

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Lakes Educational Center (7391)

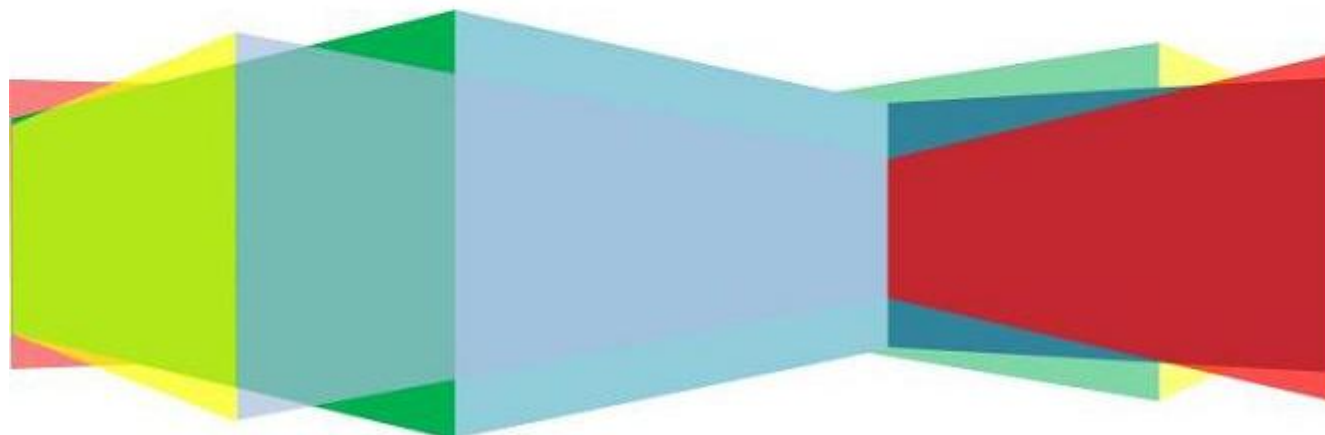
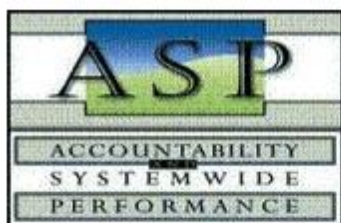
Feeder Pattern - Adult/Vocational Ed.

Regional Center I

District 13 - Miami-Dade

Principal - James Parker

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Miami Lakes Educational Center (MLEC) is located in a middle class, multi-ethnic community in the northwest section of Miami-Dade County, Florida. The post secondary center opened in 1976. The secondary program was added in 2000. MLEC has a diverse school community that is comprised of secondary and postsecondary teachers, student services personnel, administrators, support personnel and a wide variety of business and community partners and technical advisory committees. These include such entities as the Town of Miami Lakes, Toyota, Florida Power and Light, and Kelley Tractor, just to name just a few. It is a multicultural school with a student population of approximately 1600 secondary and 1400 post-secondary students.

The secondary program ethnic composition is 79 percent Hispanic, 14 percent Black, 5 percent White, 1 percent Asian and 1 percent Multi-Ethnic. The postsecondary program ethnic composition is 39 percent Hispanic, 49 percent Black, 10 percent White, 1 percent Asian and 1 percent Multi-Ethnic. The secondary program primarily serves students in grades 9-12 who reside in Region 1. The postsecondary program serves students who meet enrollment criteria and can benefit from the programs offered.

The most recent Florida Comprehensive Assessment Test (FCAT) scores break down as follows: Reading: Level 1 - 34 percent, Level 2 – 32 percent; Mathematics: Level 1 – 6 percent, Level 2 – 20 percent; Science: Level 1 - 22 percent, Level 2 – 39 percent; and Writing: 17 percent scoring at 3.0 or below. Scores indicate that all No Child Left Behind (NCLB) subgroups need improvement in reading.

Miami Lakes Educational Center ensures that teachers and staff are professionally/highly qualified. The percentage of teachers at each degree level for the secondary program are as follows: Bachelor's Degree, 46 percent; Master's Degree, 39 percent; Specialist Degree, 14 percent; Doctorate, 1 percent. The percentage of teachers at each degree level for the post secondary program are as follows: Vocational Certification/Bachelor's Degree, 43 percent; Master's degree, 42 percent; Specialist degree, 14 percent; Doctorate, 1 percent.

MLEC offers its students 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, special education and Career/Technical Education (CTE) courses within five Career Academies. Each Academy is a small learning community within which several career pathways are offered. Through these career pathways students realize the value of a rigorous academic curriculum and therefore, consistently outperform their peers in the areas of student achievement and attendance. MLEC had an average class size of 21.97 with average daily attendance of 95.4 percent for the 2006-2007 school year. The graduation rate was 77 percent. Because students come from different feeder patterns within Region 1, it is a challenge to find diverse and interesting extra-curricular activities/events to engage these students. Additionally, providing transportation for the events we do have is costly and problematic.

Given instruction based on the Sunshine State Standards, grade 10 students will improve their reading skills as evidenced by 58 percent of the students scoring at or above Level 3 on the 2008 FCAT-Reading assessment.

Given instruction based on the Sunshine State Standards, grade 10 Hispanic students will improve their reading skills as evidenced by 58 percent of the students scoring at or above Level 3 on the 2008 FCAT-Reading assessment.

Given instruction based on the Sunshine State Standards, grade 10 African American students will improve their reading skills as evidenced by 58 percent of the students scoring at or above Level 3 on the 2008 FCAT-Reading assessment.

Given instruction based on the Sunshine State Standards, grade 10 Economically Disadvantaged students will improve their reading skills as evidenced by 58 percent of the students scoring at or above Level 3 on the 2008 FCAT-Reading assessment.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 9 through 10 will increase by 5 percentage points on the 2008 administration of the Florida Comprehensive Assessment Test (FCAT) Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine States Standards, students in grade 10 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by a 25 percentage point on the 2008 FCAT-Science Test as compared to the 2007 administration of the FCAT Science Test.

Given school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 school year as compared to the 2006-2007 school year.

Given emphasis on the benefits of participating in advanced programs, the number of students enrolled in the Advanced Academic Program will increase by a 10 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Miami Lakes Educational Center will improve its ranking on the next publication of the ROI index from 48 to 49.

Miami Lakes Educational Center graduation rate will increase by at least one percentage point during the 2007-2008 as compared to the 2006-2007 school year.

Given school-wide emphasis on the State's Workforce Development Curriculum Frameworks for Career and Technical Education, the Placement Rate for Miami Lakes Educational Center's postsecondary Career and Technical Education student will increase by 1 percentage point during the 2007-2008 school year as compared to the 2006-2007 school year.

The results of the Organizational Performance Self Assessment Survey indicate that the two lowest areas needing improvement are in the following areas: Business Results (Score: 3.8) and Strategic Planning (score: 3.7). To address the area of Business Results, the Leadership Team provide training in the area of Budget Overview and Management to the Educational Excellence School Advisory Council (EESAC) and Curriculum Council. To address the area of Strategic Planning, the team will identify staff to serve as professional development facilitators and/or mentors, continue to encourage teachers to pursue National Board Certification. Additionally the team will 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.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

7391 - 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), special education (SPED) 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), a facility built on 38 acres of land, 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 five academies (small learning communities), has a population of approximately 1600 students. The post-secondary school, with both general education classes as well as technical classes, has a population of approximately 1,400 students.

Miami Lakes Educational Center, because of its uniqueness, belongs to the American Senior High School Feeder Pattern. 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 79 percent Hispanic, 14 percent Black, 5 percent White, 1 percent Asian and 1 percent Multi-Ethnic. The staff consists of 26 percent White, 31 percent Black, 37 percent Hispanic, and 6 percent Multi-Ethnic.

The most recent Florida Comprehensive Assessment Test (FCAT) scores break down as follows: Reading: Level 1 - 34 percent, Level 2 – 32 percent; Mathematics: Level 1 – 6 percent, Level 2 – 20 percent; Science: Level 1 - 22 percent, Level 2 – 39 percent; and Writing: 17 percent scoring at 3.0 or below. Scores indicate that all No Child Left Behind (NCLB) subgroups need improvement in reading.

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, Academy 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 4.2 for customer and market focus.

Faculty & Staff:

Miami Lakes Educational is organized into five 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, department 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 follow the MINT Guidelines to 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 teacher buddy to teachers with less than 3 years in the system. 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 4.2 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 and the after-school tutoring program in lieu of an elective.

The results of the Organization Performance Assessment survey indicate an average score of 4.1 for measurement, analysis, and knowledge and an average score of 4.0 for process management.



School Improvement Plan 2007-2008



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 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 the 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 core classes. The school is set up into small learning communities (Academies) with a choice of career pathways. These career pathways have selected vocational classes as electives throughout the student's high school years. In addition, students are provided with Student Services Orientation 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: 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. In addition, during the 2005-2006 school year, a magnet program, the Cambridge Academy, offering a very rigorous curriculum was added to MLEC's program. 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.

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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning



School Improvement Plan 2007-2008



Responsibility of Teaching Reading for Every Teacher

Different Innovative Approaches to Instruction

MLEC's academy model divides the school population into smaller groups of students to promote greater efficacy and personalization of study. Through the academy model students realize the value of a rigorous academic curriculum and therefore, demonstrate significant gains in the areas of student achievement and attendance.

Responsibility of Teaching and Reading for Every Teacher

School wide reading time allows students and teachers to read for thirty minutes per day. Teachers are encouraged to participate along with their students in short activities that link the reading/writing connection.

Quality Professional Development for Teachers and Leaders

The administration, with the assistance of the professional development liaison, department chairpersons, and academy leaders will collaborate with all teachers to target specific areas of professional development needs based on assessment data.

Small Learning Communities/Applied and Integrated Courses/Course Choice Based on Student Talents/Master Schedules Based on Student Needs/Academic and Career Planning

MLEC's academy model divides a large high school population into smaller groups of students to promote greater efficacy and personalization of study. Specifically, the academy is a group of students with common elective, thematic, or career interests. This model has several advantages. First it permits increased curricular relevancy and teacher communication. Second, the academy model allows for curricular integration and the building of comprehensive, increasingly complex instructional programs. Third, the model facilitates developing ties with business and community leaders. These connections may give students experiences in the workplace enabling them to define future career goals and give direction and meaning to their high school courses. Fourth, academies foster the development of a professional community: people working together in mutually supportive and thoughtful ways. These partnerships encourage continuous learning and professional growth for teachers as well as students.

Parental Access and Support

Through parent workshops and various forms of communication, parents are informed of and trained on use of the Parent Portal and Electronic Gradebook via computer or phone access. Additionally, parents may monitor their child's progress in school through emailing teachers, administrators and/or counselors.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

An analysis of the result of the 2007 FCAT Reading indicates that 34 percent of grade 10 students have met the state required mastery level. Fifty-three percent have made a year's worth of progress (learning gains) in reading and 55 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 No Child Left Behind (NCLB) report. While all subgroups showed continuous growth in reading, only the White subgroups scored above the required 51 percent. Thirty-six percent of the African American students, 42 percent of the Hispanic students and 41 percent of the economically disadvantaged students are reading at or above grade level.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, grade 10 students will improve their reading skills as evidenced by 58 percent of the students scoring at or above Level 3 on the 2008 FCAT-Reading assessment.

Given instruction based on the Sunshine State Standards, grade 10 Hispanic students will improve their reading skills as evidenced by 58 percent of the students scoring at or above Level 3 on the 2008 FCAT-Reading assessment.

Given instruction based on the Sunshine State Standards, grade 10 African American students will improve their reading skills as evidenced by 58 percent of the students scoring at or above Level 3 on the 2008 FCAT-Reading assessment.

Given instruction based on the Sunshine State Standards, grade 10 Economically Disadvantaged students will improve their reading skills as evidenced by 58 percent of the students scoring at or above Level 3 on the 2008 FCAT-Reading assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. The Reading Leadership Team will guide instructional decisions to guarantee that the K-12 Comprehensive Research-based Reading Plan (CRRP) is implemented with fidelity. The team will meet approximately five times per year to focus on school-wide literacy and reading achievement.	Principal, Vice-Principal & Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
2. Provide FCAT information for parents of students in Intensive Reading classes.	Principal, Vice-Principal and Assistant Principals	08/20/07	06/05/08	District-wide Literacy Plan	0
3. Determine intervention and support needs as evidenced in progress monitoring data, district interim assessment data, and diagnostic measures. Implement daily reading drills for non-fluent students in order to monitor reading rate and comprehension. Provide explicit, systematic phonics instruction for lowest quartile students. Incorporate reading and literacy instruction into core subject areas to extend and build deeper reasoning abilities. Implement daily school-wide independent reading practice in all classrooms.	Principal, Vice-Principal & Assistant Principals	08/20/07	06/05/08	District-wide Literacy Plan	0
4. Implement programs that are grounded in rigorous informational text, require higher level thinking skills, and involve challenging concepts and processes. Provide targeted, intensive intervention materials that address the essential skills of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) will be provided.	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	District-wide Literacy Plan	0
5. Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	0
6. Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	0
7. Increase job-embedded professional development to nurture and facilitate school-based professional learning communities and promote action research projects. Strongly encourage all instructional staff to have a reading goal in the Individual Professional Development Plan (IPDP) that is reflective of the goals in the School Improvement Plan (SIP).	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	2000
8. Continue to provide students in all subgroups the opportunity to attend after-school and Saturday tutorial programs which focus on identified instructional support and intervention needs.	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	10000

Research-Based Programs

Read 180
 Reading and Writing Sourcebook
 Reading Advantage
 Elements of Language word analysis

Professional Development



School Improvement Plan 2007-2008



Read 180
Advanced Placement Subject Area Workshop
Small Learning Communities
Infusion of Reading and Writing in Career & Technical Areas
Collegial discussions and best practices

Evaluation

This objective will be evaluated based on the results from the interim assessments, the Florida - Oral Fluency (F-ORF) test, the informal publisher assessments, the teacher developed assessments and the 2008 Florida Competency Assessment Test (FCAT).

Mathematics Goal

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

Florida Education Priorities

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

Mathematics 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 2007 FCAT-Mathematics indicates that 76 percent of grade 10 students have met the state required mastery level. 77 percent have made a year's worth of progress (learning gains) and 71 percent of the students scoring in the lowest 25 percent have made annual learning gains. All subgroups met AYP. Continued attention should be given to all subgroups in order to improve student achievement in the 2008 administration of the FCAT-Mathematics.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 9 through 10 will increase by 5 percentage points on the 2008 administration of the Florida Comprehensive Assessment Test (FCAT) Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Continue the academy structure by incorporating real world mathematics applications across the curriculum.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	0
2. Have the mathematics department engage in lesson studies to promote highly effective and interactive lessons and encourage collaboration between and amongst the most experienced and early career teachers	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
3. Have the mathematics department engage in the analysis of data, collegial discussions and sharing of best practices, and participate in a dialogue to improve student achievement and access to advanced mathematics courses.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Exchange Meaningful Information	2000
4. Make available to all math teachers the Computers on Wheels (COW) to utilize mathematics software to monitor progress and target instruction.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
5. Provide opportunities for students, including but not limited to Students with Disabilities and FCAT level 1 and level 2, for tutorials after school and Saturdays with the hope of improving mathematics understanding which in turn could lead to higher FCAT scores. Saturday FCAT tutorials.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	8000
6. Implement the Continuous Improvement Model (CIM) to monitor student achievement and instructional program on an on-going basis.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
7. Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Other/ Not Applicable	1000
8. Host an Open House for all 9th and 10th grade parents to show case what we do and expect in the mathematics department for FCAT as well as other aspects of mathematics teaching and learning	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Other/ Not Applicable	0
9. Reduce class sizes to all mathematics classrooms to enable differentiation of instruction to best meet the learning needs of all mathematics students	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	0

Research-Based Programs

NCTM's Principles and Standards for School Mathematics
 Mathematics and Science Bridges to Career principles
 Discovering Algebra: An Investigative Approach, 2002 Edition
 Discovering Geometry: An Investigative Approach, 2003 Edition

Professional Development

Advanced Placement Subject Area Workshop
 Small Learning Communities
 Collegial discussions and best practices
 Infusion of reading and writing in the mathematics classrooms

Evaluation

This objective will be evaluated based on the results from the formative assessments, District progress monitoring assessments and teachers developed assessments; and on the results from the 2008 Florida Competency Assessment Test (FCAT).

Writing Goal

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

Florida Education Priorities

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

Writing Statement

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

Needs Assessment

Analysis of the 2007 FCAT Writing+ Assessment indicates that 85 percent of the grade 10 students scored at or above 3.5. From the disaggregation of data available, targeted instruction should focus on improving the writing skills of not only the struggling subgroups, as identified by the "No Child Left Behind" (NCLB), but also on honing the writing skills of the proficient student as well.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine States Standards, students in grade 10 will improve their writing skills as evidenced by a 5 percentage point increase in the percent of students achieving high standards on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1.Administer the District created FCAT Writes! and FCAT Writing+ 2007-08 PRE/POST ASSESSMENT to all ninth and tenth grade students, and use the data collected to target writing instruction in both academic and career technical courses.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
2.Provide all students with the opportunity to explore the purpose of professional and academic writing within the academy and across the curriculum.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	0
3. Provide collegial coaching and/or mentoring opportunities for teachers to assist their colleagues in the teaching of writing.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
4.Provide departments/academies with opportunities to develop the mode and/ or format of formal writing assignments, i.e. Capstone	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	1000
5.Integrate reading and writing across the curriculum through the implementation of CRISS principles and philosophies.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	745
6. Require all students to maintain a career portfolio that evidences a variety of writing in a variety of modes, including but not limited to, resumes, surveys, statements of intent, samples of formal essays, et	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	1000
7. Host an FCAT Informative Session for parents of ninth and tenth grade students.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Parental Choice Options	0
8. Continue to provide all students with opportunities to improving writing skills through after school and/or Saturday tutorials.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	3000

Research-Based Programs

Mac Dougal Littel, Language of Literature
HRW, Elements of Language
Daybook of Critical Reading and Writing
District Pacing Guide

Professional Development

Zelda Glazer Writing Institute Training about Literature
Advanced Placement Subject Area Workshop
Small Learning Communities
Infusion of Reading and Writing in Career & Technical Areas
Collegial discussions and best practices

Evaluation

This objective will be evaluated based on the results from the formative assessments, District progress monitoring assessments, monthly practice prompts results, teachers developed assessments, and HRW, Elements of Language tests; and on the results from the 2008 FCAT-Writing+.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science 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 2007 FCAT-Science scores indicate that 39 percent of grade 11 students scored at or above Level 3. The results show strength in the Scientific Thinking component (8 points) and each of the content clusters receiving 6 points (Physical & Chemical and Life & Environmental) or 7 points (Earth & Space). Increased focus should be on content driven benchmarks in all content strands.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by a 25 percentage point on the 2008 FCAT-Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Complete a comprehensive curriculum mapping with SPED Accommodations for the core subject areas covered on the FCAT through Curriculum Mapping work sessions.	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
2. Administer the County Interim Assessment each 9 weeks. Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions. Analysis of results will provide feedback into individual student remediation needs and to target future instruction.	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0
3. Create a Bi-weekly FCAT - Home Learning Packet to focus on the specific content benchmarks assessed by county and state. The "Focus Packets" will incorporate literacy: both content reading, vocabulary, and writing, use of technology, and sample questions (multiple choice and extended response). This bi-weekly packet will allow informal assessment over shorter periods of time to frequently monitor student progress and understanding of the benchmarks.	Principals, Vice-Principal, Assistant Principals , and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	0
4. Provide Professional Development to teachers: Methods of incorporating technology and critical thinking activities into their lessons. CRISS reading strategies to assist teachers in the effective delivery of instructional strategies to improve reading comprehension.c. Small Learning Community in-service,collegial discussions and best practice sessions for teachers to communicate/share strategies and keep everyone up to date with what is occurring within the different disciplines.	Principals, Vice-Principal, Assistant Principals , and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	0
5. Augment the "structured science content reading" in the scope and sequence with science related novels and science articles from data based resources provided by the media specialist to enhance general literacy and show science correlation within different genre. Implement Power writing in the lab reports in all classes.	Principals, Vice-Principal, Assistant Principals , and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	0
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.	Principals, Vice-Principal, Assistant Principals , and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	9000
7. Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis	Principals, Vice-Principal, Assistant Principals , and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	0
8. Continue to purchase Explore Learning - Gizmo interactive lab software. This will augment the FCAT - Home Learning Packets and allow the use of interactive lab technology from home and anywhere in the school.	Principals, Vice-Principal, Assistant Principals , and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	3500

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
 Mastering FCAT Reading Science Content
 District Pacing Guide

Professional Development



School Improvement Plan 2007-2008



Advanced Placement Subject Area Workshop
Small Learning Communities
Infusion of Reading and Writing in Career & Technical Areas
Collegial discussions and best practices
Logger Pro – technology – data collection and analysis on computer
Graphing calculator and CBL – technology – data collection
FCAT Simulation Software
Explore Learning - Gizmos
Creation of an individual science teacher-web page

Evaluation

This objective will be evaluated based on the results from the formative assessments, Bi-weekly Home Learning Packets, nine-week in-class benchmark assessments reviews, District monitoring assessments (every 9-weeks), written discussions on labs, articles, and technology labs, teachers developed assessments; and on the results from the 2008 FCAT-Science.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement 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 has increased to 110 members. There is a definite need to continue to 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 and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Conduct P.T.S.A. membership drives via mailings, orientations, and Open House.	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	0
2. Provide communication via informative academic presentations at P.T.S.A. meetings/Bilingual Parents Outreach Program and parent newsletter regarding school and district activities as related to Parent Academy.	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	0
3. Host various informational orientations and fundraising events	Principals, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Secondary School Reform	0
4. Provide informative Session on the new Progress Monitoring Plan (PMP) and the progress monitoring tools available via the parent portal.	Principals, Vice-Principal, and Assistant Principals and Student Services	08/20/07	06/05/08	Secondary School Reform	0
5. Host academy based information meetings.	Principals, Vice-Principal, and Assistant Principals and Academy Leaders	08/20/07	06/05/08	Secondary School Reform	0
6. Continue with the parent resource center providing parents with school, district, and state information and internet access.	Principals, Vice-Principal, and Assistant Principals and Student Services	08/20/07	06/05/08	Secondary School Reform	0

Research-Based Programs

National Parent Teacher Student Association (NPTSA)

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 5 percentage points increase in the number of parental and community contacts in the 2007-2008 school year as compared to the 2006-2007 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety 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 the suspension rate by 10 percentage points. 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 an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement a uniform policy, which distinguish the High School students from the post-secondary students and visitors.	Assistant Principals and Academy Leaders	08/14/06	05/30/07	Other/ Not Applicable	1000
2. Reduce the number of suspension by using alternatives such as detentions, discipline contract, and parent conferences.	Principal, Vice-Principal, Assistant Principals, and Head Security	08/20/07	06/05/08	Truancy Prevention	300
3. Place security monitors at the Main Entrance gate to log in visitors and take identification. Provide visitors with a pass via security at the gate and the student services office.	Principal, Vice-Principal, Assistant Principals, and Head Security	08/20/07	06/05/08	Truancy Prevention	0
4. Reduce the number of referrals. Encourage parents contact and increase parent conferences to address discipline issues.	Principals, Vice-Principal, Assistant Principals	08/20/07	06/05/08	Truancy Prevention	0
5. Reduce the number of tardiness. Utilize a progressive discipline plan which includes detentions, parent contact, and referrals to address the issue of tardiness.	Principal, Vice-Principal, Assisant Principals, and Attendance Coordinator	08/20/07	06/05/08	Truancy Prevention	0
6. Increase the attendance rate. Use detentions, parent contact, and referrals to deal with unexcused absences. Provide students with incentives on a 9-week basis for 100% attendance.	Principal, Vice-Principal, Assistant Principals, and Attendance Coordinator	08/20/07	06/05/08	Truancy Prevention	1000

Research-Based Programs

Assertive Discipline

Professional Development

District Attendance in-service
 District Discipline in-service
 Truancy Workshop
 Critical Response Team - Training

Evaluation

This objective will be evaluated by comparing the 2007-2008 outdoor suspension rate to the 2006-2007 outdoor suspension rate.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

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

Needs Assessment

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

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percentage point increase in the percent use of technology during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Rebuild a Technology Committee and continue to assess and provide solutions to the specific technology needs of students, faculty and staff involved in secondary and post-secondary education at Miami Lakes Educational Center.	Principal, Vice-Principal, Assistant Principals, and Technology Committee Chair	08/20/07	06/05/08	Secondary School Reform	0
2. Continue with the planning and development of the network infrastructure at Miami Lakes Educational Center necessary to effectively accommodate the technology applications and tools needed by students, faculty and staff utilizing whatever resources are available.	Principal, Vice-Principal, Assistant Principal, and Technology Committee Chair	08/20/07	06/05/08	Secondary School Reform	0
3. Maximize, repair and scale the Computers On Wheels (COWs) to provide wireless solutions to needed programs and technology projects directly to classrooms, students and faculty of Miami Lakes Educational Center in areas where access to this technology is unavailable.	Principal, Vice-Principal, Assistant Principals, and Technology Committee Chair	08/20/07	06/05/08	Secondary School Reform	0
4. Provide adequate hardware such as PCs, printers, and other devices needed in program areas that depend on technology. Each teacher should have access to a notebook PC to increase their mobility, productivity and central management of application data	Principal, Vice-Principal, Assistant Principals and Technology Committee Chair	08/20/07	06/05/08	Secondary School Reform	0
5. Provide relative professional development to members of staff who indicate such need in specific technology areas relative to their teaching assignments.	Principal, Vice-Principal, Assistant Principals, and Technology Committee Chair	08/20/07	06/05/08	Secondary School Reform	0
6. Explore and assess the need for a campus-wide wireless network and/or the need for wireless network access to specific campus areas to provide students, faculty and staff wireless access to technology and mobile applications.	Principal, Vice-Principal, Assistant Principals, and Technology Committee Chair	08/20/07	06/05/08	Secondary School Reform	0

Research-Based Programs

FCAT Explorer
Reading Count
Read 180

Professional Development

Academic and Career-Based Software Application
Effective use of district e-mail
Effective use of the electronic grade-book
Effective use of COGNOS
Effective use of the Student Performance Indicator (SPI)
FCAT Explorer
Using Mobile Labs in the Classroom
My Dadeschools -Teacher Portal and Student Portal

Evaluation

The objective will be evaluated as evidenced by a 10 percentage point increase in the use of the computer labs and computer on Wheel to access the FCAT Explorer Program.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

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

Needs Assessment

An analysis of the 2006-2007 Fitness post-test shows that MLEC fitness level is below the 70 percent level. Therefore, there is a need for improvement in students' health and fitness levels at Miami Lakes Educational Center.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades nine through twelve will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Administer the Fitness Pre and post test and compare the results to monitor progress.	Principal, Vice-Principal, Assistant Principals, and Physical Education (P.E.) Department Chair	08/20/07	06/05/08	Student Wellness	0
2. Demonstrate Health and fitness components to ensure effectiveness of the program	Principal, Vice-Principal, Assistant Principal and P.E. Department Chair	08/20/07	06/05/08	Student Wellness	0
3. Use the Tri-Fit system.	Principal, Vice-Principal, Assistant Principals, and P.E. Department Chair	08/20/07	06/05/08	Student Wellness	0
4. Use Heart Rate monitors to assess progress.	Principal, Vice-Principal, Assistant Principals, and P.E. Department Chair	08/20/07	06/05/08	Student Wellness	0
5. Use the weight room, stationary bikes, treadmills, and elliptic machines on a regular basis. Also, to improve teacher wellness/fitness, make these equipments available to teachers after-school.	Principal, Vice-Principal, Assistant Principals, and P.E. Department Chair	08/20/07	06/05/08	Student Wellness	0
6. Monitor the selection of activities specifically related to assessment component items, which would enhance specificity of training.	Assistant principals and Department Chair	08/14/06	05/30/07	Other/ Not Applicable	0
7. Send the students individual Fitness Test scores home to the parents.	Principal, Vice-Principal, Assistant Principals, and P.E. Department Chair	08/20/07	06/05/08	Parental Choice Options	0
8. Inform students and parents of the availability of free breakfast early in the morning at Miami Lakes Educational Center.	Principal, Vice-Principal, and Assistant Principals	08/20/07	06/05/08	Student Wellness	0

Research-Based Programs

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

Professional Development

Tri-Fit Training
 Fitness-gram workshop
 Conditioning/Weight Training workshop
 District and/or State Health/Fitness In-services

Evaluation

This objective will be evaluated based on at least 50 % of the students in grades nine through twelve meeting high standards in running the one mile test on the 2007-2008 school year.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Miami Lakes Educational Center will increase the number of students enrolled in Honors, Gifted and Advanced Placement Classes during the 2007-2008 school year as compared to the 2006-2007 school year.

Needs Assessment

A review of Miami Lakes Educational Center's (MLEC's) classes shows that 14 percent of students were enrolled in advanced academic classes during the 2006-2007 school year. In order to better prepare students for college and the competitive world, MLEC needs to increase the number of students enrolled in advanced academic classes during the 2007-2008 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced programs, the number of students enrolled in the Advanced Academic Program will increase by a 10 percentage point increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Increase the number Advanced Academic Classes offered	Principal, Vice-Principal, Assistant Principals, and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	0
2. Identify high performing students and enroll them in Honors and Advanced Placement classes	Principal, Vice-Principal, Assistant Principals and Curriculum Council	08/20/07	06/05/08	Other/ Not Applicable	0
3. Actively recruit students for the Cambridge Academy by visiting the middle school and providing students with information about the program	Principal, Vice-Principal, Assistant Principals and Career Specialist	08/20/07	06/05/08	Advanced Academics	0
4. Provide opportunities for teachers to participate in Advanced Placement Seminars organized by the College Board and Gifted Consultaion Model Training.	Principal, Vice-Principal and Assistant Principals	08/20/07	06/05/08	Advanced Academics	0
5. Maintain High Academic Standards by identifying highly qualified teachers that targets critical thinking and logical reasoning via a rigorous curriculum.	Principal, Vice-Principal, Assistant Principals and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	0
6. Offer opportunity for after-school tutoring to provide support in the Advanced academic classes.	Principal, Vice-Principal, Assistant Principal and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	3600
7. Offer opportunities for students to participate in workshops, internships, mentoring to provide for student growth. Use current students to recruit and mentor new and incoming students into Honors, Gifted and / or Advanced Placement Programs and the Cambridge Academy.	Principal, Vice-Principal, Assistant Principals, and Curriculum Council	08/20/07	06/05/08	Advanced Academics	0

Research-Based Programs

Educational Leadership publications
College Board Newsletters

Professional Development

Advanced Academics Options program
Advanced Academics Subject Area Workshops
College Board Advanced Placement workshops
Data Analysis
Cambridge Training - Advanced International Certificate of Education Exams

Evaluation

The number of students enrolled in Honors, Gifted, and Advanced Placement Classes at Miami Lakes Educational Center during the 2007-2008 school year will increase by 10 percentage points as compared to the number of students enrolled in Honors, Gifted, and Advanced Placement Classes during the 2006-2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Miami Lakes educational Center school will rank above 48th 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 Miami Lakes Educational Center still need to improve its ROI index.

Measurable Objective

Miami Lakes Educational Center will improve its ranking on the next publication of the ROI index from 48 to 49.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide training in order to make the administrative team more informed about the use of financial resources in relation to school programs	Principals, Vice-Principals, and Assistant Principals	08/20/07	06/05/08	Business Process Redesign	0
2. Collaborate with district on resource allocation	Principals, Vice-Principals, and Assistant Principals	08/20/07	06/05/08	Business Process Redesign	0
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.	Principal, Vice-Principal and Assistant Principals	08/20/07	06/05/08	Business Process Redesign	0
4. Review data, identify programs that were efficient and focus on offering these programs.	Principal, Vice-Principal, Assistant Principals, and Curriculum Council	08/20/07	06/05/08	Continuous Improvement Model	0

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

Advanced Placement Subject Area Workshop
 FCAT Explorer
 Data Driven Decision Making
 Data Analysis
 District MSAF/Budget Training
 Small Learning Community
 Collegial discussions and Best practices

Evaluation

The objective will be evaluated based on the 2008 FCAT Results or the next publication of the ROI index as compared to the 2006-2007 school year ROI index.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

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

Graduation (High Schools Only) Statement

The graduation rate at Miami Lakes Educational Center will improve during the 2007-2008 school year.

Needs Assessment

An analysis of Miami Lakes Educational Center (MLEC) graduation rate indicates that the percentage of students that graduated in 2006 was 77 percent. MLEC needs to improve its graduation rate in 2008.

Measurable Objective

Miami Lakes Educational Center graduation rate will increase by at least one percentage point during the 2007-2008 as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide support to all students that are struggling via tutoring.	Principal, Vice-Principal, Assistant Principals and Student Services	08/20/07	06/05/08	Secondary School Reform	0
2. Identify at-risk students and refer them to the trust counselor	Principal, Vice Principal, Assistant Principals, and Student Services	08/20/07	06/05/08	Truancy Prevention	0
3. Review students' quarterly grades to monitor progress.	Principal, Vice-Principal, Assistant Principals, and Student Services	08/20/07	06/05/08	Secondary School Reform	0
4. Provide students and parents with orientations in order to let them know what is expected of them.	Principal, Vice-Principal, Assistant Principals, and Curriculum Council	08/20/07	06/05/08	Secondary School Reform	0
5. Review student attendance. Provide incentives for attendance. Monitor tardiness. When needed, place students on attendance contract.	Principal, Vice-Principal, Assistant Principals and Attendance Coordinator	08/20/07	06/05/08	Truancy Prevention	0
6. Monitor teaching and learning on continuous basis. Increase the number of classroom visitations.	Principal, Vice-Principals and Assistant Principals	08/20/07	06/05/08	Continuous Improvement Model	0

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

Advanced Placement Subject Area Workshop
 FCAT Explorer
 Data-Driven Decision-Making
 Data Analysis

Evaluation

The objective will be evaluated based on the 2007-2008 school year graduation rate as compared to the 2006-2007 school year graduation rate.

Other Goal

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

Florida Education Priorities

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

Other Statement

The Placement Rate for Miami Lakes Educational Centre's postsecondary Career and Technical Education student will increase.

Needs Assessment

The Vocational Placement Summary for Miami Lakes Educational Center's Career and Technical Education students were reviewed. They indicate that an increase in the number of job placement is needed.

Measurable Objective

Given school-wide emphasis on the State's Workforce Development Curriculum Frameworks for Career and Technical Education, the Placement Rate for Miami Lakes Educational Center's postsecondary Career and Technical Education student will increase by 1 percentage point during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Train Counselors on using more effective ways of explaining the vocational programs and career opportunities for those program.	Principal, Vice-Principal, Assistant Principal	08/20/07	07/29/08	Other/ Not Applicable	0
2. Provide opportunity for Counselors to participate in the program's advisory meetings to get first hand information on job opportunities and requirements	Principal, Vice-Principal, Assistant Principal	08/20/07	07/29/08	Other/ Not Applicable	0
3. E-mail biweekly "Job Alert" to all school personnel. This document will be printed and distributed to each department chairperson. Additionally, an "Employment Board" will be displayed in the Student Services Department.	Principal, Vice-Principal, Assistant	08/20/07	07/29/08	Other/ Not Applicable	0
4. Encourage instructors to conduct resume writing and interviewing strategies. Purchase software to assist students in resume writing and interviewing	Principal, Vice-Principal, Assistant Principal	08/20/07	07/29/08	Other/ Not Applicable	0
5. Conduct Employability Skills Workshops via placement office via programs pullout sessions..	Principal, Vice-Principal, Assistant Principals and teachers	08/20/07	07/29/08	Other/ Not Applicable	0
6. Utilize Industrial Cooperative Education (ICE) Program to place students in field	Assistant Principal, Career Specialist	08/20/07	07/29/08	Other/ Not Applicable	

Research-Based Programs

Miami Lakes Educational Center's school-wide approach as assisting Career and Technical Education students in obtaining job placements 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 Local Placement Follow, Workforce Development Information System (WDIS), and Florida Education and Training Placement reports, to update instructors' technical knowledge and skills.

Evaluation

This objective will be evaluated based on 1 percentage point increase in the job placement rate in the 2007-2008 school year as compared to 2006-2007 school year.

EESAC Compliance

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

Budget:

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's Technology Committee will review current conditions and ascertain what equipment is 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 Improvement Plan 2007-2008



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.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	12000
Mathematics	11000
Writing	5745
Science	12500
Parental Involvement	0
Discipline & Safety	2300
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	3600
Return On Investment	0
Graduation (High Schools Only)	0
Other	0
Total	47145



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent