FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 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 Approval

Last Modified on: 09-04-2009

VISION and MISSION STATEMENTS

VISION
To facilitate, promote and provide successful career training opportunities and high academic standards for secondary and post-secondary students designed to meet the challenges for an ever-changing global economy.

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

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Miami Lakes Educational Center (MLEC), a facility built on 38 acres of land, is located in the northwest section of Miami-Dade County, Florida. The post secondary center opened in 1976. The secondary program was added in 2000.

MLEC serves both secondary and post-secondary students. The neighboring community is mostly of Hispanic origin. MLEC has a variety of partners within the community, such as the Miami Lakes Chamber of Commerce, Florida Power and Light, and Headquarters' Toyota.

The secondary school has a population of approximately 1,600 students which consists of 79 percent Hispanic, 14 percent Black, 5 percent White, and 2 percent Other. The post-secondary school, with both general education classes as well as technical classes, has a population of approximately 1,100 students. The post-secondary Adult General Education program draws students from all over Miami-Dade County. Its population is composed of 53 percent Black, 41 percent Hispanic, 5 percent White, 1 percent Other.

Miami Lakes Educational Center has been classified as a Title I school for the 2009-2010 school year. Title I funding has been utilized to hire additional instructional personnel to improve student performance. The school receives the Title I grant, the Perkins grant for career education, and the Small Learning Community grant.

Miami Lakes Educational Center is a unique four-year school composed of five career academies (small learning communities): The Cambridge Academy, the Communications and Entertainment Academy, the Entrepreneurship Academy, the Information Technology Academy, and the Health Academy. Additionally, MLEC offers 14 Advanced Placement (AP) courses and six AICE courses.
MLEC's graduating class of 2009 was offered $3,055,600 in academic scholarships and accepted $2,151,100.
Since its inception, Miami Lakes Educational Center has been demonstrating educational gains. From 2002 through 2004, the school received a grade of C. In 2005, it improved to a B and by 2006 the school received its first A. In 2007 the school grade dropped to a B but then improved again to an A the following year. Miami Lakes Educational Center has maintained a grade of A since 2008.

Unique School Strengths for Next Year

Our record as an academy based school is exemplary. The school has achieved recognition as an "A" school for several years. Miami Lakes Educational Center led the District in the highest high school attendance by consistently achieving over 94% daily attendance rate.

New initiatives:

9th grade Academy
Currently awaiting approval to serve as a test center for ACT and SAT.

Awards:
? MLEC Technology Student Association (MLECTSA) was represented by 15 students in Orlando. MLECTSA finished as the number one high school representing Miami-Dade County, while placing 7th in the overall state tally.
? Many of MLEC's graduates have been accepted and will attend prestigious schools and colleges including Cornell University, Massachusetts Institute of Technology, Columbia University, West Point Military Academy, and Carnegie Mellon University.
? Entrepreneurship students competed in the 2009 Florida SkillsUSA.
? Two graduates were awarded the Gates Millennium Scholarship in Forensic Science and Engineering.
? A Technical Theatre student received the highest rating "Superior" for scene design.
? Cambridge Engineering students won the "Mayhem in Miami" competition with their Robots, Rattler I and Rattler II.
? A graduating senior received the Miami Herald's Silver Knight Award in journalism.
? For three consecutive years, the school has had a winner for the Broad Scholarship.

Progress in grade/AYP: Analysis of FCAT data demonstrates that mathematics achieved AYP.
Despite significant movement in most reading parameters, data indicates that Black and Hispanic subgroups did not meet AYP in reading.

Continuity of leadership/instructional staff:
Miami Lakes Education Center retains experienced staff. This is evidenced through data supplied by the Office of Strategic and School Improvement Planning (OSSIP). Ninety-one percent of the instructional staff is rated as "highly qualified teachers" with 10% Nationally Board certified.

Unique School Weaknesses for Next Year

Due to budgetary constraints, the school has had a reduction in force. This reduction of administration, faculty, and support staff severely limits the scheduling of common planning to aid in analyzing student data, designing differentiated lessons, and providing for collegial collaboration.

Title I allocations provide for the retention of a reading coach; however, the status of the itinerant reading coach position is uncertain at this time.

Miami Lakes Educational Center continues to demonstrate improvement under the Florida Comprehensive Assessment Test (FCAT) and AYP criteria. FCAT Content Cluster Analysis in reading shows growth in most content clusters for 9th and 10th grade. Ninth grade reading data shows increases in 3 of the 4 tested strands: 7 percentage point growth in words/phrases, 12 percentage point improvement in main idea/purpose and a 24 percentage point increase in comparisons. Tenth grade students improved in 3 of the 4 tested areas: 8 percentage points in main idea/purpose, 9 percentage points in comparison and 5 percentage point growth in reference/research.

AYP and NCLB school performance data in writing shows 86% of students meeting high standards in writing. School grade performance data shows a 1 percentage point increase in the number of students meeting high standards in reading. The percentage of students making learning gains in reading dropped 1 percentage point while there was an 8 percentage point decrease in the percentage of learning gains in the lowest quartile.

Student Demographics

Miami Lakes Educational Center serves a multi-ethnic school population that consists of approximately 1600 students. 80 percent of students are Hispanic, 14 percent are Black, 4 percent are White, and 2 percent are Asian or multi-racial. Economically disadvantaged students account for 60 percent of the school population. Students with Disabilities (SWD) make up 9 percent of the population while English Language Learners (ELL) students are 3 percent of the population. Additionally, 14 percent of the students are classified as Gifted. Miami Lakes Educational Center became a Title 1 school for the first time last year (2008-2009) with 60 percent of the students qualifying for Free and Reduced Lunch.

Student Attendance Rates

Miami Lakes Educational Center's attendance percentage has increased from the 2006-2007 school year to the 2008-2009 school year. An increase of 1.11 percent was shown from the 2006-2007 to the 2007-2008 school year. An increase of .15 percent was shown from the 2007-2008 to the 2008-2009 school year. The 2007-2008 attendance percentage of 96.89 percent was 1.33 percent higher that the Region's average of 95.56 percent and 1.44 percent higher than the District's attendance average of 95.45 percent. The 2008-2009 attendance percentage of 97.04 percent was 1.45 percent higher that the Region's average of 95.59 percent and 1.53 percent higher than the District's attendance average of 95.51 percent. Miami Lakes Educational Center has exceeded the District over the years as follows: 2006-2007: 95.78 percent, 2007-2008: 96.89 percent, 2008-2009: 97.04 percent; Miami-Dade County Public Schools: 2006-2007: 94.96 percent, 2007-2008: 95.45 percent, 2008-2009: 95.51 percent

Student Mobility

The MLEC mobility rate is 7 percent and has been steadily decreasing since 2006. This movement has had a minimal financial impact on the continuity of our services.

Student Suspension Rates

Miami Lakes Educational Center does not have indoor suspension for its students.
2006-2007: Out of school suspension 79 out of 1557 students.
2007-2008: Out of school suspension 47 out of 1589 students.

2008-2009: Out of school suspension 16 out of 1535 students.
The suspension rate has decreased for the previous three school years.

Student Retention Rates

Retention rate based on the past three year's membership:
2006-2007: membership 1557 - percent of students not promoted (1.7).
2007-2008: membership 1589 - percent of students not promoted (1).
2008-2009 membership 1535 - percent of students not promoted (1.6).
Credit recovery options are available to students through adult educational programs, virtual school (online courses) or summer programs when available through the school/county. Mid-year promotion rates vary per grade level, per credit recovery option as well as per term in which the credit is completed.

Class Size

The average class size in general education classrooms are as follows:
Grade 9: 26.28, Grade 10: 26.97, Grade 11: 27.72, and Grade 12: 27.95.
The average inclusion class size is 1 teacher to 21.23 students. The average ESE classroom size is 1 teacher to 10 students. The average ESOL class is 1 teacher to 23 students.

Academic Performance of Feeder Pattern

Miami Lakes Educational Center is in the American High School Feeder Pattern. Two middle schools (Lawton Chiles Middle and Country Club Middle) and four elementary schools (Joella Good, Palm Springs North, Spanish Lake, and Charles D. Wyche Elementary) are part of this feeder pattern. Sixty-seven (67) percent of our feeder pattern schools received grades of A and all the remaining schools received a grade of B. Half of the feeder pattern schools (Charles D. Wyche Elementary, Palm Springs North Elementary, and Spanish Lake Elementary) have met AYP for the last two years. Two of the six feeder patter schools are Correct 1 schools, one is a Correct II, and one is a Prevent I school. All of the schools met AYP in Writing, two-thirds met AYP in Reading, and 83% met AYP in Mathematics. However, neither of the middle schools in the feeder pattern met AYP in Reading and only one (Country Club Middle) met AYP in Mathematics. Currently, Lawton Chiles Middle is a Correct II school and Country Club middle is a Prevent I school.

Partnerships and Grants

Miami Lakes Educational Center is one of eight M-DCPS high schools to receive and implement the Smaller Learning Communities (SLC) grant. This grant not only supports the efforts of secondary school reform, but also benefits the school by initiating learning communities to substantially improve academic achievement, school climate, and postsecondary and career success for the student population.

The SLC Grant Project provided an opportunity for the Principal and SLC Lead Teacher to attend the national school reform conference in Phoenix, Arizona. Information garnered from this experience lead to several new initiatives which may be considered for 2009-2010 school year:
1. Improving the Graduation Rate: High risk seniors and juniors are identified and provided personal, one-on-one counseling with parental involvement.
2. Improving the School Culture: Teachers submitted and were awarded mini-grants designed to directly impact student achievement. These projects align with the career academy educational structure and serve to raise awareness of school culture for all staff and students.
3. Support for high risk students: The institution of a 9th Grade Academy to identify and support high risk students who scored at Level 2 or lower on the grade 8 FCAT Reading and Math exams.
4. Improving Student Achievement: An effort to promote the ACT test as a means for achieving the concordant score of the FCAT is under consideration.
5. Career/technical support: Attention to Industry Certified Exams and the achievement of Industry certification by a greater portion of our students.

Miami Lakes Educational Center collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade Count Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTA/PTSA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school 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 Differentiated Instruction/Intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Mr. 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 Miami-Dade Public Schools Leo-T Program	5	15	Principal of Miami Lakes Educational Center from 2004-2009 Data for 2008-2009: Grade: A Reading Mastery: 57% Math Mastery: 87% Science Mastery: 40% AYP: 92% All subgroups met AYP in Mathematics. Black and Hispanic students did not make AYP in Reading. 2007-2008: Grade: A Reading Mastery: 53% Math Mastery: 85% Science Mastery: 38% AYP: 87% Black and Eco Dis. students did not make AYP in Reading. 2006-2007: Grade: B Reading Mastery: 44% Math Mastery: 76% Science Mastery: 41% AYP: 92% Black, Hispanic, and Eco Dis. students did not make AYP in Reading. 2005-2006: Grade: A Reading Mastery: 45% Math Mastery: 78% Science Mastery: NA AYP: 87% Black, Hispanic, and Eco Dis. students did not make AYP in Reading. 2004-2005: Grade: B Reading Mastery: 38% Math Mastery: 72% Science Mastery: NA AYP: 87% Hispanic and Eco Dis. students did not make AYP in Reading.
Assis Principal	Ms. Martha Harris	Bachelor of Arts, 1989 University of Miami, Florida. Masters of Science, 1999 St. Thomas University, Florida Guidance and Counseling, Educational Specialist in Ed. Leadership, 2001 Nova Southeastern University, Florida.	1	8	Vice Principal of Miami Lakes Educational Center Data for 2008-2009: Grade: A Reading Mastery: 57% Math Mastery: 87% Science Mastery: 40% AYP: 92% All subgroups met AYP in Mathematics. Black and Hispanic students did not make AYP in Reading. 2007-2008: Assistant Principal of Country Club Middle School Grade: A Reading Mastery: 63% Math Mastery: 54% AYP: ELL did not make AYP in Reading. Black students did not meet AYP in Math. 2006-2007: Assistant Principal of Country Club Middle School Grade: D Reading Mastery: 53% Math Mastery: 46% AYP: Black, Hispanic, and Eco Dis. students did not make AYP in Reading and Math. 2005-2006: Assistant Principal of Jose Marti Middle School Grade: A Reading Mastery: 54% Math Mastery: 51% AYP: ELL and SWD students did not make AYP in Reading. Eco Dis., Hispanic, ELL, and SWD students did not meet AYP in Math. 2004-2005: Assistant Principal of Jose Marti Middle School Grade: C Reading Mastery: 40% Math Mastery: 46% AYP: Eco Dis., Hispanic, ELL and SWD students did not make AYP in Reading and Math.
					Assistant Principal of Miami Lakes Educational Center from 2004-2009 Data for 2008-2009: Grade: A

Role	Name	Education	Years at School	Total Years	Performance Record
Assis Principal	Mr. Juan R. Gonzalez	Florida International University, Florida. Bachelors in Elementary Education, 1992 St Thomas University, Florida. Masters in Guidance and Counseling, 1997 Nova Southeastern, Florida. Certification in Educational Leadership, 2000	8	8	Reading Mastery: 57% Math Mastery: 87% Science Mastery: 40% AYP: 92% All subgroups met AYP in Mathematics. Black and Hispanic students did not make AYP in Reading. 2007-2008: Grade: A Reading Mastery: 53% Math Mastery: 85% Science Mastery: 38% AYP: 87% Black and Eco Dis. students did not make AYP in Reading. 2006-2007: Grade: B Reading Mastery: 44% Math Mastery: 76% Science Mastery: 41% AYP: 92% Black, Hispanic, and Eco Dis. students did not make AYP in Reading. 2005-2006: Grade: A Reading Mastery: 45% Math Mastery: 78% Science Mastery: NA AYP: 87% Black, Hispanic, and Eco Dis. students did not make AYP in Reading. 2004-2005: Grade: B Reading Mastery: 38% Math Mastery: 72% Science Mastery: NA AYP: 87% Hispanic and Eco Dis. students did not make AYP in Reading.
Assis Principal	Mr. 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	7	10	Assistant Principal of Miami Lakes Educational Center from 2004-2009 Data for 2008-2009: Grade: A Reading Mastery: 57% Math Mastery: 87% Science Mastery: 40% AYP: 92% All subgroups met AYP in Mathematics. Black and Hispanic students did not make AYP in Reading. 2007-2008: Grade: A Reading Mastery: 53% Math Mastery: 85% Science Mastery: 38% AYP: 87% Black and Eco Dis. students did not make AYP in Reading. 2006-2007: Grade: B Reading Mastery: 44% Math Mastery: 76% Science Mastery: 41% AYP: 92% Black, Hispanic, and Eco Dis. students did not make AYP in Reading. 2005-2006: Grade: A Reading Mastery: 45% Math Mastery: 78% Science Mastery: NA AYP: 87% Black, Hispanic, and Eco Dis. students did not make AYP in Reading. 2004-2005: Grade: B Reading Mastery: 38% Math Mastery: 72% Science Mastery: NA AYP: 87% Hispanic and Eco Dis. students did not make AYP in Reading.
					Assistant Principal of Miami Lakes Educational Center from 2004-2009 Data for 2008-2009: Grade: A Reading Mastery: 57% Math Mastery: 87% Science Mastery: 40% AYP: 92%

Position	Name	Education	Years at Current School	Years as Administrator	Performance Record
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	20	All subgroups met AYP in Mathematics. Black and Hispanic students did not make AYP in Reading. 2007-2008: Grade: A Reading Mastery: 53% Math Mastery: 85% Science Mastery: 38% AYP: 87% Black and Eco Dis. students did not make AYP in Reading. 2006-2007: Grade: B Reading Mastery: 44% Math Mastery: 76% Science Mastery: 41% AYP: 92% Black, Hispanic, and Eco Dis. students did not make AYP in Reading. 2005-2006: Grade: A Reading Mastery: 45% Math Mastery: 78% Science Mastery: NA AYP: 87% Black, Hispanic, and Eco Dis. students did not make AYP in Reading. 2004-2005: Grade: B Reading Mastery: 38% Math Mastery: 72% Science Mastery: NA AYP: 87% Hispanic and Eco Dis. students did not make AYP in Reading.
Assis Principal	Mr. Michael Tandlich	Florida International University, Florida. Bachelors of Science in Physical Education, 1979 Nova Southeastern University, Florida. Masters in Educational Leadership, Jan 1999.	1	4	Assistant Principal of Miami Lakes Educational Center Data for 2008-2009: Grade: A Reading Mastery: 57% Math Mastery: 87% Science Mastery: 40% AYP: 92% All subgroups met AYP in Mathematics. Black and Hispanic students did not make AYP in Reading. 2007-2008: Assistant Principal of Lawton Chiles Middle School Grade: A Reading Mastery: 59% Math Mastery: 58% Science Mastery: 36% AYP: 79% Hispanic, ELL, SWD, and Eco Dis. students did not make AYP in Reading. Black, ELL, and SWD students did not meet AYP in Math. 2006-2007: Assistant Principal of Lawton Chiles Middle School Grade: B Reading Mastery: 56% Math Mastery: 58% Science: 29% AYP: 82% Black, ELL, SWD, and Eco Dis. Students did not make AYP in Reading. ELL and SWD students did not make AYP in Math. 2005-2006: Assistant Principal of Lawton Chiles Middle School Grade: A Reading Mastery: 59% Math Mastery: 55% Science: NA AYP: 82% Black, ELL, and SWD students did not make AYP in Reading. Black, Eco Dis., ELL, and SWD students did not meet AYP in Math. 2004-2005: Teacher at Earnest R. Graham Elementary School Grade: A Reading Mastery: 73% Math Mastery: 68% Science: NA AYP: 97% of all subgroups made AYP in Reading. SWD students did not make AYP in Math.
					Assistant Principal of Miami Lakes Educational Center from 2004-2009 Data for 2008-2009: Grade: A Reading Mastery: 57% Math Mastery: 87% Science Mastery: 40%

| 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 | 9 | 9 | AYP: 92%
All subgroups met AYP in Mathematics.
Black and Hispanic students did not make AYP in Reading.
2007-2008:
Grade: A
Reading Mastery: 53%
Math Mastery: 85%
Science Mastery: 38%
AYP: 87%
Black and Eco Dis. students did not make AYP in Reading.
2006-2007:
Grade: B
Reading Mastery: 44%
Math Mastery: 76%
Science Mastery: 41%
AYP: 92%
Black, Hispanic, and Eco Dis. students did not make AYP in Reading.
2005-2006:
Grade: A
Reading Mastery: 45%
Math Mastery: 78%
Science Mastery: NA
AYP: 87%
Black, Hispanic, and Eco Dis. students did not make AYP in Reading.
2004-2005:
Grade: B
Reading Mastery: 38%
Math Mastery: 72%
Science Mastery: NA
AYP: 87%
Hispanic and Eco Dis. students did not make AYP in Reading. |

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Raquel Hernandez	Professional Educator's: Primary Ed. (K-3) Elementary Ed. (1-6) Reading K-12 ESOL K-12 CRISS Trainer	1	5	Reading Coach at Miami Lakes Educational Center Data for 2008-2009: Grade: A Reading Mastery: 57% Learning Gains: 61% Lowest 25% Gains: 54% AYP: 92% Eco. Dis. students did make AYP in Reading. Black and Hispanic students did not make AYP in Reading. 2007-2008: Reading Coach at Barbara Goleman Senior High School Grade: C Reading Mastery: 37% Learning Gains: 53% Lowest 25% Gains: 54% AYP: Hispanic, ELL, and SWD students did not make AYP in Reading. 2006-2007: Reading Teacher at Hialeah Gardens Elementary Grade: A Reading Mastery: 77% Learning Gains: 66% Lowest 25% Gains: 53% AYP: Hispanic, ELL, and SWD students made AYP in Reading. 2005-2006: Reading Teacher at Hialeah Gardens Elementary Grade: A Reading Mastery: 79% Learning Gains: 70% Lowest 25% Gains: 71% AYP: Hispanic, ELL, and SWD students made AYP in Reading. 2004-2005: Reading Teacher at Hialeah Gardens Elementary Grade: A Reading Mastery: 78% Learning Gains: 72% Lowest 25% Gains: 70% AYP: Hispanic, ELL, and SWD students made AYP in Reading.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

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 Leader, 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	NA	Referral box in main office and ongoing announcements made in faculty meetings.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Michael Bevilacqua	Banking & Finance	Accnt Apsl & PrinEntre	Teacher is on a waiver to teach vocational course
Miguel Mathie	Eligible for District Vocational Drafting Certificate	Drafting 1 Drafting 2 Drafting 3 Drafting 4 ArchDraf 5 ArchDraf 6 ArchDraf 7	Pending Drafting Certification from the District. Teacher is on a waiver to teach CTE; partnered and placed on monthly consultation with Academy Leader.
Hannah Ramontal	English	Intensive Reading	Teacher is on a waiver; partnered and placed on monthly consultation with Lang. Arts Dept. Head. Teacher just completed MS degree in Reading Education and has submitted required documents for approval from state.
Odalys Soto	7-094 Printing & 7-601 Commercial Art	Portfolio	Teacher is on a waiver to teach CTE; partnered and placed on monthly consultation with Academy Leader on a monthly basis. Currently pursuing requirements to meet certification
Joseph Walpole	1021 English	Language Arts -English & Intensive Reading	Teacher is on a waiver; pending certification; partnered and placed on monthly consultation with Lang Arts Dept. Head
Rosemary White	1006 Business Education	Mrkt Ed Dir, Mktg Essnl IntlMktg 1 IntlMktg 2 IntlMktg 3	Teacher is on a waiver to teach CTE; partnered and placed on monthly consultation with Academy Leader.
Nadezhda Seldinskaya	Exceptional Student Education & English	Varying Exceptionality	Teacher is on a waiver; pending certification; partnered and placed on monthly consultation with ESE Dept. Head.
Stephania Biddings	English Senior High	English Reading	Teacher is on a waiver; pending certification; partnered and placed on monthly consultation with Lang Arts Dept. Head. National Board Certification Candidate.
Maria Marin	Business Ed.	Special Ed., English, Reading	Teacher is on a 3 year waiver in Special Ed. She is currently seeking endorsement through the subject area test.
Natalie Milazo	Elementary Education, English, Special Ed.	English Reading	She holds a reading endorsement. She will be partnered and placed on monthly consultation with Reading Dept. Chair.
Armando Rubi	Temporary Certificate in Social Studies 6-12	Social Studies	Teacher holds a temporary certificate in Social Studies. He is persuing course work to obtain the Professional Certification.

Staff Demographics

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	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
88	2.27	15.91	39.77	42.05	47.73	90.57	7.95	10.23	15.91

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michael Sanchez, (MINT , National Board Certified Science teacher, trained in Clinical Supervision)	Matthie, Miguel, Drafting	Mr. Matthie is an early career teacher who has completed one year teaching vocational drafting. He will be supported by academy leader.	The mentor will provide on-site support to the mentee. Scheduled meetings will be documented on the MINT Mentor E-log.
Yordanka Mezawi (National Board Certified Language Arts teacher)	Ramontal, Hannah, English	Ms. Ramontal is an early-career teacher certified in English 9-12. She will be reassigned from reading to the English department.	The mentor and mentee will meet bimonthly in a professional learning community to develop meaningful lesson plans. Mentor will observe mentee during provided release time.
Rebecca Calvert (National Board Certified Special Needs teacher)	Marin, M., ESE Reading, English	Ms. Marin is an early-career teacher. She will be paired with Ms. Calvert who has successfully worked with students with disabilities for many years.	The mentor and mentee will meet bimonthly in a professional learning community to develop meaningful lesson plans. Mentor will observe mentee during release time as department chairperson.
Michael Sanchez, (MINT , National Board Certified Science teacher, trained in Clinical Supervision)	Armando Rubi, Social Studies	Mr. Rubi is an early career teacher in need of mentoring to learn the policies and procedures of Dade County Public Schools. Mr. Sanchez is a veteran teacher in the school system.	The mentor and Mentee will meet bi-monthly to receive collegial guidance from the Dept. Chair.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Miami Lakes Educational Center provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systemic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS (as appropriate); 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).

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

The District 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)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide tutoring to our Level 1 and Level 2 students.

Violence Prevention Programs

The school has partnered with the Jewish Community Services / Dating and Violence Program to teach students how to improve their communication skills and prevent violence.

Nutrition Programs

• The school 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 will become academy program completers 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 college and postsecondary technical credits in high school, providing more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will continue to strengthen with the integration of academic and career technical components and a coherent sequence of courses.

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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 each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

School Improvement Grant Fund/ School Improvement Grant Initiative

The school 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, Project CRISS, and Learning 100. 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)

School-based RtI Team

Identify the school-based RtI Leadership Team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of our school.

1. RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrators who will ensure commitment and allocate resources;
• Teachers and Coach who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, mathematics, science, and behavior specialists
• Special education personnel
• School guidance counselors
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders
3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in

alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

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 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

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.
3. The Leadership Team will provide levels of support and interventions to students based on data.

RtI Implementation

Describe the data management system used to summarize tiered data.

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
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR Assessment
• Interim assessments
• State/Local Mathematics and Science assessments
• FCAT
• Student grades
• School site specific assessments

Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior
• Team climate surveys
• Attendance
• Referrals to special education programs

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.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: MLEC students perform above state and district averages in reading. MLEC students demonstrated growth in the percent scoring level 3 or above on the 2009 FCAT, showing an increase of 5 percent in 9th grade and 2 percent in 10th grade. Improvements were made in the number of questions answered correctly in three out of four clusters in Reading (9th grade - Words/Phrases 7 percent, Main Idea/Purpose 12 percent, Comparisons 24 percent; 10th grade – Main Idea/Purpose 8 percent, Comparisons 9 percent, Reference/Research 5 percent). Across all grade levels MLEC students' are performing well above state and district averages in mathematics (85 percent performing at or above grade level in both 9th and 10th grade) and meet AYP standards. Tenth grade students demonstrated improvements in the number of questions answered correctly in Measurement (20 percent) and Algebraic Thinking (7 percent). The mean score in Writing continues to be above the district average. Official data reports demonstrate that the required total writing proficiency to make AYP was met.

The number of students performing at or above grade level in science is at or above state and district averages and has increased by 2 percentage points. Science performance has shown increases in the number of questions answered correctly in 3 out of 4 clusters (Physical/Chemical 4 percent, Earth/Space 8 percent, Life /Environmental 7 percent).

Weaknesses: The disaggregated data for the 2009 FCAT demonstrate that the percent of students performing at or above grade level in reading across all grade levels remains below AYP standards. Tenth grade students have shown a 7 percent drop in the number of questions answered correctly in the Geometry strand when compared to the previous year's tenth grade students. The percent of students obtaining a score of 3.5 or above in writing has decreased 2 percent. Despite increases in performance in science, we did not meet our previous SIP goal of 50 percent achieving at levels 3-5. Additionally, there was a 9 percent decrease in the learning gains of the students in the lowest quartile in reading.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Pacing Guides were developed by district personnel to comply with an initiative from the Office of Differentiated Accountability. Designed to ensure consistency of relevant instruction across all regions, the guides were posted on the District's Curriculum and Instruction website in May 2009.

IFCs will be created during the summer of 2009 and will be updated upon completion of scheduled assessments.
Data from the Spring 2009 FCAT and from the 2009-2010 Interim Assessments will be used to develop the IFCs.
Teachers will be included, through their departments, in the creation and implementation of IFCs.
Teachers will select appropriate Benchmarks as indicated by progress on assignments, assessments, and data results.

Based upon the SSS for their course content, departments will allocate time on their IFCs to ensure that all benchmarks are reviewed, practiced, and re-taught if necessary in small groups or whole group settings. Additionally, benchmarks not covered in their specific course will be infused throughout the content and during strategic targeted exercises.

Administration will make classroom visitations, monitor teacher lesson plans and data/assessments, and conduct meetings with teachers to ensure the IFC is being utilized and implemented effectively.

Opportunities for mentoring, observing model lessons, and additional support from department heads and coaches, when available, will be provided.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Analysis of 9th grade reading indicates a weakness in the reference/research cluster while 10th grade data suggests additional work is needed in words/phrases.
Writing: Scores in expository writing were least proficient. Therefore, benchmarks reflecting expository writing and the components of the writing process will be given priority.
Mathematics: Benchmarks associated with the Geometry and Measurement strands were the least proficient and will be given priority.
Science: Scientific Thinking will be given priority since it was the only cluster where a decrease was noted.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Annual learning gains are taken into consideration when teaching assignments are planned for the upcoming school year. An analysis of the learning gains of students is used to pair the strongest teachers with the weakest students.

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

> MLEC is a career/technical academy school and has five established career strands: Health, Entrepreneurship, Communication and Entertainment Technology, Telecommunications and Information Technology, and Cambridge Academies. Students take two elective courses each year, beginning with their sophomore year. All elective courses contain career centered components. Every student at MLEC is a member of a career centered academy. Academic and career technical teachers correlate all instructional materials to ensure rigor and relevance.

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?

> At MLEC most elective courses outside the core follow the state-issued Curriculum Frameworks for each academy and its attendant strand. Students may opt to take a minimal number of available non-CTE electives, such as Weight Training, Drama, Spanish, and/or Psychology. Additionally, all students at MLEC are required to take courses that directly impact their selected academy.
>
> During the months of January and February, students at MLEC meet with their counselor to select courses for the following school year. Counselors discuss credit requirements and the student's academic history in order to select courses for the following year. Students are encouraged to take advanced courses. The final course selection is reviewed by the student and parent and returned to the counselor with all the required signatures.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

> Through department and academy meetings, grade level teachers met regularly to develop lesson plans and the IFC. The academy and department meetings take place every two weeks. Teachers also have the opportunity to share best practices and resources at these meetings and at Curriculum Council meetings.

How are instructional focus lessons developed and delivered?

> Lessons will be based on a review of previous assessments where students were struggling and will be aligned with state and district guidelines and in correlation with FCAT related benchmarks. Individual instructors will tailor their focus lessons to the benchmarks and standards for each subject area. Subject area teachers will deliver the lessons. Each teacher will determine the appropriate time during the instructional period to implement the focus lesson.

How will instructional focus lessons be revised and monitored?

> Student mastery as well as instructional feasibility will guide overall revisions throughout the school year. Members of the leadership team will meet as a whole to discuss assessment data. Administration will then meet with department chairpersons and specific teachers to review lesson plans, student folders, and strategies to address varying student needs and levels.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

> School/district designed assessments will be used to gauge lesson effectiveness.
> A variety of assessments will be used to determine student comprehension. A minimum of four questions per Benchmark will be used.
> Writing: Twice annually in conjunction with pre- and post-testing.
> Reading: Progress monitoring will occur three times a year.
> Mathematics and Science: Informal assessments will be ongoing while formal ones will be at least twice a year.

How are assessments used to identify students reaching mastery and those not reaching mastery?

> Assessments will be based on the District standard. Satisfactory progress as determined by the District's performance for the Interim Assessment (IA) will be the mastery level set at for the assessments. Based on assessments results, the IFC will be revised either to allow more time for a specific benchmark or concept or accelerate instruction for another one. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning

less than 50%, additional instruction and practice opportunities to those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at or above mastery will be provided opportunities to enhance their skills by participating in various competitions, projects, and laboratory activities, all designed to reinforce their level of mastery.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet every two weeks. The meetings will alternate as follows: one meeting by department and the other meeting by academy. Meetings will be facilitated by a team leader, colleague, or chairperson. Minutes will be taken and submitted to administration. Members of the administrative staff will be invited to attend meetings.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership team will meet on a regular basis to listen to concerns and make recommendations based on data analysis. Members of the leadership team will also meet as a whole to discuss assessment data. Administration will then meet with department chairperson and specific teachers to review lesson plans, student folders, and strategies to address varying student needs and levels. Special attention will be given to special needs populations, such as migrant, homeless, neglected, and delinquent students with additional support from Student Services and the TRUST Counselor. Additionally, the instructional coach will assist teachers by providing classroom modeling in the focus lessons. Instructional Coaches will support the department chairs in implementing the IFC's and monitoring the frequent use of focus lessons. The effectiveness of the interventions will be measured in a variety of ways, including the Benchmark Assessments, FAIR progress monitoring through the Broad Screen and the WAM, as well as teacher-made assessments aligned to the Sunshine State Standards.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

All core courses (language arts, reading, mathematics, science and social studies) use state-adopted materials for daily instruction. Supplemental materials are selected for both rigor and relevance to enhance the core curriculum. Materials may include classic novels, real-world applications of mathematic principles, scientific inquiry activities and materials geared to deepen understanding of historical perspectives. In addition, various web-based programs are available to enrich instruction. The core reading materials include Jamestown Reading Navigator (Glencoe), Hampton Brown Edge (National Geographic), USA Today, and SIPPS. The core instructional materials for math includeDiscovering Algebra (Key Curriculum Press), Discovering Geometry (Key Curriculum Press), and Discovering Advanced Algebra (Key Curriculum Press). The core science materials include Earth Space Science (Glencoe) and Biology (Prentice Hall). The core social studies materials include World History (Glencoe).
Intervention materials are selected for intensive instruction and target identified student needs. Interventions may take a variety of forms from small group pull-out sessions to small differentiated groups to whole group instruction in deficit skills. For example, phonics instruction is based on daily instruction using the SIPPS program. Writing interventions focus on segmented skills of conventions and the writing process. After school tutorials offer focused instruction on identified student needs. Teachers select the intervention instructional materials based on the skill or concept. Supplemental intervention materials in reading include the Reading Plus program, Jamestown Critical Reading Series, and Great Source books.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Pending availability of funds, after-school tutoring will be structured to help students achieve mastery. Consideration will be given to web-based resources, district materials and specific content area lessons and/or activities. Additional specific FCAT prep material will also be available.

How does the school identify staff's professional development needs to improve their instructional strategies?

Professional development needs are determined by an annual needs survey conducted at the start of the school year. Additionally, common areas in need of improvement will be identified by teacher discussions/requests, analysis of student performance, training on new equipment, administrative requests, and the direction from the leadership team.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring and classroom teacher observation, students consistently performing below level will be provided the remediation strategies. Pending availability of funds, students below mastery will be provided tutorial assistance after-school as well as assistance during the regular school schedule.

How will the effectiveness of the interventions be measured throughout the year?

Students' progress will be monitored and intervention will be revised as needed. Teachers providing the intervention strategies will meet to discuss the strengths and weaknesses with the interventions and adjust accordingly.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students exceeding mastery are strongly encouraged to sign-up for honors and advanced programs. In addition, the Advanced International Certification of Education (AICE) courses from the University of Cambridge are offered in AICE Math and in Language in English and Literature in English (A Level). Advanced placement courses and dual enrollment courses are available for students who exceed mastery levels. Students who are deemed proficient will be able to take advanced placement courses, or an additional science course, including AICE Physics.

Describe how students are identified for enrichment strategies.

The College Board provides the school with the AP Potential Report based on the previous October PSAT scores. These scores are used to identify students most likely to perform well in AP courses.

FCAT results and student progress in a specific course, as well as assessment results demonstrating consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is required as well as parental awareness and consent.

In addition to teacher recommendations, counselors meet with students, hold parent conferences, and require signed parent letters, before placing students into upper level courses.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
9th Grade Academy – Academic core classes that include reading teachers, reading coach, ESE teacher, mathematics teachers, science teachers, academy teachers, English teachers, and academy counselor.	Jose Fernandez, Academy leader	Weekly	During common planning time on even days	Lesson Study group will analyze data for 9th grade to determine effective instruction to meet targeted student needs.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
  Show Attached Notification of (School in Need of Improvement) SINI Status (Uploaded on 9/10/2009 1:10:01 PM)

- Public School Choice with Transportation (CWT) Notification
  Show Attached Public School Choice with Transportation (CWT) Notification (Uploaded on 9/10/2009 1:10:09 PM)

- Notification of (School in Need of Improvement) SINI Status
  Show Attached Supplemental Educational Services (SES) Notification (Uploaded on 9/10/2009 1:10:17 PM)

Pre-School Transition

N/A

Postsecondary Transition

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and /or school.

The Student Services Team provides MLEC students and parent's 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. Additionally, the CAP Advisor organizes the annual College/Career fair 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.

In the 2008-2009 school year, the Exit Interview Surveys, completed by seniors, reported the following: 118(31.4 percent) students were accepted to 4 year institutions, 179 (47.7 percent) 2 year community college, 41(10.9 percent) adult/vocational tech, 8(2.1 percent)military, and 22 (5.9 percent) other/work.

Students at MLEC start from their millennium 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, understand and know how to seek guidance, form formal and informal study groups, and set priorities. 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 2008-2009 school year, all graduates from Miami Lakes Educational Center (MLEC) completed elective courses that correlated to their career pathway. These courses assist them in transitioning into post secondary education.
In the 2006-2007 school year, Miami Lakes Educational Center increased the number of advanced placement courses. In the 2007-2008 and 2008-2009 school years, our school has continued increasing the number of Advanced International Certificate of Education (AICE) and AP courses. The focus during the 2008-2009 school year, has been to increase courses and enrollment in AP, AICE and dual enrollment amongst our students. Currently our school has six AICE courses and 14 Advanced Placement courses, as well as a multitude of 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 and are given explanations regarding how to interpret scores and shown how to access "My College Road" provided by college board.

Students are encouraged to take this exam again as juniors to be considered for the National Merit Scholarship and in preparation for the real SAT. Students are urged to take the SAT and ACT junior and senior year and offered waivers if eligible. This upcoming year, MLEC has been designated an ACT test center in hopes that more students will take this exam in a more comfortable and familiar setting.

In the 2008-2009 school year, the following number of scholarships was awarded through Florida Bright Futures – nine Florida Academic Scholars granted, 57 Florida Medallion Scholars, and seven Florida Gold Seal Vocational.

In 2008 – 2009 MLEC and Miami Dade College (MDC) partnered and gave three separate 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.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Analysis of the School Accountability Report indicates 54% of the tested students are reading at or above grade level. This data point shows a 5% gain in reading proficiency school-wide from 49% to the current 54%. NEEDS ASSESSMENT: 9th and 10th grade students must target Words/Phrases and Reference/Research clusters.		Given instruction based on the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery in reading on the 2010 FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Words/Phrases content cluster – 1. Provide more practice analyzing context clues and examining affixes of unfamiliar words. Develop departmental guidelines for vocabulary notebooks designed to increase student achievement and increase content-specific vocabulary.	1. Social Studies Chair, Reading Chair, Language Arts Chair, Reading Coach	1. Review FAIR data reports to aid data-driven instruction.	1. Florida Continuous Improvement Model (CIM) on a regular basis to monitor student achievement.
2	Reference/Research - 2. Provide high-order reasoning strategies that include activities to synthesize and evaluate the validity and reliability of information from multiple sources to draw conclusions about a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and explain their impact on meaning in text.	2. Science Chair, Social Studies Chair, Reading Chair, Language Arts Chair, Reading Coach	2. Lesson plans will show evidence of instructional focus on the reading-writing connection.	2. Provide printout of FAIR assessments.
3	3.Implement strong, explicit literacy instruction in language arts, reading, science and social studies classes to support higher-order reasoning skills and written performance tasks.	3. Science Chair, Social Studies Chair, Reading Chair, Language Arts Chair, Reading Coach.	3. Lesson plans will show evidence of instructional focus on the reading-writing connection.	3. Provide printout of FAIR assessments.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 38% of the Black Students achieved mastery on the 2009 administration of the FCAT Reading test. This represents an increase of 2 percentage points compared to 36% who achieved mastery in 2008. NEEDS ASSESSMENT: 9th and 10th graders must target Reference/Research and Words/Phrases clusters.		Given instruction based on the Sunshine State Standards (SSS), 72% of students in grades nine and ten will achieve mastery as documented by scores on the 2010 Florida Comprehensive Assessment Test (FCAT) in Reading.		
		Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	Words/Phrases 1. Provide in depth, explicit instruction by identifying advanced relationships of word meaning. 2. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include: • vocabulary word maps; • word walls.	1. Reading teachers, Language Arts teachers, ELL teachers, Reading Chair, Reading Coach	1. School site learning teams will monitor the implementation of research-based instructional strategies.	1. Teacher will use on-going assessments including teacher-made tests, Interim Assessments (IA), and FAIR OPM data will be used to determine progress.
2	Reference/ Research – 1. Analyze and evaluate information from text features (e.g., transitional devices, bold or italicized text, heading, charts and graphs, subheadings) to evaluate text. 2. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; • and encouraging students to read from a wide variety of texts.	2. Reading teachers, Language Arts teachers, ELL teachers, Reading Chair, Reading Coach	2. School site learning teams will monitor the implementation of research-based instructional strategies	2. Teacher will use on-going assessments including teacher-made tests, Interim Assessments (IA), and FAIR OPM data will be used to determine progress

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 9-10, 55% of the Hispanic students achieved mastery on the 2009 administration of the FCAT Reading test. This represents an increase of 4 percentage points compared to 51% who achieved mastery in 2008. NEEDS ASSESSMENT: 9th and 10th graders must target Reference/Research and Words/Phrases clusters	Given instruction based on the Sunshine State Standards (SSS), 72% of students in grades nine and ten will achieve mastery as documented by scores on the 2010 Florida Comprehensive Assessment Test (FCAT) in Reading

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Words/Phrases 1. Provide in depth, explicit instruction in the use of context clues to determine word meaning. 2. Develop student notebooks to increase student awareness of the correct meaning of words with multiple meanings in context	1. Reading teachers, Language Arts teachers, ELL teachers, Reading Chair, Reading Coach	1. School site learning teams will monitor the implementation of research-based instructional strategies	1. Teacher will use on-going assessments including teacher-made tests, Interim Assessments (IA), and FAIR OPM data will be used to determine progress

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 9-10, 55% of the Hispanic students achieved mastery on the 2009 administration of the FCAT Reading test. This represents an increase of 4 percentage points compared to 51% who achieved mastery in 2008. NEEDS ASSESSMENT: 9th and 10th graders must target Reference/Research and Words/Phrases clusters	Given instruction based on the Sunshine State Standards (SSS), 72% of students in grades nine and ten will achieve mastery as documented by scores on the 2010 Florida Comprehensive Assessment Test (FCAT) in Reading

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Words/Phrases 1. Provide in depth, explicit instruction in the use of context clues to determine word meaning.	1. Reading teachers, Language Arts teachers, ELL teachers, Reading Chair, Reading Coach	1. School site learning teams will monitor the implementation of research-based instructional strategies	1. Teacher will use on-going assessments including teacher-made tests, Interim Assessments (IA), and FAIR OPM data will be used to determine progress
2	2. Develop student notebooks to increase student awareness of the correct meaning of words with multiple meanings in context	2. Reading teachers, Language Arts teachers, ELL teachers, Reading Chair, Reading Coach	2. School site learning teams will monitor the implementation of research-based instructional strategies	2. Teacher will use on-going assessments including teacher-made tests, Interim Assessments (IA), and FAIR OPM data will be used to determine progress

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery in reading on the 2010 FCAT Reading Test.	Effective implementation and administration of Florida Assessment for Instruction in Reading (FAIR) and Web-Based Assessment Module (WAM).	Reading Chair and Reading Coach	August	Evidence of data logs with Class Summary Error Analysis Reports and differentiated instructional groups	Reading Chair and Reading Coach
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery in reading on the 2010 FCAT Reading Test.	Instructional implications of FAIR and Ongoing Progress Monitoring (OPM)	Reading Chair and Reading Coach	Sept. 17 Early Release	Evidence of data logs including Oral Reading Fluency reports and differentiated instructional groups	Reading Chair and Reading Coach
Given instruction using the Sunshine State Standards, 72% of the students in grades 9-10 will achieve mastery in reading on the 2010 FCAT Reading Test.	Instructional implications and uses of Targeted Diagnostic Inventory (TDI)	Reading Chair and Reading Coach	September 17 November 19 January 26 Early Release	Evidence of data logs including Assessment/ Curriculum Decision Tree for Reading Improvement and instructional change table.	Reading Chair and Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

> On a monthly basis, the content area department chairs and/or Reading Coach will facilitate literacy activities to build the knowledge base of all teachers. The schools will utilize the daily school-wide 30-minute block for free and voluntary reading activities determined by the career-technical academy and departments.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Yearly subscription to a variety of periodicals for use during the school-wide 30-minute daily reading block. Suggested magazines include Reader's Digest, National Geographic	Community Partnerships	$560.00
Yearly subscription to a variety of periodicals for use during the school-wide 30-minute daily reading block. Suggested magazine, National Geographic	Community Partnerships	$450.00
		Total: $1,010.00
Technology		
Description of Resources	Funding Source	Available Amount
Computer upgrades to provide for implementation of on-line programs (Jamestown Reading Navigator and USA Today Total Reader) as well as state-mandated WAM and FAIR assessment.	Microsoft Settlement Grant	$20,000.00
		Total: $20,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount

Continuous in-class modeling and support by Title I Reading Coach to build teacher capacity and performance.	Title I	$0.00
		Total: $0.00

Other		
Description of Resources	Funding Source	Available Amount
Informational passages in science and social studies.	Smaller Learning Community Grant	$1,552.50
Mastering FCAT Reading in Science	Smaller Learning Community Grant	$1,552.50
Mastering FCAT Social Studies	Smaller Learning Community Grant	$1,610.00
Mastering FCAT Reading Retake ACT Princeton Review	Smaller Learning Community Grant	$1,995.00
		Total: $6,710.00
		Final Total: $27,720.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 84% achieved mastery on the 2009 administration of the FCAT Mathematics test. This represents an increase of 3 percentage points compared to 81% who achieved mastery in 2008. NEEDS ASSESSMENT: 9th and 10th graders must target Measurement, Geometry, and Data Analysis.		Given instruction based on the Sunshine State Standards (SSS), 74% of students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. In Measurement, build capacity to research, discuss, design and implement research-based instructional strategies to provide more practice in solving multi-step problems with several rate parameters and in converting linear measures to cubic measures and non-typical rates to a unit rate.	1. Mathematics course like learning teams, Department Chairperson	1. Class grades, teacher developed assessments	1. Student enrollment in higher level mathematics courses, interim assessment , and 2010 FCAT scores
2	2. Implement for Geometry and Spatial Sense that utilize three dimensional manipulative to explore three dimensional figures with cross-sections, incorporate the use of cooperative structures to provide opportunities for all students to explore, discuss, and solve real-life problems involving the Pythagorean Theorem, provide inductive reasoning strategies that include discovery learning activities and honor student learning	2. Mathematics course like learning teams, Department Chairperson	2. Department meeting agendas	2. Student enrollment in higher level mathematics courses, periodic interim assessments , 2010 FCAT scores

	styles through an instructional model that embraces diversity and the brain's natural learning cycle.			
3	3. In Data Analysis, build capacity to research, discuss, design and implement research-based instructional strategies to provide more practice in solving problems that require interpretation of data.	3. Mathematics course like learning teams, Department Chairperson	3. COW sign out log	3. Student enrollment in higher level mathematics courses, periodic interim assessments , 2010 FCAT scores

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 9-10, 83% of the Economically Disadvantage Students achieved mastery on the 2009 administration of the FCAT Mathematics test. This represents an increase of 1 percentage point compared to 82% who achieved mastery in 2008. NEEDS ASSESSMENT: 9th and 10th grade Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis.	Given instruction using the Sunshine State Standards (SSS), 74% of Economically Disadvantage Students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Use Riverdeep in small groups guided instruction with teacher to address Data Analysis, Measurement, and Geometry deficiencies two and a half hours a week and make adjustments accordingly.	1. Mathematics course alike learning teams, Department Chairperson.	1. School site mathematics course-alike learning teams will monitor the implementation of research-based instructional strategies.	1. Teacher will use Riverdeep assessments

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 9-10, 77% of the Black Students achieved mastery on the 2009 administration of the FCAT Mathematics test. This represents an increase of 4 percentage points compared to 73% who achieved mastery in 2008. NEEDS ASSESSMENT: 9th and 10th grade Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis.	Given instruction using the Sunshine State Standards (SSS), 74% of Black students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Measurement-Provide inductive reasoning strategies that include discovery learning activities. Geometry-Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. Algebraic Thinking-Provide students with practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers. Data Analysis-Use Literature in Mathematics to provide the necessary meaning of this cluster.	1. Mathematics course-alike learning teams, Department Chairperson.	1. School site mathematics course-alike learning teams will monitor the implementation of research-based instructional strategies.	1. Teacher will use Edusoft to monitor progress, Learning journal.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 9-10, 85% of the Hispanic Students achieved mastery on the 2009	Given instruction using the Sunshine State Standards (SSS), 74% of Hispanic students in grades 9-10 will

administration of the FCAT Mathematics test. This represents an increase of 3 percentage points compared to 82% who achieved mastery in 2008.

NEEDS ASSESSMENT:
9th and 10th grade Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis.

achieve mastery on the 2010 administration of the FCAT Mathematics test

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Use the Spanish Riverdeep in small groups guided instruction with teacher to address Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis deficiencies two and a half hours a week and make adjustments accordingly and use Gizmos to address Geometry concepts.	1. Mathematics course-alike learning teams, Department Chairperson.	1. Administration will monitor use of Riverdeep.	1. Teacher will use Riverdeep and Gizmos monitoring tools.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grade 10, the Geometry cluster showed a decrease by 7 percentage points on the 2009 administration of the FCAT Mathematics test.	Given instruction based on the Sunshine State Standards (SSS), the average percent correct on the Geometry cluster/strand will increase by at least 8 percentage points on the 2010 administration of the FCAT Mathematics test.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement for Geometry and Spatial Sense that utilize three dimensional manipulative to explore three dimensional figures with cross-section, incorporate the use of cooperative structures to provide opportunities for all student to explore, discuss, and solve real-life problems involving the Phythagorean Theorem, provide inductive reasoning strategies that include discovery learning activities	1. Mathematics course like learning teams, Department Chairperson	1. School site mathematics course alike learning teams will monitor the implementation of instructional strategies	1. Periodic interim assessments, and 2010 FCAT scores.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards (SSS), 86% of students in grades 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics test.	Technology Based Strategies through Technology training on the use of Excel, Smart Boards, Fathom, and Geometer's Sketchpad.	District Mathematics Specialist and Mathematics Department Chairperson.	Sept. 17 2009 (Early release) November 19 2009 (Early release)	Administrative walkthroughs to monitor effective use of technology based strategies.	Principal, Vice-Principal & Assistant Principals.
Given instruction based on the Sunshine State Standards (SSS), the average percent correct on the Geometry cluster/strand will increase by at least 8 percentage points on the 2010 administration of the FCAT Mathematics test.	Small Learning Communities Sharing of Best Practices	Mathematics Department Chairperson and math teachers.	January 28 2010 (Early Release) February 26 2010 (Early Release)	Evidence of reflection logs and collaborative efforts to improve the Instructional Focus Calendar and two pacing guides.	Principal, Vice-Principal & Assistant Principals.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Riverdeep is a Computer Based Online software that individualizes instruction and and monitors progress.	Miami-Dade County Public School's District funds	$4,125.00
		Total: $4,125.00
Technology		
Description of Resources	Funding Source	Available Amount
Edusoft is a data reporting system.	Miami-Dade County Public School's District funds	$4,620.00
		Total: $4,620.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute funds to support the training and the implementation of the Geometry cluster in solving real-life problems and providing inductive reasoning strategies that include discovery learning activities.	Smaller Learning Community grant	$1,600.00
		Total: $1,600.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $10,345.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 11, 38% achieved mastery on the 2009 administration of the FCAT Science test. This represents an increase of 2 percentage points compared to 36% who achieved mastery in 2008.

NEEDS ASSESSMENT:
11th graders must target Scientific Thinking, Earth/Space Science, and Physical/Chemical clusters. | | Given instruction using the Sunshine State Standards, 50% of students in grade 11 will achieve mastery on the 2010 administration of the FCAT Science test. | | |
| | Action Step | Person Responsible for Monitoring the Action Step | Process Used to Determine Effectiveness of Action Step | Evaluation Tool |
| 1 | 1. Scientific Thinking – teachers will provide more practice with inquiry-based laboratory activities and discussions designed to increase student achievement. | 1. Principal, Vice-Principal, Assistant Principals, Science Chairperson, Science Teachers | 1. Students will be required to complete lab-reports, oral presentations, oral discussions, over laboratory activities, which will be reviewed and analyzed by the teachers as part of their classroom "Scientific Thinking" assessment and evaluation. | 1.Teacher-made assessment tools, (rubrics, lab-reports, oral presentation, oral discussions, etc.) will provide evidence of progress in Scientific Thinking. |
| 2 | 2. In Earth/Space science, build capacity to implement research-based instructional strategies to provide more practice solving the various ways in which scientists collect and generate data about our universe.

Build knowledge with mathematical models and computer simulations used to form a scientific account | 2. Principal, Vice-Principal, Assistant Principals, Science Chairperson, Science Teachers | 2. Subject area teachers will review and analyze results of mini-assessments monthly to determine progress towards meeting progress towards meeting 75% mastery of benchmarks. | 2. Baseline and Midterm Assessment comparisons will provide additional insight/data as to progress towards mastery. Mini-assessments will provide feedback to teachers and students as to progress made toward benchmark mastery. |

	of the universe.			
3	3. Implement instruction in Physical/Chemical to explore how knowledge of energy is fundamental to all the scientific reasoning.	3. Principal, Vice-Principal, Assistant Principals, Science Chairperson, Science Teachers	3. Subject area teachers will review and analyze results of mini-assessments monthly to determine progress towards meeting progress towards meeting 75% mastery of benchmarks.	3. Baseline and Midterm Assessment comparisons will provide additional insight/data as to progress towards mastery. Mini-assessments will provide feedback to teachers and students as to progress made toward benchmark mastery.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 50% of students in grade 11 will achieve mastery on the 2010 administration of the FCAT Science test.	Technology training will be requested on the new handheld classroom interactive response devices – "Senteo". Technology hardware will be connected to the computer to provide whole class participation in FCAT reviews/assessments and allow immediate feedback and remediation on benchmarks.	Southern Business Systems	September 2009	Gather of Assessment data on the use and implementation of new software as a strategy for increasing motivation and whole class participation.	Science Chairperson
Given instruction based on the SSS there will be an increase of 5% in the number of students answering correctly on the "Scientific Thinking" content cluster on the 2010 FCAT Science Assessment (58% to 63% respectively)	Strategies to improve writing and scientific thinking will be provided through workshops and in-class support of the literacy coach.	District Science Specialist, Reading Coach	October 2009	Vice-Principal and Assistant Principals will meet to review science inquiry labs and perform teacher observations	Vice-Principal and Assistant Principals

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science World Magazines will augment the laboratory activities by providing real world examples of the application of "Scientific Thinking". In addition, improvements in overall scientific literacy and reading will be enhanced.	Smaller Learning Community Grant	$1,000.00
		Total: $1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for teacher observation of successful teachers and best practices	Smaller Learning Community Grant	$800.00
Technology training Training on the new handheld classroom interactive response devices - "Senteo". Technology hardware will be connected to the computer, to provide whole class participation in FCAT reviews/assessments and allow for immediate teacher feedback and remediation on benchmarks.	Smaller Learning Community Grant	$800.00
		Total: $1,600.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $2,600.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grade 10, 82% of the students achieved mastery on the 2009 administration of the FCAT writing test. This represents no change compared to the % who achieved mastery in 2008.		Given instruction based on the Sunshine State Standards (SSS) 90% of the 10th graders will achieve 4.0 or above on the FCAT Writing Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide small group guided instruction with teacher to establish a logical organizational pattern with supporting details that are substantial, specific, and relevant.	1. Language Arts teachers, Language Arts Chair, Reading Coach	1. Administration will monitor revision and editing process by reviewing student work.	1. Teacher will use a variety of evaluation tools including teacher observation, teacher-made tests and district pre- and post-monitoring assessments
2	2. Provide in depth explicit instruction in revision by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.	2. Language Arts teachers, Language Arts Chair, Reading Coach	2. Administration will monitor revision and editing process by reviewing student work.	2. Teacher will use a variety of evaluation tools including teacher observation, teacher-made tests and district pre- and post-monitoring assessments.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grade 10, 82% of the students achieved mastery on the 2009 administration of the FCAT writing test. This represents no change compared to the % who achieved mastery in 2008.		Given instruction based on the Sunshine State Standards (SSS) 90% of the 10th graders will achieve 4.0 or above on the FCAT Writing Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop departmental guidelines for student writing notebooks designed to increase student capacity to write expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs.	1. Language Arts teachers, Language Arts Chair, Reading Coach.	1. School-site learning teams will monitor the implementation of research-based instructional writing strategies.	1. Teacher will use a variety of evaluation tools including teacher observation, teacher-made tests and district pre- and post-monitoring assessments
2	2. Provide explicit practice in elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes) and modifying word choices to select more effective and precise language.	2. Language Arts teachers, Language Arts Chair, Reading Coach.	2. School-site learning teams will monitor the implementation of research-based instructional writing strategies.	2. Teacher will use a variety of evaluation tools including teacher observation, teacher-made tests and district pre- and post-monitoring assessments
3	3.In expository writing build capacity by using student writing notebooks to revise	3. Language Arts teachers, Language Arts Chair, Reading	3. School-site learning teams will monitor the implementation of research-	3. Teacher will use a variety of evaluation tools including teacher observation,

for clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas.	Coach.	based instructional writing strategies.	teacher-made tests and district pre- and post-monitoring assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 85% of the 10th grade students will achieve a 3.5 or above.	Review the use of writing rubrics across several writing formats.	Reading Coach, Language Arts Department Chair	September/October 2009	Monitor student writing rubrics through student portfolios. Students will use peer/teacher feedback as a tool for revision and growth.	Principal, Assistant Principals, Reading Coach, Language Arts Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
Turn-It-In plagiarism/online student-teacher networking internet based program	EESAC	$2,170.00
		Total: $2,170.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for grade-level centered Professional Development	Smaller Learning Community Grant	$1,500.00
		Total: $1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $3,670.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on 2008-2009 parental involvement records there is a continued need to increase PTSA membership		Given the school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five (5) percentage points from the 2% parent involvement for the 2008 school year. This will be evident by comparing the sign-in rosters for the 2008-2009 and 2009-2010 school years.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	1. Flyers distributed	1. Principal, Vice Principal & Assist Principal	1. # of new members compared to 2008-2009 membership	1. Paid dues
2	2. Membership Drives	2. Principal, Vice Principal & Assist Principal	2. # of new members compared to 2008-2009 membership	2. Parental attendance sign-in sheets

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Update Yearly Parent Newsletter.		Provide parents with information on school procedures, attendance and academic requirements		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Update Letter as necessary	1. Update Letter as necessary	1. Parent feedback	1. Email responses
2	2. Copy/ Distribution of Letter	2. Principal, Vice Principal & Assistant Principal	2. Parent feedback	2. Sent with student home.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
PTSA email		Provide a resource to answer parent's questions and convey important information.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Alerts for Parent Academy functions	1. Principal, Vice Principal & Assist Principal	1. .# of parents responding or asking questions	1. Email responses
2	2. Forward parents school information provided by School Liaison	2. Principal, Vice Principal & Assist Principal	2. Parent feedback	2. Email responses
3	3. Notify parents of upcoming student activities	3. Principal, Vice Principal & Assist Principal	3. Parent feedback	3. Email responses

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Connect-Ed		To reach a greater number of parents through telephone for activities and other important information.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Deliver Connect-ED messages on a regular basis	1. Principal, Vice Principal & Assist Principal	1.Parent feedback	1. Parental attendance sign-in sheets.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parent Workshops and Resource Center		To train parents on the use of the on-line Parent Portal to monitor student progress		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Resource Fair	1. Principal, Vice Principal & Assist Principal	1. Monitor Attendance	1. Sign in sheets
2	2. Open House	2. Principal, Vice Principal & Assist Principal	2. Monitor Attendance	2. Sign in sheets
3	3. Individual class parent night	3. Principal, Vice Principal & Assist Principal	3. Monitor Attendance	3. Sign in sheets

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
Title I schools should	The school will

include the following:
Increase parent contacts.

increase the number of parent contacts by 1% by June 2010.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school.	1. Principal	1. Review parent telephone logs.	1. Parent Attendance sign- in sheets.
2	2. Use of CoNect Ed messaging system.	2. Selected School Staff	2. Collect participation data.	2. Title I Administration Parental Involvement Monthly School Report.
3	3. Maintain parental telephone logs and activity reports.	2. Selected School Staff	3. Tally Parental Involvement Monthly School and Activity Reports.	3. Title I Administration Parental Involvement Monthly Activities Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Provide parents with information on school (i.e. events, procedures, attendance and academic requirements Increase by five (5) percentage points the number of parents joining and attending meetings as evidenced by comparing the sign-in rosters for the 2008-2009 and 2009-2010 school years.	Customer Service –Communication with parents	Class Sponsor, and selected school staff	Ongoing throughout the 2009-2010 school year	Effectiveness will be determine by the completion of parent surveys i.e. School Climate Survey	Selected school staff identified by the Principal: Office of Community Service and the Office of Program Evaluation
Parental requests have been made to train parents on the use of the on-line Parent Portal to monitor student progress	Parent Academy/ Portal Workshop	Selected School Staff and corresponding class sponsor	Ongoing throughout the 2009-2010 school year	Effectiveness will be determine by event attendance and staff feedback	Selected school staff identified by the Principal: Office of Community Service and the Office of Program Evaluation
Increase the number of parent contact by 1% by June 2010	Title I in Action: A Practitioner's Perspective	District's Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year	Effectiveness will be determine by the completion of parent surveys i.e. School Climate Survey	Selected school staff identified by the Principal: Office of Community Service and the Office of Program Evaluation
Title I schools should include the following: The school will increase the number of parent contacts by 1% by June 2010.	Title I in Action: A Practioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009 – 2010 school year.	Effective will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
National Standards for Parents and Family Involvement Programs	Title I	$1,500.00
Title I schools should include the following: The school will increase the number of parent contacts by 1% by June 2010	1% of Title I Part A Schoolwide allocation and District parental set-aside	$1,585.08
		Total: $3,085.08
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00

		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $3,085.08

End of Parent Involvement Goal

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

Other Goals

Graduation Goal Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
During the 2008-2009 school year, Miami Lakes Ed Center graduation rate was 94%. For the 2009-2010 school year graduation rate will increase by 1%.		Miami Lakes Educational Center will increase its graduation rate by 1% for the 2009-2010 school year.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide support to all struggling students via tutoring percentages.	1. Principal, Vice Principal & Assist Principal	1. Strategy will be implemented from 8/24/09 through 6/9/2010	1. The objective will be evaluated based on 2009-2010 school year graduation rates as compared to the previous school year.
2	2. Identify at risk students and provide support via SLC grant	2. Principal, Vice Principal & Assist Principal	2. Strategy will be implemented from 8/24/09 through 6/9/2010	2. The objective will be evaluated based on 2009-2010 school year graduation rates as compared to the previous school year.
3	3. Provide students and parents with orientation in order to let them know what is expected of them.	3. Principal, Vice Principal & Assist Principal	3. Strategy will be implemented from 8/24/09 through 6/9/2010	3. The objective will be evaluated based on 2009-2010 school year graduation rates as compared to the previous school year.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Miami Lakes Educational Center will increase its graduation rate by 1% for the 2009-2010 school year	Orientation & Communication with parents	Selected School Staff	8/24/09 through 6/9/2010	The objective will be evaluated based on 2009-2010 school year graduation rates as compared to the previous school year	Principal, Vice Principal, Assist Principal & Selected School Staff

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Daily Student Support Guide to Graduation	Smaller Learning Community Grant	$500.00
		Total: $500.00
Technology		
Description of Resources	Funding Source	Available Amount
College Placement Test to be administered to seniors.	Microsoft Settlement Grant	$19,100.00
		Total: $19,100.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $19,600.00

End of Graduation Goal Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Reading	Yearly subscription to a variety of periodicals for use during the school-wide 30-minute daily reading block. Suggested magazines include Reader's Digest, National Geographic	Community Partnerships	$560.00
Reading	Yearly subscription to a variety of periodicals for use during the school-wide 30-minute daily reading block. Suggested magazine, National Geographic	Community Partnerships	$450.00
Mathematics	Riverdeep is a Computer Based Online software that individualizes instruction and and monitors progress.	Miami-Dade County Public School's District funds	$4,125.00
Science	Science World Magazines will augment the laboratory activities by providing real world examples of the application of "Scientific Thinking". In addition, improvements in overall scientific literacy and reading will be enhanced.	Smaller Learning Community Grant	$1,000.00
Parental Involvement	National Standards for Parents and Family Involvement Programs	Title I	$1,500.00
Parental Involvement	Title I schools should include the following: The school will increase the number of parent contacts by 1% by June 2010	1% of Title I Part A Schoolwide allocation and District parental set-aside	$1,585.08
Graduation Goal	Daily Student Support Guide to Graduation	Smaller Learning Community Grant	$500.00
			Total: $9,720.08

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	Computer upgrades to provide for implementation of on-line programs (Jamestown Reading Navigator and USA Today Total Reader) as well as state-mandated WAM and FAIR assessment.	Microsoft Settlement Grant	$20,000.00
Mathematics	Edusoft is a data reporting system.	Miami-Dade County Public School's District funds	$4,620.00
Writing	Turn-It-In plagiarism/online student-teacher networking internet based program	EESAC	$2,170.00
Graduation Goal	College Placement Test to be administered to seniors.	Microsoft Settlement Grant	$19,100.00
			Total: $45,890.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	Continuous in-class modeling and support by Title I Reading Coach to build teacher capacity and performance.	Title I	$0.00
Mathematics	Substitute funds to support the training and the implementation of the Geometry cluster in solving real-life problems and providing inductive reasoning strategies that include discovery learning activities.	Smaller Learning Community grant	$1,600.00
Writing	Temporary Coverage for grade-level centered Professional Development	Smaller Learning Community Grant	$1,500.00
Science	Temporary Coverage for teacher observation of successful teachers and best practices	Smaller Learning Community Grant	$800.00
Science	Technology training Training on the new handheld classroom interactive response devices - "Senteo". Technology hardware will be connected to the computer, to provide whole class participation in FCAT reviews/assessments and allow for immediate teacher feedback and remediation on benchmarks.	Smaller Learning Community Grant	$800.00
			Total: $4,700.00

Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Informational passages in science and social studies.	Smaller Learning Community Grant	$1,552.50
Reading	Mastering FCAT Reading in Science	Smaller Learning Community Grant	$1,552.50
Reading	Mastering FCAT Social Studies	Smaller Learning Community Grant	$1,610.00
Reading	Mastering FCAT Reading Retake ACT Princeton Review	Smaller Learning Community Grant	$1,995.00
			Total: $6,710.00
			Final Total: $67,020.08

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene   jn Correct II   jn Prevent II   jn Correct I   jn Prevent I   jn NA

Show Attached school's Differentiated Accountability Checklist of Compliance (Uploaded on 8/21/2009 5:01:04 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
TurnItIn anti-plagiarism computer program	2355
Reading Materials for Language Arts Program	3000
Two (2) ID Cameras and necessary programs	3698

Describe the Activities of the School Advisory Council for the Upcoming Year

SAC Members

Members

1) James V. Parker,   Principal

2) M.L. Bevilacqua ,   SAC Chair

3) Samantha Jean-Baptiste,   Student

4) Samantha Jean-Baptiste,   Student

5) Rocio Echeverria,   Student

6) Jephery Francis,   Student

7) Eunice Lee,   Student

8) Hope Wilcox,   Student

9) Jessica Gonzalez,   Student

10) Renande Vincent,   Student

11) Peter Joseph,   Student

12) Stephania Biddings,   Teacher

13) Adrian Rodriguez ,   Teacher

14) Jose M. Fernandez,   Teacher

15) Wendy Forteza,   Teacher

16) John Moffi,   Teacher

17) Gary Jansen,   Teacher

18) Jackie Benjamin,   Teacher

19) Connie Dennis,   Teacher

20) Karla L. Schweers,   Teacher

21) Nelson Martin,   Business Member

22) Tanya Diaz,   Business Member

23) Ashley Hernandez,   Business Member

24) Albert Booker,   Business Member

25) Maria Kramer,   Business Member

26) Laury Georges-Lane,   Business Member

27) Cynthia Gonzalez ,   Parent

28) Star Rodriguez,   Parent

29) Brenda Wilson,   Parent

30) Olga Granda,   Parent

31) Ken Masiello,   Parent

32) Jeanette Smith,   School Support Personnel

33) Charles W. Green,   School Support Personnel

34) Pedro Robles,   School Support Personnel

35) Mary Jones,   Union Steward

36) Richard Hamilton ,   Union Steward

37) Martha Harris,   Assistant Principal

38) John B. Mixon,   Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2												Dade MIAMI LAKES EDUCATIONAL CENTER 7391					

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 824 Math: 821	2008-2009 School Grade[1]:	A	Did the School make Adequate Yearly Progress?	NO	

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL[4]	100	Y	100	Y	54	N	84	Y		94	Y	81	87	Y	51	46	N	19	16	NA	56	N	86	NA
WHITE	100	Y	100	Y		NA		NA			NA			NA		NA			NA				
BLACK	100	Y	100	Y	38	N	77	Y		93	Y	84	81	N	64	62	N	27	23	NA	39	N	82	NA
HISPANIC	100	Y	100	Y	55	N	85	Y	94		Y	81	88	Y	49	45	N	18	15	NA	57	N	86	NA
ASIAN		NA		NA		NA		NA			NA			NA		NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	52	N	83	Y	94	94	Y	81	90	Y	55	48	Y	18	17	NA	53	NA	85	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA	94	88	N	73	90	Y			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA	81	67	N			NA			NA			NA				

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2												Dade MIAMI LAKES EDUCATIONAL CENTER 7391					

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 858 Math: 848	2007-2008 School Grade[1]:	A	Did the School make Adequate Yearly Progress?	NO	

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL[4]	100	Y	100	Y	49	N	81	Y			Y	83	81	N	58	51	NA	28	19	NA	55	NA	89	NA
WHITE	100	Y	100	Y		NA		NA			NA			NA		NA			NA				
BLACK	100	Y	100	Y	36	N	73	Y			Y	66	84	Y	64	64	NA	29	27	NA	41	NA	81	NA
HISPANIC	100	Y	100	Y	51	N	82	Y		94	Y	85	81	N	58	49	NA	28	18	NA	57	NA	90	NA
ASIAN		NA		NA		NA		NA			NA			NA		NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	45	N	82	Y		94	Y	81	81	N	59	55	NA	29	18	NA	54	NA	90	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA		94	Y	83	73	N			NA			NA				
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA	81	81	N			NA			NA			NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2												Dade MIAMI LAKES EDUCATIONAL CENTER 7391					

Number of students enrolled in the grades tested:

Click here to see Number of students in each group	Read: 888 Math: 883	2006-2007 School Grade[1]:	B	Did the School make Adequate Yearly Progress?	NO	

This section shows the percent tested and performance for each group used to determine AYP (Parts a and c[2]). | This section shows the improvement for each group used to determine AYP via safe harbor (Part b[2]). | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.

Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate[3] by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL[4]	100	Y	100	Y	42	N	72	Y	93		Y	75	83	Y	59	58	N	27	28	NA	50	N	81	NA
WHITE	100	Y	100	Y		NA		NA			NA	69	93	NA			NA			NA				
BLACK	100	Y	100	Y	36	N	71	Y			Y	70	66	N	57	64	N	31	29	NA	43	N	83	NA
HISPANIC	100	Y	100	Y	42	N	72	Y	92		Y	77	85	Y	60	58	N	27	28	NA	51	Y	80	NA
ASIAN		NA		NA		NA		NA			NA	75		NA		NA			NA				
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA				
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	41	N	71	Y	93		Y	74	81	Y	61	59	N	25	29	NA	50	N	80	NA
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA	83		NA	66	83	Y			NA				
STUDENTS WITH DISABILITIES	99	Y	100	Y		NA		NA			NA	74	81	Y	65	60	NA			NA				

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	61%	84%			145	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5

					Grade Points Earned	
Gains						• 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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	74%	64%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	64%	65%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	63%	54%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
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