FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2010 – 2011 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI LAKES EDUCATIONAL CENTER

District Name: Dade

Principal: James V. Parker

SAC Chair: Michael Bevilacqua

Superintendent: Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10-01-2010

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data
(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data
(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	James V. Parker	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	6	16	Principal of Miami Lakes Educational Center from 2004-2010 School Grade ?(2010) A(2009) A(2008) B(2007) A(2006) AYP N(2010) N(2009) N(2008) N(2007) P(2006) High Stds R. 62(2010) 57(2009) 53(2008) 44(2007) 45(2006) High Stds.M. 85(2010) 87(2009) 85(2008) 76(2007) 78(2006) Lrng Gains-R. 62(2010) 61(2009) 62(2008) 53(2007) 61(2006) Lrng Gains-M. 81(2010) 84(2009) 83(2008) 77(2007) 79(2006) Gains-R.25% 55(2010) 54(2009) 62(2008) 55(2007) 64(2006) Gains-M.-25% 74(2010) 79(2009) 82(2008) 71(2007) N/A(2006)

			Miami-Dade Public Schools Leo-T Program		
Assis Principal	Dr. Ana Maria Lopez-Ochoa	Nova Southeastern University, Florida. Doctor of Education, 2002 Nova Southeastern University, Florida. Certification in Educational Leadership, 1992 Florida International University, Florida. Masters (MS) in Guidance & Counseling, 1984 Florida International University, Florida. Bachelor in Mathematics, 1974	5	19	Vice Principal of Miami Lakes Educational Center from 2009-2010 Assistant Principal of Miami Lakes Educational Center from 2004-2009 Administrative Director – Instructional Supervision from 1999 - 2004 School Grade ?(2010) A(2009) A(2008) B (2007) A(2006) AYP N(2010) N(2009) N(2008) N(2007) P (2006) High Stds R. 62(2010) 57(2009) 53(2008) 44(2007) 45(2006) High Stds.M. 85(2010) 87(2009) 85(2008) 76(2007) 78(2006) Lrng Gains-R. 62(2010) 61(2009) 62(2008) 53(2007) 61(2006) Lrng Gains-M. 81(2010) 84(2009) 83(2008) 77(2007) 79(2006) Gains-R.25% 55(2010) 54(2009) 62(2008) 55(2007) 64(2006) Gains-M.-25% 74(2010) 79(2009) 82(2008) 71(2007) N/A(2006)
Assis Principal	Dr. Angela Thomas-Dupree	Florida International University, Florida. Bachelor of Science, Family and Consumer Science, 1995 Florida International University, Florida. Masters in Family and Consumer Science, 1997 Florida International University, Florida. Certificate in Educational Leadership, 1999 Nova Southeastern University, Florida. Doctor of Education, 2003	4	9	Vice Principal of Miami Lakes Educational Center from 2009-2010 Assistant Principal of Miami Lakes Educational Center from 2005-2009 Assistant Principal of Lindsay Hopkins Technical Education Center from 2003-2004 School Grade ?(2010) A(2009) A(2008) B (2007) A(2006) AYP N(2010) N(2009) N(2008) N(2007) P (2006) High Stds R. 62(2010) 57(2009) 53(2008) 44(2007) 45(2006) High Stds.M. 85(2010) 87(2009) 85(2008) 76(2007) 78(2006) Lrng Gains-R. 62(2010) 61(2009) 62(2008) 53(2007) 61(2006) Lrng Gains-M. 81(2010) 84(2009) 83(2008) 77(2007) 79(2006) Gains-R.25% 55(2010) 54(2009) 62(2008) 55(2007) 64(2006) Gains-M.-25% 74(2010) 79(2009) 82(2008) 71(2007) N/A(2006)
Assis Principal	Valentina A. Diaz	Florida International University, Florida Bachelor in Education, 1975 Nova Southeastern University, Florida Master's Degree, 1979	1	13	Temporary Assistant Principal of Miami Lakes Educational Center from 2009-2010 Temporary Assistant Principal of Hialeah-Miami Lakes Senior High from 2009-2009 Senior Assistant Principal of Barbara Goleman Senior High from 2008-2009 Instructional Staff Officer from 1999 - 2008 School Grade ?(2010) D(2009) C(2008) N/A(2007) N/A(2006) AYP N(2010) N(2009) N(2008) N/A(2007) N/A(2006) High Stds R. 62(2010) 25(2009) 37(2008) N/A(2007) N/A(2006) High Stds.M. 85(2010) 57(2009) 67(2008) N/A(2007) N/A(2006) Lrng Gains-R. 62(2010) 43(2009) 53(2008) N/A(2007) N/A(2006) Lrng Gains-M. 81(2010) 72(2009) 76(2008) N/A(2007) N/A(2006) Gains-R.25% 55(2010) 46(2009) 54(2008) N/A(2007) N/A(2006) Gains-M.-25% 74(2010) 70(2009) 70(2008) N/A(2007) N/A(2006)
		Florida International University, Florida. Bachelors in Elementary Education, 1992			Assistant Principal of Miami Lakes Educational Center from 2004-2010 School Grade ?(2010) A(2009) A(2008) B (2007) A(2006) AYP N(2010) N(2009) N(2008) N(2007) P

Assis Principal	Juan R. Gonzalez	St Thomas University, Florida. Masters in Guidance and Counseling, 1997 Nova Southeastern, Florida. Certification in Educational Leadership, 2000	9	9	(2006) High Stds R. 62(2010) 57(2009) 53(2008) 44(2007) 45(2006) High Stds.M. 85(2010) 87(2009) 85(2008) 76(2007) 78(2006) Lrng Gains-R. 62(2010) 61(2009) 62(2008) 53(2007) 61(2006) Lrng Gains-M. 81(2010) 84(2009) 83(2008) 77(2007) 79(2006) Gains-R.25% 55(2010) 54(2009) 62(2008) 55(2007) 64(2006) Gains-M.-25% 74(2010) 79(2009) 82(2008) 71(2007) N/A(2006)
Assis Principal	Thomas W. Jenkins	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	8	11	Assistant Principal of Miami Lakes Educational Center from 2004-2010 School Grade ?(2010) A(2009) A(2008) B(2007) A(2006) AYP N(2010) N(2009) N(2008) N(2007) P(2006) High Stds R. 62(2010) 57(2009) 53(2008) 44(2007) 45(2006) High Stds.M. 85(2010) 87(2009) 85(2008) 76(2007) 78(2006) Lrng Gains-R. 62(2010) 61(2009) 62(2008) 53(2007) 61(2006) Lrng Gains-M. 81(2010) 84(2009) 83(2008) 77(2007) 79(2006) Gains-R.25% 55(2010) 54(2009) 62(2008) 55(2007) 64(2006) Gains-M.-25% 74(2010) 79(2009) 82(2008) 71(2007) N/A(2006)
Assis Principal	Michael Tandlich	Florida International University, Florida. Bachelors of Science in Physical Education, 1979 Nova Southeastern University, Florida. Masters in Educational Leadership, Jan 1999.	2	5	Senior Assistant Principal of Miami Lakes Educational Center from 2008-2010: Assistant Principal of Lawton Chiles Middle School from 2005-2008 Teacher at Lawton Childes Middle School from 2005 School Grade ?(2010) A(2009) A(2008) B(2007) A(2006) AYP N(2010) N(2009) N(2008) N(2007) P(2006) High Stds R. 62(2010) 57(2009) 59(2008) 56(2007) 59(2006) High Stds.M. 85(2010) 87(2009) 58(2008) 58(2007) 55(2006) Lrng Gains-R. 62(2010) 61(2009) 64(2008) 58(2007) 72(2006) Lrng Gains-M. 81(2010) 84(2009) 70(2008) 69(2007) 70(2006) Gains-R.25% 55(2010) 54(2009) 77(2008) 67(2007) 77(2006) Gains-M.-25% 74(2010) 79(2009) 73(2008) 72(2007) N/A(2006)
Assis Principal	Ana M. Varona	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)	1	2	Assistant Principal of Miami Lakes Educational Center Data from 2009-2010: Temporary Adult Assistant Principal of Southwest Senior Adult from 2008–2009 Teacher at Southwest Miami Senior High School from 2002–2008 School Grade ?(2010) N/A(2009) B(2008) C(2007) B(2006) AYP N(2010) N/A(2009) N(2008) N(2007) P(2006) High Stds R. 62(2010) N/A(2009) 44(2008) 40(2007) 42(2006) High Stds.M. 85(2010) N/A(2009) 72(2008) 62(2007) 66(2006) Lrng Gains-R. 62(2010) N/A(2009) 56(2008) 52(2007) 60(2006) Lrng Gains-M. 81(2010) N/A(2009) 78(2008) 59(2007) 73(2006) Gains-R.25% 55(2010) N/A(2009) 55(2008) 54(2007) 60(2006) Gains-M.-25% 74(2010) N/A(2009) 75(2008) 66(2007) N/A(2006)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each

school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Title I Reading Coach	Raquel Hernandez	Barry University, Miami. Bachelors in Education, 1997

University of Miami, Miami. Master's Degree, 2002

Certification in Primary Ed. (K-3), Elementary Education (1-6), Reading (K-12), ESOL(K-12) | 2 | 3 | 2008-2010: Reading Coach at Miami Lakes Educational Center

2007-2008: Reading Coach at Barbara Goleman Senior High

2005-2007: Teacher at Hialeah Gardens Elementary

School Grade ?(2010) A(2009) C(2008) A(2007) A(2006)
AYP N(2010) N(2009) N(2008) Y(2007) Y(2006)
High Stds R. 62(2010) 57(2009) 37(2008) 77(2007) 79(2006)
High Stds.M. 85(2010) 87(2009) 67(2008) 73(2007) 70(2006)
Lrng Gains-R. 62(2010) 61(2009) 53(2008) 66(2007) 70(2006)
Lrng Gains-M. 81(2010) 84(2009) 76(2008) 62(2007) 80(2006)
Gains-R.25% 55(2010) 54(2009) 54(2008) 53(2007) 71(2006)
Gains-M.-25% 74(2010) 79(2009) 70(2008) 70(2007) N/A(2006) |
| Title I Reading Coach | Nathan Robinson | University of Florida, Gainesville, FL. Bachelor of Arts in English, 1980

Certification in English (6-12); Elementary Education (1-6); ESOL (K-12); Reading (K-12) | 1 | 1 | 2009-2010: Reading Coach at Miami Lakes Educational Center

2008-2009: Teacher at North Glade Elementary School

2006-2008: Reading Teacher at Booker T. Washington High School

2005-2006: Teacher at North Glade Elementary School

School Grade ?(2010) A(2009) D(2008) F(2007) A(2006)
AYP N(2010) N(2009) N(2008) N(2007) P(2006)
High Stds R. 62(2010) 74(2009) 15(2008) 13(2007) 74(2006)
High Stds.M. 85(2010) 70(2009) 43(2008) 41(2007) 71(2006)
Lrng Gains-R. 62(2010) 71(2009) 38(2008) 41(2007) 68(2006)
Lrng Gains-M. 81(2010) 62(2009) 71(2008) 68(2007) 71(2006)
Gains-R.25% 55(2010) 68(2009) 56(2008) 63(2007) 64(2006)
Gains-M.-25% 74(2010) 59(2009) 84(2008) 76(2007) N/A(2006) |

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings with new teachers	Principal, Vice Principal, Assistant Principals, Academy Leaders, and Department Heads	On-going	
2	Provide opportunities for leadership within the academies	Principal, Vice Principal, Assistant Principals	On-going	
3	Provide opportunities for Professional Development	PD Liaison	On-going	
4	Partnering new teachers with veteran staff	Vice Principal, Assistant Principals	On-going	

| 5 | Soliciting referrals from current employees | Principal | On-going | |

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Maria T. Artime	Business Education, Exceptional Student Education, MG Math	Language Arts English and Intensive Reading	Teacher is currently enrolled in Reading Endorsement Course.
Joseph L. Walpole	English	Language Arts English and Intensive Reading	Teacher is currently enrolled in Reading Endorsement Course.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
88	3.4%(3)	12.5%(11)	37.5%(33)	46.6%(41)	42.0%(37)	97.7%(86)	9.1%(8)	8.0%(7)	18.2%(16)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Raquel Hernandez, Reading Coach	Gladys Duran	First year teacher.	Teacher will consult weekly with the Reading Coach.
Jose Fernandez, Math Chairperson	Jose Laguna	First year teacher.	Chairperson will meet weekly with the mentee.
Michael Sanchez, Science Chairperson	Kristian Rovira	First year teacher.	Chairperson will meet weekly with the mentee.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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 are assisted through after-school 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 has two Title I Reading coaches who provide 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 Reading coaches coordinate programs to 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 provides 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

When issues arise with homelessness, the school refers the parents to Project Upstart. Project Upstart provides shelter information for the family as well as transportation for the student to and from school. These services are offered to students identified under the McKinney-Vento Act. Services are provided upon identification and classification of a student as homeless.

Supplemental Academic Instruction (SAI)

N/A

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

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through: developing (with on-going parental input) our Title I School-Parent Compact for all students; continuing the Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents. Schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules, as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rv. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

School Improvement Grant Fund/ School Improvement Grant Initiative

Miami Lakes Educational Center receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, evidenced-based strategies, and web-based programs. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Response to Instruction/Intervention (RtI)

Identify the school-based RtI Leadership Team.

The RtI model is instituted by members of multidisciplinary comprise of:

1. The school's RtI Leadership Team includes:
• Administrators
• Instructional Coaches
• Career/Technical Education (CTE) Academy Leaders
• Department Chairs
• General Education Teachers

2. Additional personnel may serve as resources to the team, based on specific problems or concerns as warranted, such as:
• Academic and Behavior Specialists
• Special Education Personnel
• School Guidance Counselors
• School Psychologist
• School Social Worker
• Member of Advisory Group
• Community Stakeholders

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The RtI Leadership Team will:
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 adequate yearly progress.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The development and implementation of the SIP has been delegated to selected members of the Leadership Team.
Throughout the year, items are updated through discussion at monthly leadership meetings.
Accountability for positive outcomes for all students is the shared responsibility of all personnel.
1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data-gathering and data analysis
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention within their area of responsibility.
3. The Leadership Team will provide levels of support and interventions to students based on data within their area of responsibility.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. 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

- 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

2. Managed data will include:
Academic
- FCAT
- Interim Assessments
- FAIR Assessment
- Student Grades

Behavior
- Student Case Management System
- Detentions
- Suspensions/Expulsions
- Referrals by Student Behavior
- Team Climate Surveys
- Attendance

Describe the plan to train staff on RtI.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

James V. Parker, Principal Site-based administrator
Dr. Ana Lopez-Ochoa, Vice Principal Site-based administrator
Michael Tandlich, Senior Assistant Principal Site-based administrator
Valentina Diaz, Assistant Principal Site-based administrator
Raquel Hernandez Title I Instructional Coach
Nathan Robinson Title I Instructional Coach
Erica Evans, Cambridge Academy Career/Technical Education (CTE) Academy Leader
Matais Oxidine, Communication Entertainment Academy Career/Technical Education (CTE) Academy Leader
Michael Bevilacqua, Entrepreneurship Academy Career/Technical Education (CTE) Academy Leader
Glenda Algaze, Health Academy Career/Technical Education (CTE) Academy Leader
Marlon Vernon, Information Technology Academy Career/Technical Education (CTE) Academy Leader
Gayla Williams, Freshman Academy Career/Technical Education (CTE) Academy Leader
John Moffi, Social Studies Department Chair
Michael Sanchez, Science Department Chair
Stephania Biddings, Language Arts Department Chair
Jose Fernandez, Math Department Chair
Luz Escobar, Special Education Department Chair
Charles Green, Media Specialist Department Chair
Ana Tigerino, Student Services Department Chair
Helena Castro Activities Director

Describe how the school-based LLT functions (e.g., meeting processes and roles/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 adequate yearly progress.

What will be the major initiatives of the LLT this year?

Mathematics Initiatives
1. Suggestions for improving non-mastery target areas include:
• Align 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, manipulatives 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 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.

NCLB Public School Choice

▪ Notification of (School in Need of Improvement) SINI Status
  No Attached a copy of the Notification of SINI Status to Parents

▪ Public School Choice with Transportation (CWT) Notification
  No Attached a copy of the CWT Notification to Parents

▪ Notification of (School in Need of Improvement) SINI Status
  No Attached a copy of the SES Notification to Parents

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The Literacy Leadership Team (LLT) is based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. Reading strategies will be implemented in all academic and CTE classrooms with the assistance of the Literacy Leadership Team (LLT). Common reading strategies will be supported throughout the school by the Title I Instructional Coaches. 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.

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Miami Lakes Educational Center (MLEC) has a unique history in Miami-Dade County Public Schools; it was designed to house academies and career based technical programs. Students apply to MLEC, indicating their technical pathway of choice. Upon admission to MLEC students are placed into their selected Career Technical Academy.
To support students' efforts, Career Technical Educators (CTE) and core academic teachers provide an interdisciplinary curriculum within the academy holding the students greatest interest, resulting in core academic instruction related to their grade level class with an emphasis on their future careers. MLEC has five career-technical academies: Cambridge, Entrepreneurship, Health, Communications/Entertainment, and Information Technology. This model will create a highly qualified future workforce by offering state-of-the-art academic, career, and technical education to all our students.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The ACT Online Prep Program, funded by the Title I Program, was made available to all students during the second semester of the 2009-2010 school year. This allowed students the opportunity to receive individualized preparation and feedback in preparation for the ACT and post secondary endeavors. Every student received an individual password and instructions to access the ACT Online Prep Program from home and /or school.

The Student Services Team provides MLEC students and parents with information on post-secondary institutions, transition and readiness. The CAP Advisor and 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 under CAP Corner. Individual help was provided through the CAP advisor for students and parents as requested. Additionally, the CAP Advisor will organize weekly college visitation during lunch where students, parents, and staff can gather information from local, state and national post secondary schools as well as local businesses. Also, students may attend individual college conferences at school and are urged to attend the annual NACAC Miami National College Fair. The CAP advisor will continue to organize and implement field trips to such areas as local colleges and universities.

In the 2009-2010 school year, the Exit Interview Surveys, completed by seniors, reported the following: 101 (28 percent) students were accepted to 4 year institutions, 222 (61 percent) 2 year community college, 23 (6 percent) adult/vocational tech, 3 (1 percent)military, and 13 (4 percent) other/work.
Students at MLEC start from their CTE 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.

In the 2009-2010 school year, all graduates from Miami Lakes Educational Center (MLEC) completed 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 2009-2010 school year, Miami Lakes Educational Center continued offering its Advanced International Certificate of Education (AICE) and advanced placement (AP) courses, as well as numerous dual enrollment courses available.

MLEC recognizes the importance of college readiness exams such as the PSAT, SAT, and ACT. All tenth graders comply with the district's mandate to take the PSAT. Student scores are 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 the 2009-2010 school year, the following number of scholarships was awarded through Florida Bright Futures – four Florida Academic Scholars granted, 61 Florida Medallion Scholars, and twelve Florida Gold Seal Vocational.

In 2009 – 2010 MLEC and Miami Dade College (MDC) partnered and gave numerous administrations of the CPT here at our school. Student's scores were printed instantly at the end of the exam and interpretation of scores was issued by the test administrator. Based on those scores, students understood their strengths and weaknesses in mathematics, reading and writing and whether they could take college level classes or remedial classes at MDC.

MLEC will continue to encourage students to take AP, AICE, and/or dual enrollment classes. In addition, the school will continue to conduct classroom visits (provided by the CAP advisor), to share information and requirements for post secondary

institutions as well as scholarship information available through Florida Bright Futures and any other scholarships available.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>School Feedback Report</u>

Analysis of college readiness is based on the latest data available – 2008 - from the High School Feedback Report. The percent of 2008 (latest information available) 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 in Fall 2008 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.

• MLEC will recognize the importance of college readiness exams by increasing the percentage of students participating in the ACT. MLEC will continue to be a test center and provide numerous administrations of the ACT exam .

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	The result of the 2010 FCAT Reading Test indicates 33% of students achieved Level 3 proficiency. Our goal for the 2010-2011 school year is to increase Level 3 student proficiency by 2 percentage points to 35%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
33%(279)	35%(296)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2010 FCAT Reading Assessment revealed that Category 2: Reading Application is the targeted area. Students lack higher-order thinking skills necessary to be successful readers. Students demonstrate difficulty in evaluating descriptive language and text features in both fiction and nonfiction.	Develop a rotation schedule for Title I Instructional Coaches to support targeted instruction following the NGSSS and the use of explicit strategies. Practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Emphasize instruction that helps students build stronger arguments to support their answers.	Administration LLT	Monitor and review the results of ongoing assessments focusing on higher-order reasoning skills in Language Arts.	Formative: Interim Assessments (IA) and student work samples. Summative: Results from the 2011 FCAT Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	The results of the 2010 FCAT Reading Test indicate 27% of students achieved Level 4 or Level 5 proficiency. Our goal for 2010-2011 school year is to increase Level 4 and Level 5 student proficiency by 2 percentage points to 29%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
27%(234)	29%(251)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	The 2010 FCAT Reading Assessment revealed that Category 2: Reading Application is the targeted area. The students lack the ability to use analytical strategies to locate, interpret, and organize information within and across texts. Students lack higher-order thinking skills while reading nonfiction texts.	Use real-world and public documents to locate, interpret and organize information.	Administrators LLT	Monitor evidence of application of common strategies and techniques.	Formative: Interim Assessments (IA), and student work samples. Summative: Results from the 2011 FCAT Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	The results of the 2010 FCAT Reading Test indicate 62% of students made learning gains. Our goal for 2010-2011 school year is to increase the number of students making learning gains by 10 percentage points to 72%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
62%(527)	72%(612)

Problem-Solving Process to Increase Student Achievement

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1	The 2010 FCAT Reading Assessment revealed that Category 2: Reading Application is the targeted area. Students demonstrate a deficiency in analyzing and evaluating information from a variety of texts	Develop a rotation schedule for Title I Instructional Coaches to support targeted remedial strategies and the use of explicit intervention strategies in analyzing and evaluating information text.	Administration RtI Team	Review data reports (FAIR and Interim Assessments) to ensure progress is being made and remedial and intervention instruction is adjusted.	Formative: FAIR, Interim Assessments and teacher feedback. Summative: Results from the 2011 FCAT Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	The results of the 2010 FCAT Reading Test indicate 55% of students in the lowest 25% made learning gains. Our goal for 2010-2011 school year is to increase the number of students making learning gains by 10 percentage points to 65%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
55%(117)	65%(138)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2010 FCAT Reading Assessment revealed that Category 2: Reading Application is the targeted area. Students lack the necessary skills to inference, draw conclusions, and identify implied main idea and author's purpose.	Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Implement after school tutorials utilizing instructional technology including E2020 and Reading Plus.	Administration RtI Team	Review of tutorial data and attendance to ensure progress is being made.	Formative: FAIR, Interim Assessments and teacher feedback. Summative: Results from the 2011 FCAT Reading Assessment and CELLA Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	The results of the 2010 FCAT Reading Test indicate that AYP was met in all ethnic subgroups through Safe Harbor.

Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
Black: 46%(79)Hisp: 63%(398)	Black: 51%(88)Hisp: 67%(423)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: N/A Black: As noted on the 2010 FCAT Reading Test, the Black subgroup met AYP through Safe Harbor. Appropriate and timely placement of students in this subgroup has been an obstacle. Hispanic: As noted on the 2010 FCAT Reading Test, the Hispanic subgroup met AYP through Safe Harbor. Appropriate and timely placement of students in this subgroup has been an obstacle. Asian: N/A American Indian: N/A	Utilizing data identify tier 2 and 3 students and place in appropriate intervention within the first two weeks of the 2010-2011 school year and monitor progress monthly	RtI Team	RtI Leadership Team will meet to monitor student progress and effectiveness of program delivery using data from identified intervention assessments.	Formative: FAIR, Interim Assessments, and teacher feedback. Summative: Results from the 2011 FCAT Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	N/A
Reading Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	N/A
Reading Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	The results of the 2010 FCAT Reading Test indicate that AYP was met in all Economically Disadvantaged subgroup through Safe Harbor.
Writing Goal #5D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*

58%(330)	62%(353)

| | Problem-Solving Process to Increase Student Achievement | | | | |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2010 FCAT Reading Test, the Economically Disadvantaged subgroup met AYP through Safe Harbor.

Appropriate and timely placement of students in this subgroup has been an obstacle. | Utilizing data identify tier 2 and 3 students and place in appropriate intervention within the first two weeks of the 2010-2011 school year and monitor progress monthly. | RtI Team | RtI Leadership Team will meet to monitor student progress and effectiveness of program delivery using data from identified intervention assessments. | Formative: FAIR, Interim Assessments, and teacher feedback.

Summative: Results from the 2011 FCAT Reading Assessment. |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Item Specs for Next Generation Sunshine State Standards (NGSSS) in Language Arts, Reading, and Math (1.1)	9-12	Department Heads	Instructors	September 7, 2010	Evidence of NGSSS in lesson plans and pacing guides	Administrative team Literacy Leadership Team
Using Real-world Documents to Advance Comprehension (2.1)	9-12	Title I Reading Coaches	School-Wide	November 2, 2010	Evidence of real-world documents in classrooms	Administrative Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Reading Goals

