



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Miami Lakes Educational Center**

5780 NW 158TH ST

Miami Lakes, FL 33014

305-557-1100

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 76%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 97%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Miami Lakes Educational Center

##### Principal

James Parker V

##### School Advisory Council chair

Lourdes Mixco

#### Names and position titles of the School-Based Leadership Team (SBLT)

##### Name

##### Title

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Principal: 1

Assistant Principals: 2

United Teachers of Dade Steward: 1

Teachers: 6

Parents: 6

Educational Support: 2

Students: 3

#### Involvement of the SAC in the development of the SIP

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.

#### Activities of the SAC for the upcoming school year

The SAC convenes once a month. All issues and requests brought before it for consideration must be justified as items necessary for enhancing and improving the goals and objectives of the School Improvement Plan, and thus the services provided to our students. The SAC and the administration work cooperatively in the funding of requested items, particularly when the requests necessitate large

expenditures of money, such as for technology and instructional materials; other issues such as enhancements for student services and school safety are considered; and, the SAC is kept apprised of the staffing allocation considerations as well. Everything that the SAC considers is tied to resource allocation for the purpose of enhancing student achievement.

**Projected use of school improvement funds, including the amount allocated to 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.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

8

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**James Parker V**

Principal

Years as Administrator: 19

Years at Current School: 9

**Credentials**

Bachelor of Science, 1977 Salisbury State College, Maryland; Masters, 1990 Florida International University, Florida; Local Directors Certification; Florida International University, Florida, Executive Development Program Leadership; Miami-Dade County Public Schools Executive Training Program; and Miami-Dade Public Schools Leo-T Program.

**Performance Record**

2013 - School Grade: PENDING

Rdg. Proficiency, 69%

Math Proficiency, 76%

Rdg. Lrg. Gains, 74%

Math Lrg. Gains, 80%

Rdg. Imp. of Lowest 25% - 79%

Math Imp. of Lowest 25% - 67%

Rdg. AMO - 75%

Math AMO - 56%

2012 - School Grade: A

Rdg. Proficiency, 67%

Math Proficiency, 71%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 65 points

Rdg. Imp. of Lowest 25% - 78 points

Math Imp. of Lowest 25% - 55 points

Rdg. AMO - 69%

Math AMO - 46%

2011 - School Grade: A

Rdg. Proficiency, 59%

Math Proficiency, 87%

Rdg. Lrg. Gains, 58 points

Math Lrg. Gains, 87 points

Rdg. Imp. of Lowest 25% - 56 points

Math Imp. of Lowest 25% - 78 points

2010 - School Grade: A

Rdg. Proficiency, 62%

Math Proficiency, 85%

Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 81 points

Rdg. Imp. of Lowest 25% - 55 points

Math Imp. of Lowest 25% - 74 points

2009 - School Grade: A

Rdg. Proficiency, 57%

Math Proficiency, 87%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 84 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 79 points



**Michael Tandlich**

Asst Principal

Years as Administrator: 8

Years at Current School: 5

**Credentials**

Florida International University, Florida .Bachelors of Science in Physical Education, 1979 Nova Southeastern University, Florida. Masters in Educational Leadership, Jan 1999.

**Performance Record**

2013 - School Grade: PENDING

Rdg. Proficiency, 69%

Math Proficiency, 76%

Rdg. Lrg. Gains, 74%

Math Lrg. Gains, 80%

Rdg. Imp. of Lowest 25% - 79%

Math Imp. of Lowest 25% - 67%

Rdg. AMO –75%

Math AMO– 56%

2012 – School Grade: A

Rdg. Proficiency, 67%

Math Proficiency, 71%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 65 points

Rdg. Imp. of Lowest 25% - 78 points

Math Imp. of Lowest 25% - 55 points

Rdg. AMO – 69%

Math AMO–46%

2011 - School Grade: A

Rdg. Proficiency, 59%

Math Proficiency, 87%

Rdg. Lrg. Gains, 58 points

Math Lrg. Gains, 87 points

Rdg. Imp. of Lowest 25% - 56 points

Math Imp. of Lowest 25% - 78 points

2010 - School Grade: A

Rdg. Proficiency, 62%

Math Proficiency, 85%

Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 81 points

Rdg. Imp. of Lowest 25% - 55 points

Math Imp. of Lowest 25% - 74 points

2009 - School Grade: A

Rdg. Proficiency, 57%

Math Proficiency, 87%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 84 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 79 points

**Tammy R. Thomas**

Asst Principal

Years as Administrator: 8

Years at Current School: 3

**Credentials**

Bachelor of Science. Political Science, Clark Atlanta University. Master of Science. Science Education, Florida State University. Educational Specialist Leadership. Nova Southeastern University. English for Speakers of Other Languages (ESOL) Endorsement. Certification in Elementary Education (Grades 1-6)

**Performance Record**

2013 - School Grade: PENDING  
 Rdg. Proficiency, 69%  
 Math Proficiency, 76%  
 Rdg. Lrg. Gains, 74%  
 Math Lrg. Gains, 80%  
 Rdg. Imp. of Lowest 25% - 79%  
 Math Imp. of Lowest 25% - 67%  
 Rdg. AMO -75%  
 Math AMO- 56%

2012 - School Grade: A  
 Rdg. Proficiency, 67%  
 Math Proficiency, 71%  
 Rdg. Lrg. Gains, 75 points  
 Math Lrg. Gains, 65 points  
 Rdg. Imp. of Lowest 25% - 78 points  
 Math Imp. of Lowest 25% - 55 points  
 Rdg. AMO - 69%  
 Math AMO-46%

2011 - School Grade: A  
 Rdg. Proficiency, 59%  
 Math Proficiency, 87%  
 Rdg. Lrg. Gains, 58 points  
 Math Lrg. Gains, 87 points  
 Rdg. Imp. of Lowest 25% - 56 points  
 Math Imp. of Lowest 25% - 78 points

2010 - School Grade: A  
 Rdg. Proficiency, 62%  
 Math Proficiency, 85%  
 Rdg. Lrg. Gains, 62 points  
 Math Lrg. Gains, 81 points  
 Rdg. Imp. of Lowest 25% - 55 points  
 Math Imp. of Lowest 25% - 74 points

2009 - School Grade: A  
 Rdg. Proficiency, 57%  
 Math Proficiency, 87%

Rdg. Lrg. Gains, 61 points  
Math Lrg. Gains, 84 points  
Rdg. Imp. of Lowest 25% - 54 points  
Math Imp. of Lowest 25% - 79 points

**Thomas W. Jenkins**

Asst Principal

Years as Administrator: 14

Years at Current School: 11

**Credentials**

Florida International University, Florida. Masters (MS) Vocational Industrial Education, 1999 Florida Atlantic University, Florida. Bachelor of Arts in Art ,1982 Broward Community College, FL. Associate of Arts in Commercial Art ,1980

**Performance Record**

2013 - School Grade: PENDING

Rdg. Proficiency, 69%

Math Proficiency, 76%

Rdg. Lrg. Gains, 74%

Math Lrg. Gains, 80%

Rdg. Imp. of Lowest 25% - 79%

Math Imp. of Lowest 25% - 67%

Rdg. AMO –75%

Math AMO– 56%

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Rdg. Proficiency, 67%

Math Proficiency, 71%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 65 points

Rdg. Imp. of Lowest 25% - 78 points

Math Imp. of Lowest 25% - 55 points

Rdg. AMO – 69%

Math AMO–46%

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Math Proficiency, 87%

Rdg. Lrg. Gains, 58 points

Math Lrg. Gains, 87 points

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Math Imp. of Lowest 25% - 78 points

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Rdg. Proficiency, 62%

Math Proficiency, 85%

Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 81 points

Rdg. Imp. of Lowest 25% - 55 points

Math Imp. of Lowest 25% - 74 points

2009 - School Grade: A

Rdg. Proficiency, 57%

Math Proficiency, 87%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 84 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 79 points

**Juan R. Gonzales**

Asst Principal

Years as Administrator: 12

Years at Current School: 12

**Credentials**

Florida International University, Florida. Bachelors in Elementary Education, 1992 St Thomas University, Florida. Masters in Guidance and Counseling, 1997.  
Nova Southeastern, Florida. Certification in Educational Leadership ,2000

**Performance Record**

2013 - School Grade: PENDING

Rdg. Proficiency, 69%

Math Proficiency, 76%

Rdg. Lrg. Gains, 74%

Math Lrg. Gains, 80%

Rdg. Imp. of Lowest 25% - 79%

Math Imp. of Lowest 25% - 67%

Rdg. AMO –75%

Math AMO– 56%

2012 – School Grade: A

Rdg. Proficiency, 67%

Math Proficiency, 71%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 65 points

Rdg. Imp. of Lowest 25% - 78 points

Math Imp. of Lowest 25% - 55 points

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Math AMO–46%

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Rdg. Proficiency, 59%

Math Proficiency, 87%

Rdg. Lrg. Gains, 58 points

Math Lrg. Gains, 87 points

Rdg. Imp. of Lowest 25% - 56 points

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Rdg. Proficiency, 62%

Math Proficiency, 85%

Rdg. Lrg. Gains, 62 points

Math Lrg. Gains, 81 points

Rdg. Imp. of Lowest 25% - 55 points

Math Imp. of Lowest 25% - 74 points

2009 - School Grade: A

Rdg. Proficiency, 57%

Math Proficiency, 87%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 84 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 79 points

**Dr. Beverly Carter-Rémy**

Asst Principal

Years as Administrator: 17

Years at Current School: 3

**Credentials**

Bethune-Cookman University.  
Bachelor of Science in  
Elementary, Nova  
Southeastern University.  
Master of Science Degree  
in Reading Education. Nova  
Southeastern University.  
Doctor of Education in  
Educational Leadership.

**Performance Record**

2013 - School Grade: PENDING  
Rdg. Proficiency, 69%  
Math Proficiency, 76%  
Rdg. Lrg. Gains, 74%  
Math Lrg. Gains, 80%  
Rdg. Imp. of Lowest 25% - 79%  
Math Imp. of Lowest 25% - 67%  
Rdg. AMO –75%  
Math AMO– 56%  
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Math Proficiency, 71%  
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Math Lrg. Gains, 65 points  
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Math Imp. of Lowest 25% - 55 points  
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Math AMO–46%  
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Math Proficiency, 87%  
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Math Lrg. Gains, 87 points  
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Math Proficiency, 85%  
Rdg. Lrg. Gains, 62 points  
Math Lrg. Gains, 81 points  
Rdg. Imp. of Lowest 25% - 55 points  
Math Imp. of Lowest 25% - 74 points  
2009 - School Grade: A  
Rdg. Proficiency, 57%  
Math Proficiency, 87%  
Rdg. Lrg. Gains, 61 points  
Math Lrg. Gains, 84 points

Rdg. Imp. of Lowest 25% - 54 points  
Math Imp. of Lowest 25% - 79 points

**Dr. Ana Maria Lopez-Ochoa**

Asst Principal

Years as Administrator: 22

Years at Current School: 8

**Credentials**

Nova Southeastern University, Florida, Doctor of Education, 2002.  
Nova Southeastern University, Florida. Certificate in Educational Leadership, 2002.

Florida International University Florida. Masters (MS) in Guidance & Counseling, 1984 Florida International University, Florida.  
Bachelor in mathematics 1974

**Performance Record**

2013 - School Grade: PENDING

Rdg. Proficiency, 69%

Math Proficiency, 76%

Rdg. Lrg. Gains, 74%

Math Lrg. Gains, 80%

Rdg. Imp. of Lowest 25% - 79%

Math Imp. of Lowest 25% - 67%

Rdg. AMO -75%

Math AMO- 56%

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Math Proficiency, 71%

Rdg. Lrg. Gains, 75 points

Math Lrg. Gains, 65 points

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Math Lrg. Gains, 81 points

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Rdg. Proficiency, 57%

Math Proficiency, 87%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 84 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 79 points



**Ana M. Varona**

Asst Principal

Years as Administrator: 5

Years at Current School: 4

**Credentials**

Florida International University, Florida Bachelors in Education, 2001. Certification in Specific learning Disabilities (K-12) Florida International University, Florida Master's Degree, 2003. Certification in Specific Learning Disabilities (K-12).

**Performance Record**

2013 - School Grade: PENDING

Rdg. Proficiency, 69%

Math Proficiency, 76%

Rdg. Lrg. Gains, 74%

Math Lrg. Gains, 80%

Rdg. Imp. of Lowest 25% - 79%

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Math Proficiency, 87%

Rdg. Lrg. Gains, 58 points

Math Lrg. Gains, 87 points

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2010 - School Grade: A

Rdg. Proficiency, 62%

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Rdg. Lrg. Gains, 62 points

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2009 - School Grade: A

Rdg. Proficiency, 57%

Math Proficiency, 87%

Rdg. Lrg. Gains, 61 points

Math Lrg. Gains, 84 points

Rdg. Imp. of Lowest 25% - 54 points

Math Imp. of Lowest 25% - 79 points

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**N/A**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

74

**# receiving effective rating or higher**

74, 100%

**# Highly Qualified Teachers**

64%

**# certified in-field**

74, 100%

**# ESOL endorsed**

10, 14%

**# reading endorsed**

8, 11%

**# with advanced degrees**

34, 46%

**# National Board Certified**

6, 8%

**# first-year teachers**

1, 1%

**# with 1-5 years of experience**

6, 8%

**# with 6-14 years of experience**

29, 39%

**# with 15 or more years of experience**

38, 51%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Mr. David Crawford (Second Year Math Instructor)

Mr. Jean Boulay a veteran teacher, currently serves as the Math Department Chair. Additionally, Mr. Boulay is knowledgeable of the instructional curriculum and has consistently demonstrated gains in student performance as measured by the results of the Algebra 1 and Geometry End of Course Exams.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS/RtI 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/RtI 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 where 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/RtI Tier 1 worksheets completed three times per year. The MTSS/RtI 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/RtI 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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

#### Team Members and their Responsibilities:

Mr. James V. Parker, Dr. Ana Maria Lopez-Ochoa, Mr. Michael Tandlich, Mrs. Tammy Thomas (Principal/Assistant Principals): Serving in the capacity of governing agent, the principal and assistant principals ensure the overall operation of the MTSS/RtI in the school. These positions facilitate meetings and interactions that transpire. Role also include: imparting the purpose and vision for accessing and using data-based decision making; evaluating MTSS/RtI skills of school personnel; monitoring and supervising the proper implementation of interventions, and maintaining communication with parents as it relates to school based MTSS/RtI 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, Mrs. Luz Escobar, 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.

Mrs. Ana Tigerino (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.

Mrs. Gladys Duran (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/RtI to facilitate educational growth.

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

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS/Rtl team documents and supports the academic and behavioral goals listed in the SIP document. They also ensure and monitor the fidelity and implementation of MTSS/Rtl. The documented information serves for discussion in school meetings as it relates to the problem solving process. Data gathered through the MTSS/Rtl process is disseminated to members of the MTSS/Rtl team.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

1. Data managed will include:

Academic

- FCAT and EOC
- Interim Assessments
- FAIR Assessment
- Student Grades

Behavior

- Student Case Management System
- Detentions, Suspensions/Expulsions
- Student behavior referrals
- Climate Surveys
- Attendance

2. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students by developing and implementing the guidelines addressed in the School Improvement Plan (SIP)
- Adjust the delivery of behavior management system
- Create student growth trajectories in order to identify and develop interventions
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Supplemental to District training, Miami Lakes Educational Center offers training that include:

1. The purpose of the school's MTSS/Rtl.
2. Evidence-based intervention approaches, progress monitoring methods, evaluation of instructional and program outcomes, and assessment procedures.
3. Instructional approaches for students who are in the 2nd and 3rd tiers.
4. How to analyze and apply assessment results to drive instruction.

The district professional development and support will include:

1. Training of all administrators in the MTSS/Rtl problem solving, data analysis process.
2. Providing support for school staff to understand the MTSS/Rtl principles and procedures.
3. Providing a network of ongoing support for MTSS/Rtl organized through feeder patterns.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 5,000

After School and Weekend Programs target FCAT and EOC test preparation.  
Summer Programs target course recovery and/or EOC test preparation.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

The instructor provides ongoing assessments to determine the effectiveness of strategies being taught.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
James V. Parker	Principal Site-based administrator
Dr. Ana Lopez-Ochoa	Vice Principal Site-based administrator
Michael Tandlich	Senior Assistant Principal Site-based administrator
Tammy R. Thomas	Assistant Principal Site-based administrator
Glenda Algaze	Health Academy Career/Technical Education (CTE) Academy Leader
Erica Evans	Cambridge Academy Career/Technical Education (CTE) Academy Leader
Lourdes Mixco	Entrepreneurship Academy Career/Technical Education (CTE) Academy Leader
Odalys Soto	Communication Entertainment Academy Career/Technical Education (CTE) Academy Leader
Marlon Vernon	Information Technology Academy Career/Technical Education (CTE) Academy Leader
Jose Villadiego	Trade/Industry Academy Career/Technical Education (CTE) Academy Leader
Neyda Borges	Reading and Language Arts Department Chair
Jean Boulay	Math Department Chair
John Moffi	Social Studies Department Chair
Michael Sanchez	Science Department Chair
Luz Escobar	Special Education Department Chair
Charles Green	Media Specialist Department Chair

Name	Title
Ana Tigerino	Student Services Department Chair
Gladys Duran	Trust Counselor
Beatriz Viada	Test Chair
Dionne Whitby	Professional Development Liaison

### How the school-based LLT functions

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? ( Response to intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, and updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for Annual Measurable Objectives (AMO).

### Major initiatives of the LLT

#### 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, E2020 tutoring, or Saturday FCAT 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.

### Every Teacher Contributes to Reading Instruction

#### How the school ensures every teacher contributes to the reading improvement of every student

The school's faculty and administrative staff represent highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. Common Core Standards and reading strategies will be implemented in all academic and CTE classrooms with the assistance of the Literacy Leadership Team (LLT). Common Core Standards will be supported throughout the school. Progress monitoring will occur quarterly through the Interim Assessments. The LLT is charged with cultivating the vision for increased school-wide literacy across all content areas by being active participants in all Literacy Leadership Team meetings and activities.

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

N/A

### College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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.

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

In the 2013-2014 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 2013-2014 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 2013-2014 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.

### **Strategies for improving student readiness for the public postsecondary level**

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; the school offers elective courses for College Placement Test (CPT) preparation.
- 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%.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	69%	No	75%
American Indian				
Asian	100%	75%	No	100%
Black/African American	67%	60%	No	70%
Hispanic	72%	72%	Yes	75%
White	83%	68%	No	84%
English language learners	41%	34%	Yes	47%
Students with disabilities	38%	44%	Yes	44%
Economically disadvantaged	68%	67%	No	72%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	224	30%	34%
Students scoring at or above Achievement Level 4	297	39%	41%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)		79%	81%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	37	82%	84%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	51%	56%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	53%	58%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		77%	79%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	250	72%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	76%	Yes	56%
American Indian		0%		
Asian		94%		
Black/African American	47%	72%	Yes	52%
Hispanic	53%	78%	Yes	57%
White		62%		
English language learners	38%	62%	Yes	44%
Students with disabilities	79%	45%	No	81%
Economically disadvantaged	49%	76%	Yes	54%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		80%	82%
Students in lowest 25% making learning gains (EOC)		67%	70%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		62%	66%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	52%	54%
Students scoring at or above Achievement Level 4	48	18%	18%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	36%	38%
Students scoring at or above Achievement Level 4	114	37%	38%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	45%	46%
Students scoring at or above Achievement Level 4	53	29%	30%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	21		100
Participation in STEM-related experiences provided for students	232	16%	17%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	112	8%	9%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		98%	99%
Students taking one or more advanced placement exams for STEM-related courses	112	8%	9%
CTE-STEM program concentrators	112		113
Students taking CTE-STEM industry certification exams	85	76%	77%
Passing rate (%) for students who take CTE-STEM industry certification exams		98%	99%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1364	92%	93%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	775	57%	58%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		75%	76%
Students taking CTE industry certification exams	260	19%	20%
Passing rate (%) for students who take CTE industry certification exams		89%	90%
CTE program concentrators	20	27%	28%
CTE teachers holding appropriate industry certifications	20	100%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	46	3%	2%
Students in ninth grade with one or more absences within the first 20 days	43	10%	9%
Students in ninth grade who fail two or more courses in any subject	43	10%	9%
Students with grade point average less than 2.0	165	11%	10%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	74	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	27	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	325	94%	94%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	44	88%	88%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	297	91%	91%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

During the 2012-2013 school year, data reveals that parental participation in school-wide activities was 5%. Our goal for the 2013-2014 school year is to increase parental participation to 10%.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide parents with advance notification (in parent's home language) of schools events and activities.	315	5%	10%

**Area 10: Additional Targets**

**Additional targets for the school**

N/A

**Specific Additional Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
N/A			



## Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 69 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.
- G2.** In 2013, 77 percent of students at Miami Lakes Educational Center demonstrated Postsecondary Readiness in reading on the PERT, ACT, SAT or FCAT. Our goal for 2014 is 79 percent of the students to score at the Postsecondary Readiness level.
- G3.** On the 2013 FCAT 2.0 Writing, 72% of students at Miami Lakes Educational Center scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 75% of students to score at Level 3 or above, an increase of three percentage points.
- G4.** In 2013, 62 percent of students at Miami Lakes Educational Center demonstrated Postsecondary Readiness in mathematics on the PERT, ACT or SAT. Our goal for 2014 is 66 percent of the students to score at the Postsecondary Readiness level.
- G5.** On the 2013 Algebra 1 EOC, 70 percent of students at Miami Lakes Educational Center scored Level 3 or above. Our goal for the 2014 Algebra 1 EOC is for 72 percent of students to score at Level 3 or above, an increase of two percentage points.
- G6.** On the 2013 Geometry EOC, 73 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 76 percent of students to score at Level 3 or above, an increase of three percentage points.
- G7.** On the 2013 Biology EOC, 74 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 76 percent of students to score at Level 3 or above, an increase of two percentage points.
- G8.** In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.
- G9.** Increase both the number of students enrolled in Career Technical Education and advanced courses along with completion rate and successful placement exam.
- G10.** In monitoring the Early Warning Systems, three percent of our students missed 10% or more of the available instructional time. Our goal for 2014 is to decrease this number of students by 1 percentage point.
- G11.** Our goal for the 2014 U.S. History EOC is for students to demonstrate understanding of the principles embedded in the history of the United States. This includes but not limited to events and documents such as The Constitution, Bill of Rights, etc.

- G12.** During the 2012-2013 school year, data revealed that parent participation in school wide activities was 5%. Our goal for the 2013-2014 school year is to increase parental involvement by 10% to 15%.

## Goals Detail

**G1.** On the 2013 FCAT 2.0 Reading, 69 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

### Resources Available to Support the Goal

- McDougal Littell Literature Series Jamestown Reading Navigator Hampton Brown EDGE

### Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Reading, students in the Asian, Black, White and Economically Disadvantage subgroups did not make their AMO. 100% of Asian, 70% of Black, 84% of White and 72% of Economically Disadvantage students will score at Level 3 or above on the 2014 FCAT Reading 2.0 Test. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.
- On the 2013 FCAT 2.0 for Reading, students scoring Level 3 exhibited difficulty recognizing implicit meaning or the details within a text that support inferencing.
- On the 2013 FCAT 2.0 for Reading, students scoring Level 4 and above exhibited difficulty reducing textual information to key points so that comparisons can be made across texts.
- On the 2013 FCAT 2.0 Reading, students who demonstrated Learning Gains exhibited difficulty with Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.
- On the 2013 FCAT 2.0 Reading, students in the lowest 25% who demonstrated Learning Gains exhibited difficulty with Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.
- Students scoring proficient in Listening/Speaking portion of the 2014 CELLA Assessment will increase by 2 percentage points from 82% to 84%. Students require additional opportunities for Listening and Speaking.
- Students scoring proficient in Reading portion of the 2014 CELLA Assessment will increase by 5 percentage points from 51% to 56%.
- Students scoring proficient in Writing portion of the 2014 CELLA Assessment will increase by 5 percentage points from 53% to 58%.

## Plan to Monitor Progress Toward the Goal

Achieves 3000 Data Analysis

### Person or Persons Responsible

LLT and ESOL Instructor

### Target Dates or Schedule:

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion:

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

**G2.** In 2013, 77 percent of students at Miami Lakes Educational Center demonstrated Postsecondary Readiness in reading on the PERT, ACT, SAT or FCAT. Our goal for 2014 is 79 percent of the students to score at the Postsecondary Readiness level.

### Targets Supported

### Resources Available to Support the Goal

- McDougal Littell Literature Series

### Targeted Barriers to Achieving the Goal

- Students have limited opportunities to explore college-level literature and college-level analysis of literature.

## Plan to Monitor Progress Toward the Goal

Data Analysis of P.E.R.T.

### Person or Persons Responsible

Administrative Team and College Readiness Instructors

### Target Dates or Schedule:

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion:

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year.

**G3.** On the 2013 FCAT 2.0 Writing, 72% of students at Miami Lakes Educational Center scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 75% of students to score at Level 3 or above, an increase of three percentage points.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- McDougal Littell Literature Series

### Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 for Writing, 72% of students scored at Level 3 or above. The goal for 2014 is 75%. Students exhibited difficulty in presenting detailed evidence, examples, and reasoning to support effective arguments.

## Plan to Monitor Progress Toward the Goal

CCSS and Writing Across the Curriculum

### Person or Persons Responsible

LLT

### Target Dates or Schedule:

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion:

2014 FCAT Writing 2.0

**G4.** In 2013, 62 percent of students at Miami Lakes Educational Center demonstrated Postsecondary Readiness in mathematics on the PERT, ACT or SAT. Our goal for 2014 is 66 percent of the students to score at the Postsecondary Readiness level.

### Targets Supported

### Resources Available to Support the Goal

- Prentice Hall Series

### Targeted Barriers to Achieving the Goal

- Students have limited opportunities to explore college-level mathematics skills. Students need further exposure to abstract theoretical mathematical concepts.

## Plan to Monitor Progress Toward the Goal

Data Analysis of P.E.R.T.

### Person or Persons Responsible

Administrative Team and College Readiness Instructors

### Target Dates or Schedule:

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion:

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year

**G5.** On the 2013 Algebra 1 EOC, 70 percent of students at Miami Lakes Educational Center scored Level 3 or above. Our goal for the 2014 Algebra 1 EOC is for 72 percent of students to score at Level 3 or above, an increase of two percentage points.

**Targets Supported**

- Algebra 1 EOC

**Resources Available to Support the Goal**

- Prentice Hall/Pearson

**Targeted Barriers to Achieving the Goal**

- On the 2013 Algebra 1 EOC, 52% of students scored at Level 3. The goal for 2014 is 54%. Students exhibited difficulty in solving multi-step equations, especially identifying the correct operation for each step.
- On the 2013 Algebra 1 EOC, 18% of students scored at Level 4 or above. The goal for 2014 is 18%. Students had difficulty with Functions, Linear Equations and Inequalities.

**Plan to Monitor Progress Toward the Goal**

CCSS through Mathematics: Focus on Algebra 1

**Person or Persons Responsible**

The Leadership team and EESAC will monitor implementations of strategies.

**Target Dates or Schedule:**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion:**

Data from the 2014 Algebra EOC will be used to determine the effectiveness of the strategy.

**G6.** On the 2013 Geometry EOC, 73 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 76 percent of students to score at Level 3 or above, an increase of three percentage points.

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Key Curriculum Press: Discovering Geometry Series

**Targeted Barriers to Achieving the Goal**

- On the 2013 Geometry EOC, Level 3 students exhibited difficulty with two-dimensional geometry.
- On the 2013 Geometry EOC, Level 4 or above students exhibited difficulty in writing a variety of roots, reviewing proofs with missing statements and reordering proofs presented in random order.

## Plan to Monitor Progress Toward the Goal

CCSS through Math: Focus on Geometry

### Person or Persons Responsible

Administrative Team and Geometry Instructors

### Target Dates or Schedule:

Early Release Day (April 17, 2014)

### Evidence of Completion:

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Geometry EOC

**G7.** On the 2013 Biology EOC, 74 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 76 percent of students to score at Level 3 or above, an increase of two percentage points.

### Targets Supported

- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Pearson/Prentice Hall Miller and Levine Biology

### Targeted Barriers to Achieving the Goal

- On the 2013 Biology EOC, students in Level 3 exhibited difficulty analyzing independent projects and incorporating inquiry-based virtual science experiments.

## Plan to Monitor Progress Toward the Goal

CCSS through Science: Focus on Biology 1

### Person or Persons Responsible

Administrative Team and Biology Teachers

### Target Dates or Schedule:

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion:

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Biology EOC

**G8.** In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

**Targets Supported**

- STEM - All Levels
- STEM - High School

**Resources Available to Support the Goal**

- Pearson/Prentice Hall

**Targeted Barriers to Achieving the Goal**

- We have limited evidence of completed student projects in STEM ie, The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, Fairchild Challenge, etc.

**Plan to Monitor Progress Toward the Goal**

CCSS & the Use of Hand Held Interactive Devices

**Person or Persons Responsible**

Administrators will monitor Science, Mathematics, Career Technical Education, Advanced Academics, Science Leader, and STEM teachers.

**Target Dates or Schedule:**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion:**

STEM EXPO

**G9.** Increase both the number of students enrolled in Career Technical Education and advanced courses along with completion rate and successful placement exam.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Graphic Designs Elements Diversify Health Occupation ITE Essential 5.0 Journalism Today Mechanical Drawing/ Architectural Residential Drafting and Design Business and Personal Finance / Glencoe Accounting / Introduction to Business / Entrepreneurship Ideas in Action

**Targeted Barriers to Achieving the Goal**

- Students enrolled in CTE courses need further integration of the Common Core Reading Standards for Literary in Science and Technical Subjects into CTE content area curriculum.

## Plan to Monitor Progress Toward the Goal

PD opportunities at school site will be provided for CTE teachers on CCSS Literary Standards for Technical Subjects.

### Person or Persons Responsible

Administrative Team and CTE Instructors

### Target Dates or Schedule:

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion:

Student progress will be monitored through district data of Reading targets of CTE students.

**G10.** In monitoring the Early Warning Systems, three percent of our students missed 10% or more of the available instructional time. Our goal for 2014 is to decrease this number of students by 1 percentage point.

### Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

### Resources Available to Support the Goal

- N/A

### Targeted Barriers to Achieving the Goal

- As a School of Choice, Miami Lakes Educational Center is not an Attendance Boundary School. Difficulty in obtaining transportation to school may be attributed to the number of absences.
- Eleven percent of Miami Lakes Educational Center students had GPA less than the graduation requirement (2.0.).

## Plan to Monitor Progress Toward the Goal

Tutoring Interventions Across Multiple Subject Areas

### Person or Persons Responsible

Administrative Team

### Target Dates or Schedule:

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion:

Student work folders, walkthroughs, and report card grades



**G11.** Our goal for the 2014 U.S. History EOC is for students to demonstrate understanding of the principles embedded in the history of the United States. This includes but not limited to events and documents such as The Constitution, Bill of Rights, etc.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- McDougal Littell - The Americans

**Targeted Barriers to Achieving the Goal**

- Students have limited understanding and knowledge of the United States Constitution.

**Plan to Monitor Progress Toward the Goal**

CCSS through U.S. History

**Person or Persons Responsible**

U.S. History Teachers

**Target Dates or Schedule:**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion:**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of U.S. History EOC

**G12.** During the 2012-2013 school year, data revealed that parent participation in school wide activities was 5%. Our goal for the 2013-2014 school year is to increase parental involvement by 10% to 15%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- N/A

**Targeted Barriers to Achieving the Goal**

- Parental Involvement lessens at the high school level due to the transition of responsibility from parent to child.

**Plan to Monitor Progress Toward the Goal**

Review of Sign-in Rosters

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion:**

Sign-in Rosters

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 Reading, 69 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.

**G1.B1** On the 2013 FCAT 2.0 for Reading, students in the Asian, Black, White and Economically Disadvantage subgroups did not make their AMO. 100% of Asian, 70% of Black, 84% of White and 72% of Economically Disadvantage students will score at Level 3 or above on the 2014 FCAT Reading 2.0 Test. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

**G1.B1.S1** Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

### Action Step 1

CCSS through Reading

#### Person or Persons Responsible

Language Arts/ Reading Instructors

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests Summative Assessments – Results for the 2014 FCAT 2.0

#### Facilitator:

PD Facilitator

#### Participants:

Administrative Team and Language Arts/ Reading Instructors

## Action Step 2

Tutoring for Reading Interventions

### Person or Persons Responsible

Language Arts/Reading Instructors

### Target Dates or Schedule

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

### Evidence of Completion

Student work folders, walkthroughs and assessments

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

CCSS through Reading

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests Summative Assessments – Results for the 2014 FCAT 2.0

## Plan to Monitor Effectiveness of G1.B1.S1

CCSS through Reading

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests Summative Assessments – Results for the 2014 FCAT 2.0

**G1.B2** On the 2013 FCAT 2.0 for Reading, students scoring Level 3 exhibited difficulty recognizing implicit meaning or the details within a text that support inferencing.

**G1.B2.S1** Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

**Action Step 1**

Tutoring for Reading Interventions

**Person or Persons Responsible**

Language Arts / Reading Instructors

**Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

**Evidence of Completion**

Student work folders, walkthroughs and assessments

**Action Step 2**

CCSS through Reading

**Person or Persons Responsible**

Language Arts/ Reading Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littell Literature Series Quizzes/Tests Summative Assessments - Results of 2014 FCAT Reading 2.0

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

CCSS through Reading

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 FCAT Reading 2.0

## Plan to Monitor Effectiveness of G1.B2.S1

CCSS through Reading

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 FCAT Reading 2.0

**G1.B3** On the 2013 FCAT 2.0 for Reading, students scoring Level 4 and above exhibited difficulty reducing textual information to key points so that comparisons can be made across texts.

**G1.B3.S1** Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

**Action Step 1**

Tutoring for Reading Interventions

**Person or Persons Responsible**

Language Arts / Reading Instructors

**Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

**Evidence of Completion**

Student work folders, walkthroughs and assessments

**Action Step 2**

CCSS through Reading

**Person or Persons Responsible**

Language Arts/ Reading Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments - Results of 2014 FCAT Reading 2.0

## Plan to Monitor Fidelity of Implementation of G1.B3.S1

CCSS through Reading

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 FCAT Reading 2.0

## Plan to Monitor Effectiveness of G1.B3.S1

CCSS through Reading

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 FCAT Reading 2.0

**G1.B4** On the 2013 FCAT 2.0 Reading, students who demonstrated Learning Gains exhibited difficulty with Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

**G1.B4.S1** Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and relevant.

**Action Step 1**

CCSS through Reading

**Person or Persons Responsible**

Language Arts/ Reading Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments - Results of 2014 FCAT Reading 2.0

**Action Step 2**

Tutoring for Reading Interventions

**Person or Persons Responsible**

Language Arts / Reading Instructors

**Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

**Evidence of Completion**

Student work folders, walkthroughs and assessments



### Plan to Monitor Fidelity of Implementation of G1.B4.S1

CCSS through Reading

**Person or Persons Responsible**

Language Arts/ Reading Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 FCAT Reading 2.0

### Plan to Monitor Effectiveness of G1.B4.S1

CCSS through Reading

**Person or Persons Responsible**

Language Arts/ Reading Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 FCAT Reading 2.0

**G1.B5** On the 2013 FCAT 2.0 Reading, students in the lowest 25% who demonstrated Learning Gains exhibited difficulty with Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

**G1.B5.S1** Students will identify false statements and fallacious reasoning.

**Action Step 1**

CCSS through Reading

**Person or Persons Responsible**

Language Arts/ Reading Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments - Results of 2014 FCAT Reading 2.0

**Action Step 2**

Tutoring for Reading Interventions

**Person or Persons Responsible**

Language Arts / Reading Instructors

**Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

**Evidence of Completion**

Student work folders, walkthroughs and assessments

### Plan to Monitor Fidelity of Implementation of G1.B5.S1

CCSS through Reading

**Person or Persons Responsible**

Language Arts/ Reading Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 FCAT Reading 2.0

### Plan to Monitor Effectiveness of G1.B5.S1

CCSS through Reading

**Person or Persons Responsible**

Language Arts/ Reading Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 FCAT Reading 2.0

**G1.B6** Students scoring proficient in Listening/Speaking portion of the 2014 CELLA Assessment will increase by 2 percentage points from 82% to 84%. Students require additional opportunities for Listening and Speaking.

**G1.B6.S1** Students will be provided with additional opportunities for Listening and Speaking through Read Aloud, Reader's Theater, and working in Cooperative Learning Groups.

**Action Step 1**

CCSS through Reading

**Person or Persons Responsible**

LLT and ESOL Instructor

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

**Plan to Monitor Fidelity of Implementation of G1.B6.S1**

Achieves 3000 Data Analysis

**Person or Persons Responsible**

LLT and ESOL Instructor

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Summative Assessment: Results of the 2014 CELLA

## Plan to Monitor Effectiveness of G1.B6.S1

Achieves 3000 Data Analysis

### Person or Persons Responsible

LLT and ESOL Instructor

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

**G1.B7** Students scoring proficient in Reading portion of the 2014 CELLA Assessment will increase by 5 percentage points from 51% to 56%.

**G1.B7.S1** Students will be provided with additional opportunities for Reading through Read Aloud, Reader's Theater, and working in Cooperative Learning Groups.

### Action Step 1

CCSS through Reading

### Person or Persons Responsible

LLT and ESOL Instructor

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

### Plan to Monitor Fidelity of Implementation of G1.B7.S1

Achieves 3000 Data Analysis

**Person or Persons Responsible**

LLT and ESOL Instructor

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

### Plan to Monitor Effectiveness of G1.B7.S1

Achieves 3000 Data Analysis

**Person or Persons Responsible**

LLT and ESOL Instructor

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

**G1.B8** Students scoring proficient in Writing portion of the 2014 CELLA Assessment will increase by 5 percentage points from 53% to 58%.

**G1.B8.S1** Students will be provided with additional opportunities for Writing through Read Aloud, Reader's Theater, and working in Cooperative Learning Groups.

**Action Step 1**

CCSS through Reading

**Person or Persons Responsible**

LLT and ESOL Instructor

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

**Plan to Monitor Fidelity of Implementation of G1.B8.S1**

Achieves 3000 Data Analysis

**Person or Persons Responsible**

LLT and ESOL Instructor

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

## Plan to Monitor Effectiveness of G1.B8.S1

Achieves 3000 Data Analysis

### Person or Persons Responsible

LLT and ESOL Instructor

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments: Quizzes/Tests from the basal series. Summative Assessment: Results of the 2014 CELLA

**G2.** In 2013, 77 percent of students at Miami Lakes Educational Center demonstrated Postsecondary Readiness in reading on the PERT, ACT, SAT or FCAT. Our goal for 2014 is 79 percent of the students to score at the Postsecondary Readiness level.

**G2.B1** Students have limited opportunities to explore college-level literature and college-level analysis of literature.

**G2.B1.S1** Students will delineate and evaluate the argument and specific claims in college-level text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### Action Step 1

Data Analysis of P.E.R.T.

### Person or Persons Responsible

Administrative Team and College Readiness Instructors

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year

### Facilitator:

PD Facilitator

### Participants:

Administrative Team and College Readiness Instructors



### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Data Analysis of P.E.R.T.

#### **Person or Persons Responsible**

Administrative Team and College Readiness Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Data Analysis of P.E.R.T.

#### **Person or Persons Responsible**

Administrative Team and College Readiness Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year.

**G3.** On the 2013 FCAT 2.0 Writing, 72% of students at Miami Lakes Educational Center scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 75% of students to score at Level 3 or above, an increase of three percentage points.

**G3.B1** On the 2013 FCAT 2.0 for Writing, 72% of students scored at Level 3 or above. The goal for 2014 is 75%. Students exhibited difficulty in presenting detailed evidence, examples, and reasoning to support effective arguments.

**G3.B1.S1** Provide students with opportunities to introduce claim(s) about a topic or issue, acknowledge and distinguish the claim and organize the reasons to support effective arguments.

### **Action Step 1**

CCSS and Writing Across the Curriculum

#### **Person or Persons Responsible**

Language Arts Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

2014 FCAT Writing 2.0

#### **Facilitator:**

PD Facilitator

#### **Participants:**

Language Arts Instructors

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

CCSS and Writing Across the Curriculum

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

2014 FCAT Writing 2.0

## Plan to Monitor Effectiveness of G3.B1.S1

CCSS and Writing Across the Curriculum

### Person or Persons Responsible

LLT

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

2014 FCAT Writing 2.0

**G4.** In 2013, 62 percent of students at Miami Lakes Educational Center demonstrated Postsecondary Readiness in mathematics on the PERT, ACT or SAT. Our goal for 2014 is 66 percent of the students to score at the Postsecondary Readiness level.

**G4.B1** Students have limited opportunities to explore college-level mathematics skills. Students need further exposure to abstract theoretical mathematical concepts.

**G4.B1.S1** Students will evaluate specific college-level text through hands-on manipulates and technology that will facilitate the transition from concrete concepts to abstract theories.

### Action Step 1

Data Analysis of P.E.R.T.

#### Person or Persons Responsible

Administrative Team and College Readiness Instructors

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year

#### Facilitator:

PD Facilitator

#### Participants:

Administrative Team and College Readiness Instructors

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Data Analysis of P.E.R.T.

#### **Person or Persons Responsible**

Administrative Team and College Readiness Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year

### **Plan to Monitor Effectiveness of G4.B1.S1**

Data Analysis of P.E.R.T.

#### **Person or Persons Responsible**

Administrative Team and College Readiness Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year

**G5.** On the 2013 Algebra 1 EOC, 70 percent of students at Miami Lakes Educational Center scored Level 3 or above. Our goal for the 2014 Algebra 1 EOC is for 72 percent of students to score at Level 3 or above, an increase of two percentage points.

**G5.B1** On the 2013 Algebra 1 EOC, 52% of students scored at Level 3. The goal for 2014 is 54%. Students exhibited difficulty in solving multi-step equations, especially identifying the correct operation for each step.

**G5.B1.S1** Students will be given additional opportunities to solve multi-step equations and to develop strategies for identifying operations in different types of real-world problems.

### **Action Step 1**

CCCSS through Mathematics: Focus on Algebra 1

#### **Person or Persons Responsible**

Algebra 1 Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Formative: District Interim Assessments reports and student work folder Summative: Results of the Algebra 1 EOC

### **Action Step 2**

Tutoring for Math Interventions.

#### **Person or Persons Responsible**

Algebra 1 Instructors

#### **Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

#### **Evidence of Completion**

Student work folders, walkthroughs, and assessments

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

CCCSS through Mathematics: Focus on Algebra 1

#### **Person or Persons Responsible**

Algebra 1 Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Formative: District Interim Assessments reports and student work folder Summative: Results of the Algebra 1 EOC

### **Plan to Monitor Effectiveness of G5.B1.S1**

CCCSS through Mathematics: Focus on Algebra 1

#### **Person or Persons Responsible**

Administrative Team and Algebra 1 Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Formative: District Interim Assessments reports and student work folder Summative: Results of the Algebra 1 EOC

**G5.B1.S2** Students will identify multi-step problems and will be provided with scaffolding support.

**Action Step 1**

CCSS through Math: Focus Algebra 1

**Person or Persons Responsible**

Algebra 1 Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Algebra 1 EOC

**Facilitator:**

PD Facilitator

**Participants:**

Algebra 1 Instructors

**Action Step 2**

Tutoring for Algebra 1 Interventions

**Person or Persons Responsible**

Algebra 1 Instructors

**Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

**Evidence of Completion**

Student work folders, walkthroughs and assessments

### Plan to Monitor Fidelity of Implementation of G5.B1.S2

CCSS through Math: Focus Algebra 1

#### Person or Persons Responsible

Algebra 1 Instructors

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Algebra 1 EOC

### Plan to Monitor Effectiveness of G5.B1.S2

CCSS through Math: Focus Algebra 1

#### Person or Persons Responsible

Algebra 1 Instructors

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Algebra 1 EOC

**G5.B2** On the 2013 Algebra 1 EOC, 18% of students scored at Level 4 or above. The goal for 2014 is 18%. Students had difficulty with Functions, Linear Equations and Inequalities.

**G5.B2.S1** Provide opportunities for students to construct arguments and critique arguments of peers.

#### Action Step 1

Tutoring for Algebra 1 Interventions

#### Person or Persons Responsible

Algebra 1 Instructors

#### Target Dates or Schedule

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

#### Evidence of Completion

Student word folders, walkthroughs and assessments



## Action Step 2

CCSS through Math: Focus Algebra 1

### Person or Persons Responsible

Algebra 1 Instructors

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Algebra 1 EOC

## Plan to Monitor Fidelity of Implementation of G5.B2.S1

CCSS through Math: Focus Algebra 1

### Person or Persons Responsible

Algebra 1 Instructors

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Algebra 1 EOC

## Plan to Monitor Effectiveness of G5.B2.S1

CCSS through Math: Focus Algebra 1

### Person or Persons Responsible

Administrative Team and Algebra 1 Instructors

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Algebra 1 EOC

**G6.** On the 2013 Geometry EOC, 73 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 76 percent of students to score at Level 3 or above, an increase of three percentage points.

**G6.B1** On the 2013 Geometry EOC, Level 3 students exhibited difficulty with two-dimensional geometry.

**G6.B1.S1** Students will be provided with opportunities to writing a variety of proofs, reviewing proofs with missing statements and reordering proofs presented in random order.

### **Action Step 1**

CCSS through Math: Focus Geometry

#### **Person or Persons Responsible**

Geometry Teachers

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Geometry EOC

#### **Facilitator:**

PD Facilitator

#### **Participants:**

Geometry Teachers

### **Action Step 2**

Tutoring for Geometry Interventions

#### **Person or Persons Responsible**

Geometry Teachers

#### **Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

#### **Evidence of Completion**

Student word folders, walkthroughs and assessments

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

CCSS through Math: Focus Geometry

#### **Person or Persons Responsible**

Geometry Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Geometry EOC

### **Plan to Monitor Effectiveness of G6.B1.S1**

CCSS through Math: Focus Geometry

#### **Person or Persons Responsible**

Administrative Team and Geometry Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Geometry

**G6.B1.S2** Students will be provided with opportunities to review Category 1: Two-Dimensional Geometry. Warm-Up Problem of the Day activities targeting corresponding parts of similar figures and triangles congruence will be reinforced.

**Action Step 1**

CCSS through Math: Focus on Geometry

**Person or Persons Responsible**

Geometry Teachers

**Target Dates or Schedule**

Early Release Day (April 17, 2014)

**Evidence of Completion**

Formative: Student Work Folders Summative: Results of Geometry EOC

**Facilitator:**

PD Facilitator

**Participants:**

Geometry Teachers

**Plan to Monitor Fidelity of Implementation of G6.B1.S2**

CCSS through Math: Focus on Geometry

**Person or Persons Responsible**

Geometry Instructors

**Target Dates or Schedule**

Early Release Day (April 17, 2014)

**Evidence of Completion**

Formative: Student Work Folders Summative: Results of Geometry EOC

## Plan to Monitor Effectiveness of G6.B1.S2

CCSS through Math: Focus on Geometry

### Person or Persons Responsible

Administrative Team and Geometry Instructors

### Target Dates or Schedule

Early Release Day (April 17, 2014)

### Evidence of Completion

Formative: Student Work Folders Summative: Results of Geometry EOC

**G6.B2** On the 2013 Geometry EOC, Level 4 or above students exhibited difficulty in writing a variety of roots, reviewing proofs with missing statements and reordering proofs presented in random order.

**G6.B2.S1** Students will have increase opportunities to provide statements and reasons in formal and informal proofs of a geometric idea and distinguish between the proof of a conjecture and an example that supports the conjecture.

### Action Step 1

CCSS through Math: Focus Geometry

### Person or Persons Responsible

Geometry Instructors

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Geometry EOC

## Action Step 2

Tutoring for Geometry Interventions

### Person or Persons Responsible

Geometry Instructors

### Target Dates or Schedule

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

### Evidence of Completion

Student work folders, walkthroughs and assessments

## Plan to Monitor Fidelity of Implementation of G6.B2.S1

CCSS through Geometry

### Person or Persons Responsible

Geometry Instructors

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Geometry EOC

## Plan to Monitor Effectiveness of G6.B2.S1

CCSS through Math: Focus Geometry

### Person or Persons Responsible

Geometry Instructors

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Geometry EOC

**G7.** On the 2013 Biology EOC, 74 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 76 percent of students to score at Level 3 or above, an increase of two percentage points.

**G7.B1** On the 2013 Biology EOC, students in Level 3 exhibited difficulty analyzing independent projects and incorporating inquiry-based virtual science experiments.

**G7.B1.S1** Students will write lab reports with strong, evidence-supported conclusions.

### **Action Step 1**

CCSS through Biology

#### **Person or Persons Responsible**

Biology Teachers

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Biology EOC

#### **Facilitator:**

PD Facilitator

#### **Participants:**

Biology Teachers

### **Action Step 2**

Tutoring for Biology Interventions

#### **Person or Persons Responsible**

Biology Teachers

#### **Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

#### **Evidence of Completion**

Student work folders, walkthroughs and assessments

### Plan to Monitor Fidelity of Implementation of G7.B1.S1

CCSS through Biology

#### Person or Persons Responsible

Biology Teachers

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Biology EOC

### Plan to Monitor Effectiveness of G7.B1.S1

CCSS through Biology

#### Person or Persons Responsible

Biology Teachers

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Biology EOC

**G7.B1.S2** Students will be provided with weekly laboratory experiments with appropriate pre-lab and post-lab activities.

#### Action Step 1

CCSS through Biology

#### Person or Persons Responsible

Biology Teachers

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Biology EOC



## Plan to Monitor Fidelity of Implementation of G7.B1.S2

CCSS through Biology

### Person or Persons Responsible

Biology Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Biology EOC

## Plan to Monitor Effectiveness of G7.B1.S2

CCSS through Biology

### Person or Persons Responsible

Biology Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Biology EOC

**G8.** In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

**G8.B1** We have limited evidence of completed student projects in STEM ie, The Miami Dade STEM EXPO (Science Fair and SECME), Wall of Wind Challenge, U.S. First Robotics League, Dream in Green competition, Fairchild Challenge, etc.

**G8.B1.S1** We will establish a plan and timeline for the development of student projects and increase the participation in STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.)

### **Action Step 1**

CCSS & the Use of Hand Held Interactive Devices

#### **Person or Persons Responsible**

Administrators will monitor Science, Mathematics, Career Technical Education, Advanced Academics, Science Leader, and STEM teachers.

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

STEM EXPO

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

CCSS & the Use of Hand Held Interactive Devices

#### **Person or Persons Responsible**

Administrators will monitor Science, Mathematics, Career Technical Education, Advanced Academics, Science Leader, and STEM teachers.

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

STEM EXPO

## Plan to Monitor Effectiveness of G8.B1.S1

CCSS & the Use of Hand Held Interactive Devices

### Person or Persons Responsible

Administrators will monitor Science, Mathematics, Career Technical Education, Advanced Academics, Science Leader, and STEM teachers.

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

STEM EXPO

**G9.** Increase both the number of students enrolled in Career Technical Education and advanced courses along with completion rate and successful placement exam.

**G9.B1** Students enrolled in CTE courses need further integration of the Common Core Reading Standards for Literary in Science and Technical Subjects into CTE content area curriculum.

**G9.B1.S1** Students will integrate the Common Core Reading Standards for Literary in Science and Technical Subjects into CTE content area curriculum.

### Action Step 1

CCSS in Technical Subjects

#### Person or Persons Responsible

Administrative Team and CTE Instructors

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Student progress will be monitored through district data of Reading targets of CTE students.

#### Facilitator:

PD Facilitator

#### Participants:

Administrative Team and CTE Instructors

### **Plan to Monitor Fidelity of Implementation of G9.B1.S1**

PD opportunities at school site will be provided for CTE teachers on CCSS Literary Standards for Technical Subjects.

#### **Person or Persons Responsible**

Administrative Team and CTE Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Student progress will be monitored through district data of Reading targets of CTE students.

### **Plan to Monitor Effectiveness of G9.B1.S1**

PD opportunities at school site will be provided for CTE teachers on CCSS Literary Standards for Technical Subjects.

#### **Person or Persons Responsible**

Administrative Team and CTE Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Student progress will be monitored through district data of Reading targets of CTE students.

**G10.** In monitoring the Early Warning Systems, three percent of our students missed 10% or more of the available instructional time. Our goal for 2014 is to decrease this number of students by 1 percentage point.

**G10.B1** As a School of Choice, Miami Lakes Educational Center is not an Attendance Boundary School. Difficulty in obtaining transportation to school may be attributed to the number of absences.

**G10.B1.S1** Students and parents will analyze the Student Handbook and review the importance of daily attendance.

**Action Step 1**

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl Team

**Person or Persons Responsible**

MTSS/Rtl Team, Student Services

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Attendance Record Summary

**Plan to Monitor Fidelity of Implementation of G10.B1.S1**

Review of Attendance Summary Report

**Person or Persons Responsible**

MTSS/Rtl Team, Student Services

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Attendance Record Summary

## Plan to Monitor Effectiveness of G10.B1.S1

Review of Attendance Summary Report

### Person or Persons Responsible

MTSS/RtI Team, Student Services

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Attendance Record Summary

**G10.B2** Eleven percent of Miami Lakes Educational Center students had GPA less than the graduation requirement (2.0.).

**G10.B2.S1** Students will be able to attend intervention classes after school and during the weekends in order to improve class grades.

### Action Step 1

Tutoring Interventions Across Multiple Subject Areas

#### Person or Persons Responsible

Algebra, Geometry, Biology, Reading/Language Arts and American History Instructors

#### Target Dates or Schedule

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

#### Evidence of Completion

Student work folders, walkthroughs, and report card grades

## Plan to Monitor Fidelity of Implementation of G10.B2.S1

Tutoring Interventions Across Multiple Subject Areas

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

### Evidence of Completion

Student work folders, walkthroughs, and report card grades

## Plan to Monitor Effectiveness of G10.B2.S1

Tutoring Interventions Across Multiple Subject Areas

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

### Evidence of Completion

Student work folders, walkthroughs, and report card grades

**G11.** Our goal for the 2014 U.S. History EOC is for students to demonstrate understanding of the principles embedded in the history of the United States. This includes but not limited to events and documents such as The Constitution, Bill of Rights, etc.

**G11.B1** Students have limited understanding and knowledge of the United States Constitution.

**G11.B1.S1** Students will engage in project based activities which emphasize an understanding of democratic principles.

### Action Step 1

CCSS through U.S. History

### Person or Persons Responsible

U.S. History Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments - Results of 2014 U.S. History EOC

### Facilitator:

PD Facilitator

### Participants:

U.S. History Teachers

## Action Step 2

Tutoring for U.S. History Interventions

### Person or Persons Responsible

U.S. History Teachers

### Target Dates or Schedule

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

### Evidence of Completion

Student work folders, walkthroughs and assessments

## Plan to Monitor Fidelity of Implementation of G11.B1.S1

CCSS through U.S. History

### Person or Persons Responsible

U.S. History Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 u.S. History EOC

## Plan to Monitor Effectiveness of G11.B1.S1

CCSS through U.S. History

### Person or Persons Responsible

U.S. History Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments  
- Results of 2014 U.S. History EOC



**G11.B1.S2** The teacher may activate prior knowledge to engage students in understanding the United States Constitution.

**Action Step 1**

CCSS through U.S. History

**Person or Persons Responsible**

U.S. History Teachers

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments - Results of 2014 U.S. History EOC

**Action Step 2**

Tutoring for U.S. History Interventions

**Person or Persons Responsible**

U.S. History Teachers

**Target Dates or Schedule**

Saturday Tutoring (September (14, 21, 28) – October (5, 12, 19) – November (2, 16, 23) – December (7, 14) January (11,25) – February (1, 15, 22) – March (1, 8, 15) – April (5, 12, 26)

**Evidence of Completion**

Student work folders, walkthroughs and assessments

**Plan to Monitor Fidelity of Implementation of G11.B1.S2**

CCSS through U.S. History

**Person or Persons Responsible**

U.S. History Teachers

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments - Results of 2014 U.S. History EOC

## Plan to Monitor Effectiveness of G11.B1.S2

CCSS through U.S. History

### Person or Persons Responsible

U.S. History Teachers

### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

### Evidence of Completion

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of U.S. History EOC

**G12.** During the 2012-2013 school year, data revealed that parent participation in school wide activities was 5%. Our goal for the 2013-2014 school year is to increase parental involvement by 10% to 15%.

**G12.B1** Parental Involvement lessens at the high school level due to the transition of responsibility from parent to child.

**G12.B1.S1** Provide parents with advance notification of school events and activities via Connect Ed messages.

### Action Step 1

Connect Ed messages to inform parents of upcoming events.

### Person or Persons Responsible

Administrative Team and Activities Director

### Target Dates or Schedule

Two days prior to each event a Connect Ed message will be sent in the evening hours.

### Evidence of Completion

Sign-in rosters of events

### Plan to Monitor Fidelity of Implementation of G12.B1.S1

Review of Connect Ed message confirmations

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Two days prior to each event a Connect Ed message will be sent in the evening hours.

**Evidence of Completion**

Connect Ed message confirmations

### Plan to Monitor Effectiveness of G12.B1.S1

Review of Connect Ed message confirmations

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Event days

**Evidence of Completion**

Sign-in rosters

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### 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 includes 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 other 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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** On the 2013 FCAT 2.0 Reading, 69 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.

**G1.B1** On the 2013 FCAT 2.0 for Reading, students in the Asian, Black, White and Economically Disadvantage subgroups did not make their AMO. 100% of Asian, 70% of Black, 84% of White and 72% of Economically Disadvantage students will score at Level 3 or above on the 2014 FCAT Reading 2.0 Test. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

**G1.B1.S1** Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

### PD Opportunity 1

CCSS through Reading

#### Facilitator

PD Facilitator

#### Participants

Administrative Team and Language Arts/ Reading Instructors

#### Target Dates or Schedule

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### Evidence of Completion

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests Summative Assessments – Results for the 2014 FCAT 2.0

**G2.** In 2013, 77 percent of students at Miami Lakes Educational Center demonstrated Postsecondary Readiness in reading on the PERT, ACT, SAT or FCAT. Our goal for 2014 is 79 percent of the students to score at the Postsecondary Readiness level.

**G2.B1** Students have limited opportunities to explore college-level literature and college-level analysis of literature.

**G2.B1.S1** Students will delineate and evaluate the argument and specific claims in college-level text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### **PD Opportunity 1**

Data Analysis of P.E.R.T.

#### **Facilitator**

PD Facilitator

#### **Participants**

Administrative Team and College Readiness Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year



**G3.** On the 2013 FCAT 2.0 Writing, 72% of students at Miami Lakes Educational Center scored at Level 3.5 or above. Our goal on the 2014 FCAT 2.0 Writing is for 75% of students to score at Level 3 or above, an increase of three percentage points.

**G3.B1** On the 2013 FCAT 2.0 for Writing, 72% of students scored at Level 3 or above. The goal for 2014 is 75%. Students exhibited difficulty in presenting detailed evidence, examples, and reasoning to support effective arguments.

**G3.B1.S1** Provide students with opportunities to introduce claim(s) about a topic or issue, acknowledge and distinguish the claim and organize the reasons to support effective arguments.

### **PD Opportunity 1**

CCSS and Writing Across the Curriculum

#### **Facilitator**

PD Facilitator

#### **Participants**

Language Arts Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

2014 FCAT Writing 2.0

**G4.** In 2013, 62 percent of students at Miami Lakes Educational Center demonstrated Postsecondary Readiness in mathematics on the PERT, ACT or SAT. Our goal for 2014 is 66 percent of the students to score at the Postsecondary Readiness level.

**G4.B1** Students have limited opportunities to explore college-level mathematics skills. Students need further exposure to abstract theoretical mathematical concepts.

**G4.B1.S1** Students will evaluate specific college-level text through hands-on manipulates and technology that will facilitate the transition from concrete concepts to abstract theories.

### **PD Opportunity 1**

Data Analysis of P.E.R.T.

#### **Facilitator**

PD Facilitator

#### **Participants**

Administrative Team and College Readiness Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Results of the 2013-2014 PERT as well as ACT/SAT results during the 2013-2014 school year

**G5.** On the 2013 Algebra 1 EOC, 70 percent of students at Miami Lakes Educational Center scored Level 3 or above. Our goal for the 2014 Algebra 1 EOC is for 72 percent of students to score at Level 3 or above, an increase of two percentage points.

**G5.B1** On the 2013 Algebra 1 EOC, 52% of students scored at Level 3. The goal for 2014 is 54%. Students exhibited difficulty in solving multi-step equations, especially identifying the correct operation for each step.

**G5.B1.S2** Students will identify multi-step problems and will be provided with scaffolding support.

### **PD Opportunity 1**

CCSS through Math: Focus Algebra 1

#### **Facilitator**

PD Facilitator

#### **Participants**

Algebra 1 Instructors

#### **Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

#### **Evidence of Completion**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Algebra 1 EOC

**G6.** On the 2013 Geometry EOC, 73 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 76 percent of students to score at Level 3 or above, an increase of three percentage points.

**G6.B1** On the 2013 Geometry EOC, Level 3 students exhibited difficulty with two-dimensional geometry.

**G6.B1.S1** Students will be provided with opportunities to writing a variety of proofs, reviewing proofs with missing statements and reordering proofs presented in random order.

**PD Opportunity 1**

CCSS through Math: Focus Geometry

**Facilitator**

PD Facilitator

**Participants**

Geometry Teachers

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Geometry EOC

**G6.B1.S2** Students will be provided with opportunities to review Category 1: Two-Dimensional Geometry. Warm-Up Problem of the Day activities targeting corresponding parts of similar figures and triangles congruence will be reinforced.

**PD Opportunity 1**

CCSS through Math: Focus on Geometry

**Facilitator**

PD Facilitator

**Participants**

Geometry Teachers

**Target Dates or Schedule**

Early Release Day (April 17, 2014)

**Evidence of Completion**

Formative: Student Work Folders Summative: Results of Geometry EOC

**G7.** On the 2013 Biology EOC, 74 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 76 percent of students to score at Level 3 or above, an increase of two percentage points.

**G7.B1** On the 2013 Biology EOC, students in Level 3 exhibited difficulty analyzing independent projects and incorporating inquiry-based virtual science experiments.

**G7.B1.S1** Students will write lab reports with strong, evidence-supported conclusions.

**PD Opportunity 1**

CCSS through Biology

**Facilitator**

PD Facilitator

**Participants**

Biology Teachers

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative: District Interim Assessment Reports and Student Work Folders Summative: Results of Biology EOC

**G9.** Increase both the number of students enrolled in Career Technical Education and advanced courses along with completion rate and successful placement exam.

**G9.B1** Students enrolled in CTE courses need further integration of the Common Core Reading Standards for Literary in Science and Technical Subjects into CTE content area curriculum.

**G9.B1.S1** Students will integrate the Common Core Reading Standards for Literary in Science and Technical Subjects into CTE content area curriculum.

**PD Opportunity 1**

CCSS in Technical Subjects

**Facilitator**

PD Facilitator

**Participants**

Administrative Team and CTE Instructors

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Student progress will be monitored through district data of Reading targets of CTE students.

**G11.** Our goal for the 2014 U.S. History EOC is for students to demonstrate understanding of the principles embedded in the history of the United States. This includes but not limited to events and documents such as The Constitution, Bill of Rights, etc.

**G11.B1** Students have limited understanding and knowledge of the United States Constitution.

**G11.B1.S1** Students will engage in project based activities which emphasize an understanding of democratic principles.

**PD Opportunity 1**

CCSS through U.S. History

**Facilitator**

PD Facilitator

**Participants**

U.S. History Teachers

**Target Dates or Schedule**

Early Release Days (September 26, 2013 - December 12, 2013 - February 13, 2014 - April 17, 2014)

**Evidence of Completion**

Formative Assessments - McDougal Littlell Literature Series Quizzes/Tests Summative Assessments - Results of 2014 U.S. History EOC

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 69 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.	\$12,000
G5.	On the 2013 Algebra 1 EOC, 70 percent of students at Miami Lakes Educational Center scored Level 3 or above. Our goal for the 2014 Algebra 1 EOC is for 72 percent of students to score at Level 3 or above, an increase of two percentage points.	\$12,000
G6.	On the 2013 Geometry EOC, 73 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 76 percent of students to score at Level 3 or above, an increase of three percentage points.	\$12,000
G7.	On the 2013 Biology EOC, 74 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 76 percent of students to score at Level 3 or above, an increase of two percentage points.	\$12,000
G11.	Our goal for the 2014 U.S. History EOC is for students to demonstrate understanding of the principles embedded in the history of the United States. This includes but not limited to events and documents such as The Constitution, Bill of Rights, etc.	\$12,000
Total		\$60,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
EESAC and Title I	\$60,000	\$60,000
Total	\$60,000	\$60,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*



**G1.** On the 2013 FCAT 2.0 Reading, 69 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 75 percent of students to score at Level 3 or above, an increase of six percentage points.

**G1.B1** On the 2013 FCAT 2.0 for Reading, students in the Asian, Black, White and Economically Disadvantage subgroups did not make their AMO. 100% of Asian, 70% of Black, 84% of White and 72% of Economically Disadvantage students will score at Level 3 or above on the 2014 FCAT Reading 2.0 Test. The area of deficiency, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis-Fiction/Nonfiction due to limited exposure to literary elements and figurative language.

**G1.B1.S1** Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.

## **Action Step 2**

Tutoring for Reading Interventions

### **Resource Type**

Personnel

### **Resource**

Tutoring for Reading Interventions

### **Funding Source**

EESAC and Title I

### **Amount Needed**

\$12,000

**G5.** On the 2013 Algebra 1 EOC, 70 percent of students at Miami Lakes Educational Center scored Level 3 or above. Our goal for the 2014 Algebra 1 EOC is for 72 percent of students to score at Level 3 or above, an increase of two percentage points.

**G5.B1** On the 2013 Algebra 1 EOC, 52% of students scored at Level 3. The goal for 2014 is 54%. Students exhibited difficulty in solving multi-step equations, especially identifying the correct operation for each step.

**G5.B1.S2** Students will identify multi-step problems and will be provided with scaffolding support.

**Action Step 2**

Tutoring for Algebra 1 Interventions

**Resource Type**

Personnel

**Resource**

Tutoring for Algebra 1 Interventions

**Funding Source**

EESAC and Title I

**Amount Needed**

\$12,000

**G6.** On the 2013 Geometry EOC, 73 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Geometry EOC is for 76 percent of students to score at Level 3 or above, an increase of three percentage points.

**G6.B1** On the 2013 Geometry EOC, Level 3 students exhibited difficulty with two-dimensional geometry.

**G6.B1.S1** Students will be provided with opportunities to writing a variety of proofs, reviewing proofs with missing statements and reordering proofs presented in random order.

**Action Step 2**

Tutoring for Geometry Interventions

**Resource Type**

Personnel

**Resource**

Tutoring for Geometry Interventions

**Funding Source**

EESAC and Title I

**Amount Needed**

\$12,000

**G7.** On the 2013 Biology EOC, 74 percent of students at Miami Lakes Educational Center scored at Level 3 or above. Our goal on the 2014 Biology EOC is for 76 percent of students to score at Level 3 or above, an increase of two percentage points.

**G7.B1** On the 2013 Biology EOC, students in Level 3 exhibited difficulty analyzing independent projects and incorporating inquiry-based virtual science experiments.

**G7.B1.S1** Students will write lab reports with strong, evidence-supported conclusions.

**Action Step 2**

Tutoring for Biology Interventions

**Resource Type**

Personnel

**Resource**

Tutoring for Biology Interventions

**Funding Source**

EESAC and Title I

**Amount Needed**

\$12,000

**G11.** Our goal for the 2014 U.S. History EOC is for students to demonstrate understanding of the principles embedded in the history of the United States. This includes but not limited to events and documents such as The Constitution, Bill of Rights, etc.

**G11.B1** Students have limited understanding and knowledge of the United States Constitution.

**G11.B1.S1** Students will engage in project based activities which emphasize an understanding of democratic principles.

**Action Step 2**

Tutoring for U.S. History Interventions

**Resource Type**

Personnel

**Resource**

Tutoring for U.S. History Interventions

**Funding Source**

EESAC and Title I

**Amount Needed**

\$12,000