for accuracy. | Principal, Vice-Principal, Assistant Principal | 08/16/05 | 07/30/06 |
| 3. Review Workforce Development Information System (WDIS) and Data-In-Your-Hands reports. | Principal, Vice-Principal, Assistant | 08/16/05 | 07/30/06 |
| 4. Provide in-services to help identify specific programs in need of additional support. | Principal, Vice-Principal, Assistant Principals and teachers | 08/16/05 | 07/30/06 |

Research-Based Programs

Miami Lakes Educational Center's school-wide approach to assisting Career and Technical Education students in obtaining OCP's is based upon the State's Workforce Development Curriculum Frameworks for Career and Technical Education.

Professional Development

Professional development will be provided in the use of CRISS strategies, "Data In Your Hands", WDIS reports, and industry-based training to update instructors' technical knowledge and skills.

Evaluation

This objective will be evaluated by the District's 2005-2006 OCP's Summary Report for Miami Lakes Educational Center. Quarterly and detailed summary reports will be used for formative assessment of progress toward this objective.

EESAC Compliance

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

Budget:

With full consent of all EESAC Members, EESAC has agreed to allocate funds to support after-school and Saturday school tutorials. EESAC members are afforded the opportunity to attend training sessions pertaining to the preparation and implementation of the school's budget.

Training:

EESAC supports the implementation of listed staff development activities related to both secondary and post-secondary instructional personnel as well as in-service activities, which focus on the integration of curriculum within each respective academy.

Instructional Materials:

EESAC supports the concept of library matching funds to obtain media materials. All recommendations for instructional materials were endorsed by EESAC.

Technology:

The EESAC created a Technology Committee to review current conditions and to ascertain what equipment was required for MLEC to be a progressive and innovative institution and make appropriate recommendations to reach that goal. EESAC supports the use of technology matching funds for the purchase of hardware and software, which will enhance student performance.

Staffing:

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

Student Support Services:

To date, EESAC has unanimously approved expenditures of funds. Money was allocated and spent on Activities' buses to support our after-school program as well as student extra-curricular activities. The EESAC also has unanimously approved the expenditure of funds for various student rewards such as trophies, plaques, and the actual Awards Ceremony.

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 Safety & Discipline:

EESAC will continue, actively and openly, to support the administration, the faculty, and the 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 in the Code of Student Conduct. EESAC will, also, support the continued implementation of effective counseling sessions through the Student Services department so as to promote and enhance safety and an orderly learning environment.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent