

Miami-Dade County Public Schools

Miami Lakes Educational Center



2015-16 School Improvement Plan

Miami Lakes Educational Center

5780 NW 158TH ST, Miami Lakes, FL 33014

<http://mlec.dadeschools.net/>

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 2)

80%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate
(Reported as Non-white on Survey 2)

97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Miami Lakes Educational Center promotes ethnic diversity through its Foreign Language curriculum and ethnic clubs. These activities produce culturally enriching performances for the entire school. Teachers and administrators are sensitive to the cultural and language differences present in the school. School events and other important information are announced, both verbally and in writing, in multiple languages in an effort to build strong relationships between families and the school. A school culture is also built around students' interests and career exploration choices through the academy model. Every student in the school belongs to an academy based on his/her chosen career-technical strand. Students build a strong relationship with their teachers through these academies while enrolled in classes with students who have the same types of interests and teachers who collaborate to engage the students in activities and lessons that enrich their career pathway studies.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Miami Lakes Educational Center is committed to providing an environment that is safe and conducive to teaching and learning for students, staff, and members of the community through the use of the Code of Student Conduct (COSC). The COSC identifies, recognizes, and rewards model student behavior within a framework of clearly established and enforceable rules and policies. It advocates a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/guardians, and school staff. The code is enforced during regular school hours, while a student is in route to and from school, and during all school-sponsored events. These include field trips, athletic functions, and other activities.

MLEC also encourages clubs, like Students Against Destructive Decisions (SADD) and the Equal Right Alliance (ERA). SADD provides positive peer pressure, role modeling, and environmental strategies that can prevent other destructive decisions and set a healthier, safer course for their lives. ERA is a group where all LGBTQ youth and their allies can discuss their views in a safe, friendly environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Miami Lakes Educational Center is committed to providing an environment that focuses on student learning above all else. Administration frequently monitors classrooms in the school thus establishing a school-wide learning environment that maximizes learning time. The administration is highly-visible and their presence supports a safe, productive learning environment. Teachers who demonstrate weaknesses in classroom management are provided with support as needed. Teachers and students call parents and assign fair disciplinary consequences according to the Code of Student Conduct, when needed. The establishment of well-managed classrooms, strong communication with parents, and the consistent use of every minute of instructional time is promoted by all stakeholders.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Student Services Department supports the school’s philosophy and goals by jointly working with students, parents, teachers, and administrators to prepare students for the experiences and lifelong learning necessary for productive citizenship in the community. They are committed to creating a highly qualified future workforce by offering state-of-the art academic, career and technical education to all generations within our community. The Student Services staff encourages all stakeholders at Miami Lakes Educational Center to assist us in attaining the ultimate goal of graduating our students with the competencies necessary to be able to make self-directed, realistic, responsible decisions and to be successful contributors of society. To obtain these goals guidance and counseling services are available to every student in the school. These services include assistance with planning educational information, career technical information, test score interpretation and academic placement, as well as personal and/or social counseling.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Miami Lakes Educational Center employs a variety of strategies to improve the academic performance of students. Response to Intervention (RtI) is an example of such strategy. This is a

multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/50988>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school is well known in the community and plays a major role in the day-to-day activities within the Miami Lakes area. Representatives of the school actively participate in the local Chamber of Commerce activities, Business Association functions, and other community events. MLEC receives outstanding support from the community.

MLEC has an active Educational Excellence School Advisory Council (EESAC). The EESAC is composed of primary stakeholders, which include members of the administrative team, teachers, parents, and community members. The EESAC discusses the School Improvement Plan (SIP) at every meeting, among other items, and ensures that we are moving in the direction we should be. It also addresses concerns brought forth by the School Leadership Team. The School Leadership Team is made up of a team of school leaders, only part of which are administrators. The team meets monthly and works to identify trends in education, challenges in the classrooms, and tries to find solutions through consensus building. The administrators at the school, particularly the principal, motivate and encourage EESAC members in all areas. The perspective of community members serves to enrich all facets of the school environment.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Parker, James	Principal
Tandlich, Michael	Assistant Principal
Thomas, Tammy	Assistant Principal
Sears, Beatriz	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Team Members and their Responsibilities:

Mr. James V. Parker, Ms. Beatriz C. Sears, Mr. Michael Tandlich, Mrs. Tammy Thomas (Principal, Vice Principal, and Assistant Principals): Serving in the capacity of governing agent, the principal, vice principal, and assistant principals ensure the overall operation of the MTSS/Rtl in the school. These positions facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision making; evaluating MTSS/Rtl skills of school personnel; monitoring and supervising the proper implementation of interventions, and maintaining communication with parents as it relates to school based MTSS/Rtl functions, plans and projects.

Mrs. Glenda Algaze, Mrs. Erica Evans, Mrs. Lourdes Mixco, Mrs. Odalis Soto, Mr. Marlon Vernon, Mr. Jose Villadiego, Mrs. Neyda Borges, Mr. Jean Boulay, Mr. Charles Green, Mr. John Moffi, Mr. Michael Sanchez, Mrs. Beatriz Viada (Academy Leaders and Department Chairs): Conduct assessments and disseminate data pertinent to instructional curriculum that emphasizes student performance; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; maintain regular meetings to monitor student progress.

Student Services Department Chair: Prepares and reviews student's records and encourages teacher/parent communication; refers students to intervention/remediation programs as well as academic alternative programs to ensure that graduation requirements are met.

Trust Counselor: Assists in conflict resolution, peer mediation and helps students develop life management skills; monitors social development needs of the students; consults with teachers, parents and MTSS/Rtl to facilitate educational growth.

Ms. Dionne Whitby (Professional Development Liaison): Communicates assessment findings and recommendations; and conducts professional development workshops.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate process towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the primary focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown positive

response? (MTSS/Rtl problem solving process and monitoring progress of instruction).

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing process monitoring (OMP) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and alignment with effective core instruction and behavioral support to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions were there is not an overall positive group response.

3. Select students (within SST guidelines) for SST Tier 3 intervention.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rtl Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring and ongoing progress monitoring measures and tracks progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine performance and to monitor prevention/early intervention efforts.

Title I, Part A

The focus of the Title I program at Miami Lakes Educational Center is to provide services to ensure students requiring additional remediation/tutoring are assisted through After-School, Weekend Tutoring or Summer School programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students to aid in mastering the materials in the State academic content standards. Miami Lakes Educational Center provides instructional literacy assistance to students while also providing technical assistance to teachers in implementing the reading plan at the school level. A high-quality and comprehensive educational program is in place to meet the rigorous and challenging State academic standards. Title I coordinated programs ensure the effective utilization and fidelity of research-based reading materials, the effective implementation of differentiated instruction, and the analysis and utilization of student assessment data to drive instruction for the lower-achieving students. Other components that are integrated into the school-wide program include a Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Miami Lakes Educational Center works with different agencies to meet the needs of our students. These agencies are as follows: The Alliance for Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) youth provides groups for our sexual minority students on a weekly basis. The school partners with Jewish Community Services to provide all our incoming ninth graders with a comprehensive dating and violence program. Additionally, Students Against Destructive Decisions (SADD), a national organization educating others on drug prevention, provides information and presentations to our school. The school also partners with the American Lung Association (TATU). MLEC receives assistance from several agencies to provide services for students and their families. Bruce Heinken Fund is an organization that assists needy students in acquiring eyeglasses. The Children's Trust Fund is a referral network for parents that provide resources in such areas as medical, financial social, after school and special needs.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

Title II

We are a Title I district that uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

N/A

Title X- Homeless

Miami Lakes Educational Center will provide:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

Miami Lakes Educational Center has partnered with the Jewish Community Services / Dating and Violence Program and the Miami Coalition for Christian and Jews (MCCJ) Heritage Panel to teach students how to improve their communication skills and prevent violence. The MCCJ Heritage Panel is a human relations program designed to explore diversity among Americans of different races, ethnicities and religions. MCCJ Heritage Panel teaches a process as well as a program to foster those values which support the importance of understanding and appreciating individual differences. Select staff members were trained on how to facilitate student panelists. These panelists act as student advocates to eliminate discrimination.

Nutrition Programs

- Miami Lakes Educational Center adheres to and implements the nutrition requirements stated in the District Wellness policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs—

N/A

Head Start

N/A

Adult Education

High School completion courses are available to all eligible Miami Lakes Educational Center students in the evening based on the senior high school's recommendation. Courses are taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting career pathways and programs of study students may earn Occupational Completion Points (OCPs) and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn university, college and postsecondary technical credits in high school, providing more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain expertise by participating in career and technical curriculum that enables them to obtain industry-recognized credentials (CAPE). Readiness for postsecondary will continue to strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

By promoting Career Pathways and Programs of Study students are eligible to receive Occupational Completion Points (OCP) and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation Agreements allow students to earn university, college and postsecondary technical credits in high school providing more opportunities for students to complete 2 and 4 year postsecondary degrees.

Other

N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lourdes Mixco	Teacher
John Moffi	Teacher
Dionne Whitby	Teacher
Beatriz Viada	Teacher
Derek Ledo	Teacher
Louis DePriest	Teacher
Maria Garcia-Barcelo	Teacher
Charles Green	Education Support Employee
Sharlene Cox	Education Support Employee
Zuly Orta	Parent
Charles Van der Laan	Parent
Yvonne Perez	Parent
Elizabeth Martinez	Student
Wayne Morgan	Business/Community
Ashley Lima	Business/Community
Yvette Rivera	Business/Community
Albert Booker	Business/Community
Marjory Saravia	Business/Community
Deneb Figueras	Business/Community
James V. Parker	Principal
Raquel Hernandez	Teacher
Beatriz C. Sears	Education Support Employee
Jean Boulay	Teacher
Jose Villadiego	Teacher
Richard Zilka	Teacher
David Parker	Teacher
Shaldon Anderson	Education Support Employee
Suzie Cordero	Parent
Peggy Jimenez	Parent
Sharon Arana	Student
Juanita Cardona	Student
Samantha Cordero	Student
Beverly Carter-Remy	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

EESAC and Title I funds that were allocated for tutoring interventions and student enriched activities enhanced student academic achievement.

Development of this school improvement plan

The EESAC is diligent in its commitment to the fidelity of the School Improvement Plan. At each meeting, the objectives are discussed and the strategies are monitored so that members are assured that the written plan is put into action for the academic and social growth of each student.

Preparation of the school's annual budget and plan

EESAC and Title I funds will be used for tutoring interventions and professional development.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

EESAC and Title I funds will be used for tutoring interventions in the areas of Reading, Algebra 1, Geometry, Biology and United States History. The amount allocated to each subject area is \$10,000.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Parker, James	Principal
Borges, Neyda	Administrative Support
Boulay, Jean	Administrative Support
Green, Charles	Instructional Media
Moffi, John	Administrative Support
Sanchez, Michael	Administrative Support
Thomas, Tammy	Assistant Principal
Viada, Beatriz	Administrative Support
Whitby, Dionne	Administrative Support
Hernandez, Raquel	Teacher, K-12
Sears, Beatriz	Other

Duties

Describe how the LLT promotes literacy within the school

Mathematics Initiatives

1. Suggestions for improving non-mastery target areas include:

- Align Common Core State Standards of instruction with the district pacing guide to allow for testing on common material.
- Promote after school tutoring and Saturday EOC tutoring for low-achieving students.

- Use inquiry based instruction, discovery learning, cooperative group instruction, technology, manipulative and other strategies with all subgroups to increase achievement to high level.

Reading Initiatives

1. Suggestions for improving non-mastery target areas include:

- Promote Common Core State Standards and research-based reading strategies including Reciprocal Teaching and graphic organizers across all grade levels and disciplines.
- Provide in depth, explicit instruction in word analysis skills aimed at the lower 25% of students by developing focused Bell Ringer activities.
- Explore supplemental materials and online technologies to enhance high-order reasoning strategies that include activities to synthesize and evaluate the information from multiple sources.
- Promote recreational reading to increase time spent with print.
- Use of multiple books and sources to provide wide experiences with print genres, and create regular opportunities across academic and career/ technical (CTE) curriculum for content-focused reading and writing.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Miami Lakes Educational Center's academy model allows for curricular integration and the building of comprehensive, increasingly complex academic and Career and Technical Education (CTE) programs and has been our curriculum delivery model since the school opened in the year 2000. All students are scheduled into an academy beginning in grade 9. Students are scheduled into core academic courses according to their selected academy. This allows teachers to provide a relevant and rigorous curriculum, which supports the students selected career pathway. Teachers are assigned to both academic and career academy small learning communities to facilitate our model. CTE and academic teachers work in partnership with business and industry to insure that students are prepared for demands of workplace or post-secondary education. Some teachers do not have common planning, but once a month academic department and academy meetings fill this void and permit the growth of positive working relationships within these teams.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Leadership Team conducts the initial interview of the screening process. Applicants who meet specified criteria during this stage of the interview are referred to the principal for a subsequent interview. Additionally, the school collaborates with District and attends job fairs in order to recruit highly qualified personnel. Moreover, the school networks with colleges and universities in its efforts to recruit proficient, competent and highly qualified graduates, majoring in education.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

No new teachers have been hired for the 2015-16 school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Miami Lakes Educational Center ensures that its core instructional programs and materials are aligned to Florida's standards by ensuring that students graduating from high school are prepared to enter a two or four year college program or the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data analysis is a key component that drives instructional practices at Miami Lakes Educational Center. This on-going process is used to evaluate and prioritize the diverse needs of all students. Some examples of Interventions include the following:

- o Small group differentiated instruction that focuses on remedial skills in areas of deficiency.
- o Supplemental intervention materials include the Edge Reading Series and NewsELA.
- o Intensive reading classes for students not meeting the state reading level requirement.
- o Technological resources such as Gizmo and Discovery Education that assist teachers with alternative methods of instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 5,000

Weekend Programs target Florida Standard Assessment and EOC test preparation.

Strategy Rationale

Provide additional support to students in areas of need to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sears, Beatriz, bcsears@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is analyzed and disaggregated to determine the areas that need to be reinforced. Teaching strategies are modified based on the results of data analysis.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

In the 2015-2016 all graduates from Miami Lakes Educational Center will complete elective courses correlating to their career pathway. These courses assist them in preparing for industry certification exams and transitioning into post-secondary education.

In the 2015-2016 school year, Miami Lakes Educational Center will continue to offer its Advanced International Certificate of Education (AICE) and advanced placement (AP) courses, as well as numerous dual enrollment courses available. Miami Lakes Educational Center recognizes the importance of college readiness exams such as the PSAT, SAT, and ACT. All tenth graders will comply with the district's mandate to take the PSAT. Student scores will be provided by winter break and given explanations how to interpret scores and instructed how to access "My College Road" provided by College Board. Additionally, the ASVAB is available. Furthermore, students are urged to take the SAT and ACT junior and/or senior year. Waivers are available.

In 2015-2016 Miami Lakes Educational Center will continue to encourage students to take AP, AICE, and/or dual enrollment classes. In addition, the counselors will continue to conduct classroom visits, to share information and requirements for post-secondary institutions as well as scholarship information available through Florida Bright Futures and any other scholarships available.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The Student Services Team provides Miami Lakes Educational Center students and parents with information on post-secondary institutions, transition and readiness. The counselors attend all annual State University System, College Board, ACT and district meetings to keep up with current issues. Information on post-secondary schools, scholarships, state and federal financial aid, and college transition is disseminated via individual student and parent conferences, classroom presentations, phone contact, parent nights, student academy meetings, I.E.P. conferences (as requested), and through our schools web site.

Students at Miami Lakes Educational Center start from their Career Technical Education classes in 9th grade organizing their personal portfolios and resumes and are taught how to keep track of important documents and information. Students must plan, organize, and understand how to seek guidance, form formal and informal study groups, and set priorities. Cambridge and Informational Technology (IT) academies will initiate an Introduction to Technology course while the remaining academies will utilize introduction to Career Pathway courses. As students' progress through to senior year, each is asked to present a mandatory CAPSTONE project which is the culmination and planned presentation of "all" key concepts they have learned throughout high school, specifically their chosen career pathway which helps lead into post-secondary education.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Analysis of college readiness is based on the latest data available – from the High School Feedback Report. The percent of graduates who were eligible for the FL Gold Seal Vocational award exceeds both the district and state percentage (2.48%) The percent of graduates who completed at least one AP, AICE or Dual Enrollment course is 42.9% which is above both district and state averages. The percent of graduates with standard high school diploma who took the SAT/ ACT / CPT and scored at or above college-level cut scores is 60.6% in math, 81.8% in reading, and 85.5% in writing. The reading and writing scores exceed both district and state averages. Finally the percent of graduates

enrolled in a Florida public postsecondary institution was 56.7% which exceeds both district and state averages. Miami Lakes Educational Center has identified the following as school-wide priorities. As new federal and state guidelines are introduced under the Elementary and Secondary Education Act (ESEA), secondary students and staff must adapt to an increasing rigorous curriculum that stresses career- and college-readiness.

- Increase participation in public postsecondary readiness in reading, writing, and mathematics skills.
- Teachers will be given the opportunity to modify methods of instruction to suit the changing postsecondary requirements of student's college readiness.
- A more concerted effort needs to be made to assure all instructional personnel will become well versed and knowledgeable in the integration of traditional academic subjects with the career-technical curriculum.
- Arrange for CTE students to prepare for and take industry certification exams through their career and technical classes.
- Miami Lakes Educational Center will recognize the importance of college readiness exams by increasing the percentage of students participating in the ACT. Miami Lakes Educational Center will continue to be a test center and provide numerous administrations of the ACT exam.

Miami Lakes Educational Center met seven out of eight of the Perkins Secondary Performance Targets:

Miami Lakes Educational Center met the Reading Attainment Performance Target of 50%, obtaining 63.21%;

Miami Lakes Educational Center met the Math Attainment Performance Target of 69.53%, obtaining 86.48%;

Miami Lakes Educational Center met the Technical Skills Performance Target (including CAPE and Industry Certification exams), and of 86.38%, obtaining 95.82%;

Miami Lakes Educational Center met the Completion Performance Target of 89.53%, obtaining 98.74%;

Miami Lakes Educational Center met the Graduation Rate Performance Target of 90.74%, obtaining 96.58%;

Miami Lakes Educational Center approached, though did not meet, the Placement Performance Target of 85.50%, obtaining 81.34%;

Miami Lakes Educational Center met the Non-Traditional Enrollment Performance Target of 19.69%, obtaining 24.18%; and Miami Lakes Educational Center met the Non-Traditional Completion Target of 94.40%, obtaining 98.15%.

Miami Lakes Educational Center Post-Secondary met four out of six of the Perkins Secondary Performance Targets:

Miami Lakes Educational Center Post-Secondary met the Technical Skills Performance Target of 74%, obtaining 81.55%;

Miami Lakes Educational Center Post-Secondary approached, though did not meet, the Completion Performance Target of 44%, obtaining 36.84%;

Miami Lakes Educational Center Post-Secondary met the Retention Performance Target of 53%, obtaining 55.19%;

Miami Lakes Educational Center Post-Secondary did not meet, the Placement Performance Target of 83%, obtaining 68.87%;

Miami Lakes Educational Center Post-Secondary met the Non-Traditional Enrollment Performance Target of 9%, obtaining 11.79%;

Miami Lakes Educational Center Post-Secondary met the Non-Traditional Completion Performance Target of 19.23%, obtaining 25.74%.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Miami Lakes Educational Center is striving to improve student readiness for public post-secondary level education by increasing rigor across all core and CTE courses. This is the primary goal for the year. Strategies that will be used include, the promotion of Common Core State Standards and

research-based reading strategies including reciprocal teaching and graphic organizers across all grade levels and disciplines and the exploration of online technology to enhance higher-order reasoning strategies that include activities to synthesize and evaluate the information from multiple sources.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

G1. Increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement by improving core instruction in all content areas. **1a**

G070477

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	80.0

Resources Available to Support the Goal **2**

- McDougal Littell Literature Series Hampton Brown EDGE Explorelearning (Gizmo) Lab Probeware

Targeted Barriers to Achieving the Goal **3**

- Need to augment the types of rigorous tasks/activities to which students are exposed, including the integration of higher-order thinking questions (Depth of Knowledge-DOK).

Plan to Monitor Progress Toward G1. **8**

Increasing Rigor Across the Curriculum

Person Responsible

Beatriz Sears

Schedule

Monthly, from 10/5/2015 to 11/23/2015

Evidence of Completion

PD Formative Assessments - Agenda, handouts, student work samples Summative Assessments
- Results of 2016 FSA

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement by improving core instruction in all content areas. **1**

 G070477

G1.B1 Need to augment the types of rigorous tasks/activities to which students are exposed, including the integration of higher-order thinking questions (Depth of Knowledge-DOK). **2**

 B183607

G1.B1.S1 Implement questioning strategies and activities in all content areas to encourage rigorous interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that encourage them to analyze, interpret, synthesize and evaluate information. **4**

 S195269

Strategy Rationale

Students need rigorous interaction with text in order increase the ability to think critically and independently.

Action Step 1 **5**

Increasing Rigor Across the Curriculum

Person Responsible

Beatriz Sears

Schedule

Monthly, from 10/5/2015 to 11/24/2015

Evidence of Completion

Formative Assessments - Agenda, handouts, student work samples Summative Assessments - Results of 2016 FSA

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Increasing Rigor Across the Curriculum

Person Responsible

Beatriz Sears

Schedule

Monthly, from 10/5/2015 to 11/24/2015

Evidence of Completion

PD Formative Assessments - Agenda, handouts, student work samples Summative Assessments - Results of 2016 FSA

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increasing Rigor Across the Curriculum

Person Responsible

Beatriz Sears

Schedule

Monthly, from 10/5/2015 to 11/24/2015

Evidence of Completion

PD Formative Assessments - Agenda, handouts, student work samples Summative Assessments - Results of 2016 FSA

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Increasing Rigor Across the Curriculum	Sears, Beatriz	10/5/2015	Formative Assessments - Agenda, handouts, student work samples Summative Assessments - Results of 2016 FSA	11/24/2015 monthly
G1.MA1	Increasing Rigor Across the Curriculum	Sears, Beatriz	10/5/2015	PD Formative Assessments - Agenda, handouts, student work samples Summative Assessments - Results of 2016 FSA	11/23/2015 monthly
G1.B1.S1.MA1	Increasing Rigor Across the Curriculum	Sears, Beatriz	10/5/2015	PD Formative Assessments - Agenda, handouts, student work samples Summative Assessments - Results of 2016 FSA	11/24/2015 monthly
G1.B1.S1.MA1	Increasing Rigor Across the Curriculum	Sears, Beatriz	10/5/2015	PD Formative Assessments - Agenda, handouts, student work samples	11/24/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Summative Assessments - Results of 2016 FSA	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 Need to augment the types of rigorous tasks/activities to which students are exposed, including the integration of higher-order thinking questions (Depth of Knowledge-DOK).

G1.B1.S1 Implement questioning strategies and activities in all content areas to encourage rigorous interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that encourage them to analyze, interpret, synthesize and evaluate information.

PD Opportunity 1

Increasing Rigor Across the Curriculum

Facilitator

PD Facilitator

Participants

Administrative Team and Language Arts/Reading Instructors

Schedule

Monthly, from 10/5/2015 to 11/24/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	Increasing Rigor Across the Curriculum				\$22,816.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	7391 - Miami Lakes Educational Center	Title I Part A		\$22,816.00
			<i>Notes: Tutoring Interventions Across Multiple Subject Areas</i>			
					Total:	\$22,816.00