Miami Lakes Educational Center

2017-18 Schoolwide Improvement Plan

Miami Lakes Educational Center

5780 NW 158TH ST, Miami Lakes, FL 33014

http://mlec.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Miami Lakes Educational Center

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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 socio-emotional needs of the students at Miami Lakes Educational Center are met through a comprehensive student services plan. The parents, teachers, counselors, and administrators work together to prepare students for the experiences and lifelong learning necessary for productive citizenship in the community. The Student Services staff encourages all stakeholders at Miami Lakes Educational Center to assist 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 post-secondary and career planning, career technical information, test score interpretation and academic placement, as well as personal and/or social counseling as needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Early Warning System indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner. These indicators are highly predictive of potential student failure, especially in terms of students dropping out of school. These indicators include: attendance below 90%, course failure in ELA or Math, and Level 1 on statewide assessments.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	10	11	13	34
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	39	71	96	77	283

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	50	3	51	30	134

c. 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. The strategies implemented begin with high-quality instruction and screening of all students 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 or special educators. 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. Strategies implemented are predicated on all available data.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

During the 2017-18 school year, MLEC will engage parents and families through phone calls, emails, social media and announcements.

2. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Diaz, Lourdes	Principal
Thomas, Tammy	Assistant Principal
Borges, Neyda	Teacher, K-12
Boulay, Jean	Teacher, K-12
Hernandez, Raquel	Teacher, K-12
Moffi, John	Teacher, K-12
Sanchez, Michael	Teacher, K-12
Viada, Beatriz	Teacher, K-12
Feria, Claribel	School Counselor
Windisch, Michael	Assistant Principal
Sears, Beatriz	Other

b. Duties

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

The administrative members of the Leadership Team (Lourdes Diaz-Principal, Beatriz Sears-Vice Principal, Tammy Thomas-Assistant Principal, Michael Windisch-Assistant Principal) ensure the overall operation of 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; monitoring and supervising the proper implementation of interventions, and maintaining communication with parents as it relates to all school based functions, plans and projects.

The rest of the Leadership Team (John Moffi-Social Studies Department Chairperson, Raquel Hernandez-Reading Teacher, Neyda Borges-Language Arts Department Chair, Jean Boulay-Math Department Chair, Beatriz Viada-Testing Chair, Michael Sanchez-Science Department Chair) 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; and maintain regular meetings to monitor student progress.

The Student Services team (Claribel Feria-Student Services Chair) prepares and reviews student's records; encourages teacher/parent communication; refers students to intervention/remediation programs as well as academic alternative programs to ensure that graduation requirements are met; assists in conflict resolution; peer mediation and helps students develop life management skills; monitors social development needs of the students; consults with teachers, parents to facilitate educational growth.

The Leadership Team meets monthly to discuss student progress overall and make school-wide decisions to ensure the progress of all students.

2. 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 School Leadership Team (SLT) meets monthly to implement the problem solving process by setting goals, planning, and program evaluation with the focus on increasing student achievement or behavioral success. Interventions and revised goals are implemented as needed. Ongoing process monitoring (OPM) for all interventions and analysis of data drives all modifications. The interventions include focused professional development for teachers, supplemental instruction, revised curriculum guides, and any other necessary adjustments.

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 monthly at SLT meetings. Annual goals are translated into progress monitoring to track progress based on student need. Finally, mid-year and end of year meetings evaluate the SIP effort and dictate strategies for the next year's SIP. At this time, previous year 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 MLEC is to supplement instruction through additional teachers and supplements. A high quality and comprehensive educational program is in place to meet the rigorous and challenging State academic standards. Other components that are integrated into the school-wide program include a community involvement specialist to assist parents with all school/student issues.

MLEC 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 other on drug prevention, provides information and presentations to our school. The school also partners with the American Lung Association.

MLEC receives assistance from several agencies to provide services for students and their families. Bruce Heiken 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 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 X- Homeless
Through the support of the district Homeless Assistance Program, Miami Lakes Educational Center will seek to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Services will be provided upon identification and classification of a student as homeless. MLEC has identified a school based homeless coordinator who is trained on the McKinney-Vento Act to ensure that students are identified, enrolled, and all appropriate services are provided to the homeless students. The purpose of the Act is to ensure homeless

children and youth are not stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements. Through the district Project Upstart program a homeless sensitivity and awareness campaign is also provided. MLEC is provided a video and curriculum manual. A contest is sponsored by the homeless trust, a community organization.

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 consisting of school breakfast and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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 at their neighborhood school. Courses are taken for credit recovery 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 technical college 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. Articulation Agreements also allow students to earn university, college and technical college credits in high school providing more opportunities for students to complete 2 and 4 year postsecondary degrees.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lourdes Mixco	Teacher
John Moffi	Teacher
Dionne Whitby	Teacher
Beatriz Viada	Teacher
Louis DePriest	Teacher
Charles Green	Education Support Employee
Sharlene Cox	Education Support Employee
Zuly Orta	Parent
Charles Van der Laan	Parent
Yvonne Perez	Parent
Marjory Saravia	Business/Community
Raquel Hernandez	Teacher
Richard Zilka	Teacher
Shaldon Anderson	Education Support Employee
Susie Cordero	Parent
Lourdes Diaz	Principal
Montanez, Pete	Business/Community
Santos, Jennifer	Student
Fernandez, Natasha	Student
Cole, Rosemary	Student
Guardarrama, Yaser	Parent
Gonzalez, Juan	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the EESAC meetings, the committee examines the previous year's School Improvement Plan and identifies strengths and areas in need of improvement in an effort to focus on the necessary modifications that will help strengthen teaching and improve student achievement. EESAC also discussed the school's current action plan created by the administrative team as well as 2017 state assessment data results to determine the target areas for the SIP.

b. 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.

c. Preparation of the school's annual budget and plan

EESAC makes decisions in the expenditure of its funds to meet the SIP goals and the needs of the school and students. For 2017-18, EESAC plans to utilize funds for incentives, academic incentives, and instructional materials and resources.

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

General school funds will be used for tutoring interventions in the areas of Reading, Algebra 1, Algebra 2, Geometry, Biology and United States History. EESAC funds will be used for supplementary materials and incentives.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Diaz, Lourdes	Principal
Borges, Neyda	Teacher, K-12
Green, Charles	Instructional Media
Viada, Beatriz	Teacher, K-12
Hernandez, Raquel	Teacher, K-12
Navarrete, Grisdell	Teacher, ESE
Boulay, Jean	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy as follows:
• Use of Florida 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 lowest 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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. Monthly academic department and academy meetings permit the growth of positive working relationships within these teams.

2. 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 qualifies personnel. Moreover, the school networks with colleges and universities in its efforts to recruit proficient, competent and highly qualifies graduates, majoring in education.

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

One new teacher was hired for the 2017-18 school year. Through the MINT program the teacher has been assigned a mentor who is a veteran teacher and school leader. The mentor and mentees will meet at least monthly all year and also attend professional development trainings to ensure that they receive the support necessary to be successful.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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:

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

2. 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: 2,400

Saturday tutoring will target Advanced Placement and AICE 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
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.

Strategy: After School Program
Minutes added to school year: 450

After school tutoring will target Reading, Math, Biology and US History test preparation and skills.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

New student orientations are conducted for all incoming students and parents twice a year. Parent meetings are held annually for all students by academy. In-school orientations are conducted twice a year for all students during the school day. The content of each of these orientations focuses on graduation requirements, transition to post-secondary, strategies for success, and opportunities for interventions and tutoring when required.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

All graduates from MLEC complete elective courses correlating to their career pathway. These courses assist them in preparing for industry certification exams and transitioning into post-secondary education.

MLEC will continue to offer Advanced International Certificate of Education (AICE) and Advanced Placement (AP) courses, as well as numerous dual enrollment courses. MLEC recognizes the importance of college readiness exams such as the PSAT, SAT, and ACT. All tenth graders comply with the district's mandate to take the PSAT. Student scores will be provided and explained how to interpret scores and access "My College Road" provided by College Board. Additionally, the ASVAB is also administered on campus. Students are urged to take the SAT and ACT junior and/or senior year and waivers are available.

MLEC will encourage students to take AP, AICE, and/or dual enrollment classes. In addition, the counselors will 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 available scholarships.

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

MLEC offers programs in 6 academies as follows:
- Health Science (Medical Assisting, Nursing Assisting, Emergency Medical Responder, Pharmacy Technician, Dental Assisting and Intro to Practical Nursing)
- Information Technology (CISCO Networking, Electronics, and Web Design)
- Communications (Digital Arts, Technical Theatre, and TV Production)
- Entrepreneurship (Culinary, Finance and Early Childhood Education)
- Cambridge (Engineering, Journalism, and Global Studies)
- Trade and Industry (Auto Body, Auto Collision, HVAC)

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

MLEC is an all academy school of choice. As such, all students enroll in a specific CTE academy that integrates their CTE instruction with core instruction. Students at MLEC start their Career Technical Education classes in 9th grade by organizing their personal portfolios and resumes. Students learn how to keep track of important documents and information. Students plan, organize, and understand how to seek guidance, form formal and informal study groups, and set priorities. All academies 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 leads into their post-secondary education.

4. 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.

MLEC is striving to improve student readiness for public post-secondary level education by increasing rigor across all core and CTE courses. MLEC will continue to utilize the Florida Standards and research-based reading strategies including reciprocal teaching and graphic organizers across all grade levels and disciplines. Students will explore online technology to enhance higher-order reasoning strategies and include activities to synthesize and evaluate the information from multiple sources.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   If core instruction is improved in all content areas, then student achievement will increase.

G2.   If career and technical instruction is improved in all areas, then student certification/licensure rates will increase.

Strategic Goals Detail

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

G1. If core instruction is improved in all content areas, then student achievement will increase. 1a

🔑 G096806

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	83.0
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	
Bio I EOC Pass	
U.S. History EOC Pass	

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of rigorous tasks/activities to which students are exposed, including the integration of higher-order thinking questions (Depth of Knowledge-DOK).

Resources Available to Help Reduce or Eliminate the Barriers 2

- HMH Collections, Explorelearning (Gizmo), Lab Probeware

Plan to Monitor Progress Toward G1. 8

Monitor implementation and effectiveness of strategy.

Person Responsible
Lourdes Diaz

Schedule
Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion
Administrative meeting agendas and sign-in sheets, Classroom walk-through, Student assessment data

G2. If career and technical instruction is improved in all areas, then student certification/licensure rates will increase. 1a

🔑 G096807

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	55.0

Targeted Barriers to Achieving the Goal 3

- There is limited evidence that all industry certifications/licensures earned by students who have completed programs is being captured.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative Personnel, Clerical Personnel, District reports, State reports, Licensing and Certification Boards

Plan to Monitor Progress Toward G2. 8

Technical College administrators will monitor monthly district certification reports.

Person Responsible
Lourdes Diaz

Schedule
Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion
District certification reports, Administrative meeting agendas and sign in sheets, School-generated tracker

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. If core instruction is improved in all content areas, then student achievement will increase. `1`

`G096806`

G1.B1 There is limited evidence of rigorous tasks/activities to which students are exposed, including the integration of higher-order thinking questions (Depth of Knowledge-DOK). `2`

`B260410`

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`

`S275810`

Strategy Rationale

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

Action Step 1 `5`

Introduce action plan and SIP to stakeholders during EESAC and faculty meeting.

Person Responsible

Beatriz Sears

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Meeting agendas, Sign-in sheets, EESAC minutes

Action Step 2 `5`

Conduct departmental meetings with teachers to review lesson plans and strategies.

Person Responsible

Beatriz Sears

Schedule

Monthly, from 10/27/2017 to 6/8/2018

Evidence of Completion

Meeting agendas and minutes, Sample lesson plans, Student work samples

Action Step 3 5

Conduct collaborative faculty meetings to share best practices.

Person Responsible

Beatriz Sears

Schedule

Monthly, from 10/27/2017 to 6/8/2018

Evidence of Completion

Meeting agendas, Sign-in sheets, Sample lesson plans, Student work samples

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

Monitor implementation of strategy.

Person Responsible

Lourdes Diaz

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Classroom walk-throughs, Sample lesson plans, Student work samples

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

Monitor effectiveness of strategy.

Person Responsible

Lourdes Diaz

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Student work samples, District assessment results, 2018 State assessment results

G2. If career and technical instruction is improved in all areas, then student certification/licensure rates will increase. 1

🔑 G096807

G2.B1 There is limited evidence that all industry certifications/licensures earned by students who have completed programs is being captured. 2

🔑 B260411

G2.B1.S1 Implement monitoring plan for all career technical programs with related certifications/licenses. 4

🔑 S275811

Strategy Rationale

Career technical students have not been reporting when they earn certification/licensure.

Action Step 1 5

Technical College administrators will monitor monthly district certification results.

Person Responsible

Juan Gonzalez

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

District certification teports, Administrative meeting agendas and sign in sheets

Action Step 2 5

Technical College administrators will disaggregate industry certification data and share with teachers.

Person Responsible

Juan Gonzalez

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

District certification reports, Teacher data chat logs, Email messages, School-generated data tracker

Action Step 3 `5`

Technical College personnel will contact all students that have completed their program and have not provided certification/licensure reports.

Person Responsible

Juan Gonzalez

Schedule

Monthly, from 10/27/2017 to 6/8/2018

Evidence of Completion

Contact logs, School-generated data tracker

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Monitor certificate/licensure reports

Person Responsible

Lourdes Diaz

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Administrative meeting agendas, Sign in sheets, Monthly reports, Gradebook reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Monthly reviews of certification/licensure reports.

Person Responsible

Lourdes Diaz

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Administrative meeting agendas, Sign in sheets, Monthly reports, Gradebook reports, State certification/licensing organizational reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M399080	Monitor implementation and effectiveness of strategy.	Diaz, Lourdes	10/27/2017	Administrative meeting agendas and sign-in sheets, Classroom walk-through, Student assessment data	6/7/2018 monthly
G2.MA1 🔍 M399083	Technical College administrators will monitor monthly district certification reports.	Diaz, Lourdes	10/27/2017	District certification reports, Administrative meeting agendas and sign in sheets, School-generated tracker	6/7/2018 monthly
G1.B1.S1.MA1 🔍 M399078	Monitor effectiveness of strategy.	Diaz, Lourdes	10/27/2017	Student work samples, District assessment results, 2018 State assessment results	6/7/2018 monthly
G1.B1.S1.MA1 🔍 M399079	Monitor implementation of strategy.	Diaz, Lourdes	10/27/2017	Classroom walk-throughs, Sample lesson plans, Student work samples	6/7/2018 monthly
G1.B1.S1.A1 🔍 A370733	Introduce action plan and SIP to stakeholders during EESAC and faculty meeting.	Sears, Beatriz	10/27/2017	Meeting agendas, Sign-in sheets, EESAC minutes	6/7/2018 monthly
G2.B1.S1.MA1 🔍 M399081	Monthly reviews of certification/ licensure reports.	Diaz, Lourdes	10/27/2017	Administrative meeting agendas, Sign in sheets, Monthly reports, Gradebook reports, State certification/licensing organizational reports	6/7/2018 monthly
G2.B1.S1.MA1 🔍 M399082	Monitor certificate/licensure reports	Diaz, Lourdes	10/27/2017	Administrative meeting agendas, Sign in sheets, Monthly reports, Gradebook reports	6/7/2018 monthly
G2.B1.S1.A1 🔍 A370736	Technical College administrators will monitor monthly district certification results.	Gonzalez, Juan	10/27/2017	District certification teports, Administrative meeting agendas and sign in sheets	6/7/2018 monthly
G2.B1.S1.A2 🔍 A370737	Technical College administrators will disaggregate industry certification data and share with...	Gonzalez, Juan	10/27/2017	District certification reports, Teacher data chat logs, Email messages, School-generated data tracker	6/7/2018 monthly
G1.B1.S1.A2 🔍 A370734	Conduct departmental meetings with teachers to review lesson plans and strategies.	Sears, Beatriz	10/27/2017	Meeting agendas and minutes, Sample lesson plans, Student work samples	6/8/2018 monthly
G1.B1.S1.A3 🔍 A370735	Conduct collaborative faculty meetings to share best practices.	Sears, Beatriz	10/27/2017	Meeting agendas, Sign-in sheets, Sample lesson plans, Student work samples	6/8/2018 monthly
G2.B1.S1.A3 🔍 A370738	Technical College personnel will contact all students that have completed their program and have...	Gonzalez, Juan	10/27/2017	Contact logs, School-generated data tracker	6/8/2018 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Introduce action plan and SIP to stakeholders during EESAC and faculty meeting.	$0.00
2	G1.B1.S1.A2	Conduct departmental meetings with teachers to review lesson plans and strategies.	$0.00
3	G1.B1.S1.A3	Conduct collaborative faculty meetings to share best practices.	$0.00
4	G2.B1.S1.A1	Technical College administrators will monitor monthly district certification results.	$0.00
5	G2.B1.S1.A2	Technical College administrators will disaggregate industry certification data and share with teachers.	$0.00
6	G2.B1.S1.A3	Technical College personnel will contact all students that have completed their program and have not provided certification/licensure reports.	$0.00
		Total:	$0.00