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	The results of the 2010-2011 FCAT Mathematics Test indicates 33% of students achieved Level 3 proficiency. Our goal for 2010-2011 school year is to increase Level 3 student proficiency to 32%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
31%(261)	32% (270)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted 2010, 2009, 2008 administration of the FCAT Mathematics Test was Geometry. This deficiency is due to inadequate preparation in the foundations of geometry.	Develop school site mathematics course-alike learning teams to build the capacity to research, discuss, design and implement organizational strategies emphasizing geometry.	Administrative Team LLT	Review assessment data reports to ensure progress is being made and instruction is adjusted	Formative: Interim Assessments (IA), Edusoft reports, student work samples. Summative: Results from the 2011 FCAT Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	The results of the 2010-2011 FCAT Mathematics Test indicates 51% of students achieved proficiency at Level 4and 5. Our goal for 2010-2011 school year is to increase Level 4 and 5 student proficiency to 52%.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
51%(437)	52%(446)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Level 4 and 5 students showed no improvement in number sense as noted on the 2010 administration of the FCAT Mathematics Test due to a dependency on technology for basic	Provide inductive reasoning strategies that include discovery learning activities.	Administrative Team LLT	Ongoing review assignments and assessments that target application of the skills taught.	Formative: Interim Assessments (IA), student work Summative: Results from the 2011 FCAT

				Mathematics Assessment. samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	On the 2010-2011 FCAT Mathematics Test 81% of students made learning gains. Our goal for 2010-2011 school year is to maintain the percentage of students making learning gains.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
81%(689)	81%(689)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack the ability to use and apply mathematical terminology and concepts.	Provide all students with explicit instruction to build and investigate mathematical models, objects, figures, diagrams, and graphs in order to provide a tangible means to explore and understand core mathematics concepts.	Administrative Team RtI Team	Review assessment reports to adjust instruction as needed to ensure progress is being made and students are making learning gains	Formative: Interim Assessments (IA), Edusoft reports, student work samples. Summative: Results from the 2011 FCAT Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	On the 2010-2011 FCAT Mathematics Test
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
74%(157)	84%(179)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The lowest quartile students showed a deficiency in the basic foundations of mathematical concepts as noted on the 2010 administration of the FCAT Mathematics Test.	1. Identify lowest performing students based on instructional needs. 2. Increase the use of Internet-based mathematical programs	RtI Leadership Team	Review assessment reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Intervene as necessary, based on	Formative: Frequent progress monitoring, interventions as assessments, student work samples. District Interims (IA)

		through the M-DCPS portal in order to provide practice with the investigation of the symbols and rules of algebra and how they are used to represent relationships. 3. Correlate instruction to deficiencies.		the RtI model	Summative: Results from the 2011 FCAT Mathematics Assessment
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	The results of the 2009-2010 FCAT Mathematics Test indicates that 67% of the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 70% by providing appropriate remediation and interventions.

Mathematics Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
Black: 67%(115)	Black: 70%(120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The scores for the Black subgroup in the Geometry strand have been inconsistent.	Provide inductive reasoning strategies that include discovery learning activities.	Administrative Team RtI Leadership Team	Monitor assessments and alter academic goals using student data.	Formative: Frequent progress monitoring, interventions as assessments, student work samples. Interim Assessment Summative: Results from the 2011 FCAT Mathematics Assessment.
2	The scores for the Black subgroup in the Geometry strand have been inconsistent.	Provide inductive reasoning strategies that include discovery learning activities.	Administrative Team RtI Leadership Team	Monitor assessments and alter academic goals using student data.	Formative: Frequent progress monitoring, interventions as assessments, student work samples. Interim Assessment Summative: Results from the 2011 FCAT Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	N/A			
Mathematics Goal #5B: English Language Learners (ELL)				
2010 Current Level of Performance:*	2011 Expected Level of Performance:*			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	N/A			
Mathematics Goal #5C: Students with Disabilities (SWD)				
2010 Current Level of Performance:*	2011 Expected Level of Performance:*			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	The results of the 2009-2010 FCAT Mathematics Test indicate that the Economically Disadvantaged (ED) subgroup achieved proficiency.
Writing Goal #5D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Provide training on the use of Next Generation Sunshine State Standards (NGSSS) in Mathematics.	9-12	PD Liason TBA	9-12	Early Release	Grade level planning sessions with evidence of NGSSS in instructional activities	Site-administrators
Best Practices in Mathematics	9-12	PD Liason TBA	9-12 course-alike learning teams	Early Release	Evidence of best practice activities in student work folders	Site-administrators
Use of technology	9-12	PD Liason TBA	9-12 course-alike learning teams	After school meetings	Evidence of technology use in grade level planning sessions	Site administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area (1) - Develop school site mathematics course-alike learning teams.	Purchase state-of-the art document camera to support the inductive reasoning strategies in Geometry.	Small Learning Community (SLC)	$4,125.00
		Subtotal: $4,125.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Goal Area (1) - Develop school site mathematics course-alike learning teams.	Substitute funds to provide release time for course-alike teams to view best practices.	Small Learning Community (SLC)	$1,600.00

	Subtotal: $1,600.00	
	Grand Total: $5,725.00	

Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	On the 2010 administration of the Science FCAT 28% of the students achieved Level 3 proficiency. The expected level of performance for 2011 is 31% proficiency.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
28%(96)	32%(107)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The data deficiency as noted on the FCAT 2010 Science assessment is Life Science. This is due to students lacking higher order reasoning skills to increase levels of proficiency.	Provide students opportunities to participate in lab/project oriented activities in order to strengthen high order reasoning skills. Implement technology-enhanced instruction that uses online-virtual manipulatives (ExploreLearning GIZMOS) Encourage teamwork and cooperative learning through programs such as SECME, Fairchild challenge, and Science and Engineering Fair	LLT	Review school-site assessment data reports to monitor progress. Through department meetings obtain teacher feedback on effectiveness of lab activities, and student participation.	Formative: Interim Assessments (IA), district reports, student work samples. Summative: Results from the 2012 FCAT Science Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	On the 2010 administration of the Science FCAT 5% of the students scored above proficiency (Level 4 and 5). The expected level of performance for 2011 is 8% proficiency.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
5%(16)	8%(27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support engaging in hands-on, real-world STEM applications through projects and activities.	Identify students scoring at level 4 or 5 on the FCAT Reading and mathematics section and expose students to university and industry experts in science, technology, engineering, and mathematics (STEM) Mentor these students in activities that incorporate interdisciplinary approaches to education through environmental projects and activities.	LLT	Review participation records on project/lab based learning activities. (Fairchild Challenge, Science Fair, SECME, clubs, etc. (STEM related activities)	Formative: School developed rubric. Student work samples Summative: Results from the 2012 FCAT Science Assessment.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Small group activities in Science utilizing reading strategies	9-12	Title I Literacy coaches	All Science teachers	On-going through out the year	Use of strategies in classroom – evidence in lesson plans	Site administrator
Training on technology use in the classroom	9-12	District Science Trainer	All Science teachers	October	Use of hardware in classroom	Site administrator
Use of Next Generation Sunshine State Standards (SSS) in Science.	9-12	On-Site teacher trainer	All Science teachers (Focus on Life Science)	September	Evidence of use in lesson plans and classroom instruction	Site administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing

Writing Goal #1:	The result of the 2009-2010 FCAT Writing Test indicates that 99% of students achieved Level 3 proficiency.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
99%(403)	99%(403)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2010 administration of the FCAT Writing Test was focus and elaboration.

Students lack the necessary skills to provide connection to their main idea; and further develop the details identified in their written responses. | 1. Students will participate in small-group tutorials to review anchor papers with emphasis on elaboration of details, and connection to the central idea.

2. Create precision and interest by elaborating main ideas through supporting details (e.g. facts, statistics, expert opinions, anecdotes) a variety of sentence structures, creative language devices, and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language.

Students will use clarity of content, organization, and word choice through peer-sharing and editing. | Literacy Leadership Team (LLT) | Review monthly writing assignments to ensure that progress is being made and adjust interventions/focus as needed. | Formative: Student scores on writing assessments.

Summative: 2011 FCAT Writing Assessment |

		Students will use the peer-sharing method to revise and edit writing samples and participate in writing conferences using the writing rubric.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	The results of the 2009-2010 FCAT Writing Test indicate that all ethnic subgroups met AYP.

Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	N/A

Writing Goal #2B: English Language Learners (ELL)

2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	N/A

Writing Goal #2C:	

Writing Goal #2C: Students with Disabilities (SWD)	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	The results of the 2009-2010 FCAT Writing Test indicate that the Economically Disadvantaged subgroup met AYP.

Writing Goal #2D: Economically Disadvantaged	
2010 Current Level of Performance:*	2011 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilizing writing rubrics to better design differentiated instruction for targeted	English/ Language Arts	PD Facilitator Mary Jones	The Language Arts Department	Early Release	Literacy Leadership Team will monitor student progress and the effectiveness of writing instruction.	Classroom walk through documenting use of rubrics.

students.						
Student use of self-editing strategies.	English/ Language Arts	PD Facilitator Mary Jones	The Language Arts Department	Early Release	Literacy Leadership Team will monitor student progress and the effectiveness of writing instruction.	Student scores. Classroom walk through documenting use of self-editing

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2010 -2011 school year is to increase attendance to 97.44% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.
2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*
96.94%(1505)	97.44%(1512)
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
243	231
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
1026	975

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance rate from previous year decrease and tardiness increased due to the following reasons: - The outbreak of the HINI virus. - Transportation; inability of students to access bus services	1. Conduct grade level assemblies in order to address school/district attendance policy. 2. Provide parent/student with information on support services available that suite the individual need of the student. 3. Use daily/weekly attendance reports to identify students with excessive absences/tardies, and conduct conferences, by phone or in person, with students/ parents to identify the reason for absences. 4. Refer students who may be developing a pattern of absences to the Student Support Team (SST) for intervention. As needed, place student on an attendance contract.	Assistant Principal and/or designee.	Weekly updates to administration and to entire staff during monthly faculty meetings.	Use monthly/daily attendance rosters to monitor attendance and evaluate progress

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	9-12 Attendance	Staff from Attendance Services and Counselors	All teachers, counselor and attendance clerk	September 9, 2010	The Attendance Specialist and an Assistant Principal will monitor the implementation of a Truancy Intervention Program along with instructions and staff.	Assistant Principal and Attendance Specialist

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2010-2011 school year is to decrease the total number of suspensions by10%.
2010 Total Number of In –School Suspensions	2011 Expected Number of In- School Suspensions
0	0
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
0	0
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
21	19
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
19	17
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As a school of choice, Miami Lakes Educational Center does not exercise indoor	1. Academy orientation to review the Code of Student Conduct with teachers, parents and	Administrative Team	Monitor COGNOS report on student outdoor suspension rate. Discuss progress during	COGNOS Reports Daily Attendance Monthly SCAM reports

| | 1 | suspension due to satisfactory conduct requirements for admission. Outdoor suspensions are based on level of offense as per the Code of Student Conduct. Due to district budgetary constraints the school has limited resources to implement alternative suspension strategies. | students for appropriate behavior. 2. Provide students with an agenda which includes the Code of Student Conduct. 3. As an alternative to outdoor suspension, implement an after school detention program. 4. Provide counseling sessions for parents and students as an alternative to outdoor suspension. | | administrative meetings. | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	9 - 12	CIS	School wide	September 7, 2010	Utilize classroom walk-through to monitor teachers' enforcement of the Student Code of Conduct. Monitor SPOT Success monthly report.	Administration
Classroom Management Strategies	9 - 12	CIS	School wide	September 9, 2010	Workshop to review classroom management strategies with teachers	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Administrator or School Counselor will contact parents of students who have been placed on outdoor suspension. Parents will be provided with an alternative to suspension by attending training provided by the Parent Academy	Printing of Student Code of Conduct	EESAC	$50.00
			Subtotal: $50.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $50.00

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2009-2010 school year.*	Our goal for the 2010-2011 school year is to decrease the dropout rate by 0.5 percentage points and increase graduation rate by 2 percentage points.
2010 Current Dropout Rate:*	2011 Expected Dropout Rate:*
0.13%(2)	0%
2010 Current Graduation Rate:*	2011 Expected Graduation Rate:*
92.61% (351)	92.61%(351)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The dropout rate is statistically insignificant to those students who transfer to their home school.	Identify and meet with at-risk students and discuss the Student Progression Plan options and credit recovery programs in order to enroll the student in alternative education options.	Student Services Chair	Monitor enrollment log of at-risk students registering for alternative programs.	Enrollment Log
2	The graduation rate may be affected next year due to the loss of student services personnel (counselor) to provide support to parents of At-risk students.	Provide parents and students with Professional Development regarding graduation requirements and available resources to ensure students receive proper support.	School Counselors	Monitor student progress through quarterly progress reports and report card.	Compare graduation rate to the previous school year.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	9-12	Guidance Counselor	School-Wide	September 14, 2010	Monitor Parent Sign-In Roster	Guidance Counselor

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2009-2010 school year, parent participation in schoolwide activities was 5%. Our goal for the 2010-2011 school year is to increase parental participation by 10% from 5% to 15%.
2010 Current Level of Parent Involvement:*	2011 Expected Level of Parent Involvement:*
5%	15%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of participation in schoolwide activities by parents of English Language Learners (ELL)	Provide parents with advanced notification (in parents' home language) of school events and activities. Stager events time to provide parents with multiple opportunities to attend events.	Administration and CIS Specialist.	Utilize sign in sheets, rosters and logs to determine the number of parents attending schools community events.	School and Title I Sign in sheets, rosters and telephone logs. CIS Reports
2	Parents limited access to resources available through the Parent Portal	Provide Professional Development in the Parent Resource Center on the use of the Parent Portal.	Administration and CIS Specialist.	Utilize sign in sheets, rosters and logs to determine the number of parents attending schools community events.	School and Title I Sign in sheets, rosters and telephone logs. CIS Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructions for parents on the use of the on-line Parent Portal to monitor student progress	9-12	Selected School Staff	Parent Academy/ Portal Workshop	September 14, 2010	Effectiveness will be determined by event attendance and staff feedback	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Goal Area (1) - Develop school site mathematics course-alike learning teams.	Purchase state-of-the art document camera to support the inductive reasoning strategies in Geometry.	Small Learning Community (SLC)	$4,125.00
Suspension	Administrator or School Counselor will contact parents of students who have been placed on outdoor suspension. Parents will be provided with an alternative to suspension by attending training provided by the Parent Academy	Printing of Student Code of Conduct	EESAC	$50.00
				Subtotal: $4,175.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Goal Area (1) - Develop school site mathematics course-alike learning teams.	Substitute funds to provide release time for course-alike teams to view best practices.	Small Learning Community (SLC)	$1,600.00
				Subtotal: $1,600.00
				Grand Total: $5,775.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞎ Intervene   ꞎ Correct II   ꞎ Prevent II   ꞎ Correct I   ꞎ Prevent I   ꞎ NA

Show Attached School's Differentiated Accountability Checklist of Compliance (Uploaded on 10/1/2010 12:39:12 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

EESAC activities will support implementation of SIP. The EESAC Committee will meet on a monthly basis to address concerns raised by the Literacy Leadership Team to provide support and enhance student achievement.	$8,000.00

Describe the activities of the School Advisory Council for the upcoming year

EESAC will entertain requests from department heads and academy leaders in support of SIP initiatives.

AYP DATA

SCHOOL GRADE DATA

Dade School District MIAMI LAKES EDUCATIONAL CENTER 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	87%	86%	40%	270	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	84%			145	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	79% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					558	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI LAKES EDUCATIONAL CENTER 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	85%	86%	38%	262	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	83%			145	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	82% (YES)			144	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI LAKES EDUCATIONAL CENTER 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	76%	86%	41%	247	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	77%			130	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	71% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					513	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested