

# Latin Builders Association Construction And Business Management Academy



2014-15 School Improvement Plan

# Latin Builders Association Construction And Business Management Academy

13835 NW 97 AVE, Hialeah, FL 33018

<http://lbaacademy.org/>

## School Demographics

### School Type

High

### Title I

Yes

### Free/Reduced Price Lunch

83%

### Alternative/ESE Center

No

### Charter School

Yes

### Minority

96%

## School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A		

## School Board Approval

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

## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Latin Builders Association Construction & Business Management Academy Charter High School ensures that all students complete a college preparatory curriculum and develop the necessary skills culminating into postsecondary education, career training, and entrepreneurship. Our uniquely synergistic curriculum fosters student motivation, understanding, and retention of concepts which generates positive effects on our community.

##### Provide the school's vision statement

Latin Builders Association Construction & Business Management Academy Charter High School will assure that all students meet or exceed high school graduation requirements. Students will possess the knowledge, skills, work ethic, and quality of character essential for success in post-secondary education and entrepreneurship. The collaboration between LBA and local community partners will ensure the successful transition for students into high demand occupations and careers. Our staff will integrate technology with instruction, utilize assessment to make data-driven decisions, and implement effective interdisciplinary strategies to produce high performing students.

#### School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through a variety of school wide events and extra curricular activities. Some examples of school wide events include new student orientation, annual family day, and quarterly team building. During the new student orientation, current LBA students walk around to meet and greet the new students. All teachers stand at the entrance to greet the new students and their families as they walk in. New students complete a keepsake activity that asked them to describe themselves and their interest. This keepsake is given to the students on graduation day. During orientation students learn about the vision and the mission of the school, student expectations, and history behind the school. In addition, to events each grade level has a class sponsor while other teachers sponsor a variety of clubs (DECA, Key Club, and a Pep Squad). The school also offers honors societies such as the National Honor Society, National Social Studies Honor Society and the National English Honor Society. Teachers are also coaches for a variety of sports such as basketball, volleyball, and flag-football.

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

The school creates an environment where students feel safe and respected before, during and after school by having an active collaborative team of administrators and teachers monitoring students for morning arrival, during lunch, between class changes, and after school dismissal. Additionally, students have an Advisory Program during homeroom everyday building student-teacher relationships. The teacher-advisor serves as the advocate for the student and point-person for the family within the school.



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

The school establishes a honor code that is reviewed and signed during the new student orientation. The honor code lists student expectations and consequences for disruptive behaviors. As a school we also follow the district code of conduct for all behavioral disciplinary incidents. Also, all teachers have a universal student expectations matrix and consequences matrix posted in their classroom which is reviewed with students at the beginning of the year.

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

In order to ensure the social-emotional needs of all students, the Advisory Coordinator helps implement the school's advisory program during homeroom which takes place Monday - Thursday from 7:30 am - 8:00 am. During this time, teachers will conduct conversations and implement activities that will help students gain habits of learning, master self- and social awareness, self-management, relationship skills, and responsible decision-making. The activities will tie in with "The Seven Habits of Highly Effective Teens."

**Early Warning Systems**

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

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

The school's early warning system targets attendance, behavior, and academic issues. The administrative team reviews early warning indicators, at minimum every four weeks. When a student appears in this list the team discusses what interventions will take place to remedy indicator.

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

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

Indicator	Grade Level		Total
	9	10	
Attendance below 90 percent	5	5	10
One or more suspensions	15	0	15
Course failure in ELA or Math	3	4	7
Level 1 on statewide assessment	7	3	10
GPA less than 2.0	9	2	11
Failed 2 or more Course in any subject	4	1	5

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

LBA Academy has various interventions in place to address the Early Warning Indicators listed above. These interventions vary and depend on the student's areas of weaknesses.

- Attendance is being monitored by the registrar (Ms. Dongo). After every absence Ms. Dongo contacts a parent. After three absences a parent/administrative conference is held to assess the reason for the attendance issue.
- Suspensions are monitored by the administrative team (Mr. Adler and Mr. Ellis) to reduce repetitive behavior and loss of instructional time. After the second suspension a behavioral action plan will be created for the student, with the student, student's family, teachers, and administration. The behavior plan will be monitored by the Principal (George Ellis)
- Students who have failed courses and/or scored a Level 1 on the statewide assessments are monitored by the Assistant Principal (Ms. Gomez). Each student is provided an intensive remediation course during an elective period and intensive remediation is provided during Saturday tutorials to ensure that students are receiving adequate support.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

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

#### **Description**

N/A Title 1 - see PIP

Please see website: <https://app1.fldoe.org/bsa/ParentInvolvementPlan>

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

The LBA Academy has partnerships with Florida International University and Miami-Dade College offering students dual-enrollment opportunities and access to campus resources. The Latin Builders Association offers internship opportunities for students with their 700+ members during the summer break. This year we have developed a partnership with South Florida Workforce (Community Coalition) and Life Skills program to provide students with the opportunity of work experience.

The activities director (Ms. Montealegre) works with the LBA to secure our partnerships. The activities director invites the businesses to our Family Day at school, iNspire Sessions, as well as various events at our school.

Our students must complete 75 hours of community services within our community.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Gomez, Chayma	Assistant Principal
Adler, Irwin	Administrative Support
Ellis, George	Principal
Montealegre, Natalia	Teacher, K-12

### Duties

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

The MTSS is comprised of the following individuals: Principal-George Ellis, Assistant Principal-Chayma Gomez, Administrative Consultant-Irwin Adler, Career Teacher - Natalia Montealegre. The Principal will schedule and facilitate meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. The rest of the MTSS members will be responsible in caring out SIP planning and MTSS problem solving. These team members will conduct regular meetings to evaluate intervention efforts for students by subject, grade, or intervention. Once the goals have been established, the team creates a plan of action and meet monthly, (more if necessary) to assess progress towards accomplishing the goals. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts. The team will promote and support literacy through professional development, leader coaching and/or modeling, and by providing instructional and student resources and materials.

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

MTSS leadership team will meet monthly to assist with data-based problem-solving 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. Findings during MTSS leadership team meetings will be communicated to all necessary stakeholders including, but limited to, teachers by grade level, subject area, intervention groups and parents through EESAC. The MTSS leadership team will work together with the Literacy Leadership team in order to assist in the implementation of such goals.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
George Ellis	Principal
Nelquy Jimenez	Parent
Fernando Alvarez	Business/Community
Natalia Montealegre	Teacher
Michelle Jimenez	Student
Lilly Benito	Parent
Irene Latona	Parent
Fabiola Dongo	Education Support Employee
Maria De Jesus	Parent
Paola Benito	Parent
Natalia Bran	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

In May, a meeting was held to review the 2013-2014 school improvement plan. Recommendations were noted and taken into consideration to make adjustments for the 2014-2015 school improvement plan. All recommendations were recorded and included in the EESAC minutes.

*Development of this school improvement plan*

To assist in the preparation of the 2014-2015 School Improvement Plan (SIP) an EESAC meeting was scheduled to review the completed SIP End-of-Year 2013-2014 Review Forms. Recommendations were made by stakeholders for the development of the 2014-2015 SIP were recorded and included in the EESAC minutes. All stakeholders will play an active role in school improvement, professional collaboration and authentic representation in decision-making of School Improvement Plan, including improvement strategies, measures, and use of Title I funds.

*Preparation of the school's annual budget and plan*

The school's annual budget was created by Irwin Adler, revised by our management company, and approved by the Board. The EESAC funds will be used to purchase tutoring materials for Saturday Tutoring. Any other recommendations made by the members and EESAC will be recorded and included in the EESAC minutes.

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

ESSAC funds provided students with academic incentives during the 2013-2014 FCAT Reading 2.0 and EOC Algebra I, Geometry, and Biology administration using a projected amount of \$600.00. Budget approval shows on EESAC Minutes.

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

Yes

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

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gomez, Chayma	Assistant Principal
Adler, Irwin	Administrative Support
Ellis, George	Principal
Taylor, Verna	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (LLT) believes that every teacher is a teacher of reading and writing; therefore, the LLT will provide teacher training on how to incorporate the Language Arts Florida Standards (LAFS) to ensure that teachers incorporate verbal and written instruction.

Some of the major goals of the LLT will be to:

1- Implement a subjected-relative word wall in each classroom. This word wall will be updated and by the teacher with student interaction and participation. The word walls will be ongoing through out the year, changing with the topic of the classroom.

2 - Increase the percentage of students with learning gains, and differentiate instruction to improve the achievement of the lowest quartile to better prepare them for success on the ELA FSA and SAT/ACT Prep.

3 - Daily homeroom reading and writing activities (Homeroom Dailies) will be created to match the benchmark covered in each content area.

4 - Implementation of Reading Plus will provide remediation in the intensive reading classes and Rosetta Stone will help with language acquisition in the developmental classes for ELL Learners.

5 - All teachers with the ELA FSA and EOC Exams have access to USA Test Prep in the regular classroom for test practice and reinforcement of benchmarks covered on district and state assessments.

6 - The implementation of the Springboard Curriculum in language arts aides in building the skills and understanding that students need to be successful in AP courses and post secondary education.

These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the use of CRISS strategies across the curriculum, after-school tutoring, and modeling and coaching by MTSS.

-Mr. Ellis and Mr. Adler will provide a vision for the use of data-based decision making, will establish consistency and fidelity employment of reading/language arts intervention activities, encourages adequate professional development to support LLT initiatives, and communicates with parents regarding school based LLT plans and activities.

-Ms. Chayma Gomez, Assistant Principal: Provides professional development and classroom follow up on best practices in Reading/LA, assists with benchmark assessments and progress monitoring data, and supports implementing instructional strategies to incorporate literacy across the curriculum.

-Ms. Verna Taylor, Teacher: Will provide teacher feedback to the team about what is working in the classroom. Ms. Taylor will also provide monthly updates on all literacy based initiatives and interventions to all teachers.

### Public and Collaborative Teaching

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

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

LBA Academy fosters a culture of excellence that helps its teachers and students. LBA Academy has a strong instructional culture with teachers sharing the vision of excellence and providing opportunities for all teachers to participate in professional development that offers teachers to become "Mastery Teacher". For example, the first week of planning teachers were able to collaborate, share ideas, prepare lessons and infuse technology integration across the curriculum. Monthly professional developments are designed to share the latest research based data in teaching all learners. Teachers are able to discuss best practices, lesson plans, and/or share specific strategies that work with all students. After district assessments all teachers meet to discuss student data and the effectiveness of the curriculum. The data from these assessments are used to drive instruction in the classroom and promote a culture of academic excellence. Finally, early release days and Teacher Planning, continues to foster common planning practices as well as have data conversation and student progress. Faculty and staff participate in team-building activities as well as work together to design the team building activities for the students.

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

Because the need to recruit and retain highly qualified teachers is a top priority, the school recruits teachers through a partnership with the FIU and teachers-teachers.com and www.EmployFlorida.com. The school offers a competitive salary, benefits, and opportunity for involvement in school-based decisions. LBA also provides professionals the opportunity to work on a waiver, to prepare and take the Content Area Exam by June 2015, as well as District Professional Development. All new and veteran educators are provided ongoing mentoring from the Principal and planning opportunities with the Lead Teacher.

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

One-on-one mentoring by Assistant Principal , Chayma Gomez will be provided for beginning teachers, Christian Leon and Amado Fuentes. Mentor will also share best practices based on observations and Bi-weekly chat sessions. Other teachers will collaborate in common areas of certification to help share effective and appropriate instructional strategies on a weekly basis to ensure student achievement. Planned mentoring activities will include coaching in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and management.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

LBA Academy ensures that all core instructional programs and material are aligned with the Florida's Standards through weekly collaborative planning sessions. During these sessions, the teachers unwrap the Florida Standards and plan and discuss reading and writing curriculum that aligns to the standards to address learning objectives. Teachers also attend content specific related trainings to align best-practices and standards. Assistant Principal reviews lesson plans each week and conducts daily walkthroughs to ensure fidelity and implementation of Florida State Standards.

#### **Instructional Strategies**



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

MTSS holds meetings on a biweekly meetings to review student data from baseline and interim assessments as well as teacher made tests benchmarked through Thinkgate. Assistant Principal meets with teachers to develop lesson plans that differentiate instruction based on this data. Teachers create lessons that utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student and classroom needs. Teachers provide resources to support instruction (Reading Plus, USA Test Prep, various iPad applications). Faculty monitors progress at the class and grade level during Faculty Meetings and conduct data chats with students after District Interim Assessments. Free after school tutoring is offered to students as well as a Saturday Academy for all district assessments, AP and Dual Enrollment courses.

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

**Strategy:** Weekend Program

**Minutes added to school year:** 3,840

Students attend free Saturday from November - May from 8:30 - 11:30. Students who are in the lowest 25% in math and reading are required to attend. Students in accelerated courses may attend voluntarily. The following tutoring courses are offered: AP English Literature Exam, grade level ELA FSA (9th-11th), Algebra II EOC, Algebra I EOC, Biology EOC, Geometry EOC, and US History EOC. This tutoring program is funded through a TD Bank Foundation Scholarship.

#### **Strategy Rationale**

Tutoring provides reinforcement in math, reading, and science to ensure success on the EOC Exam and FSA ELA.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

#### **Person(s) responsible for monitoring implementation of the strategy**

Gomez, Chayma , cgomez4@dadeschools.net

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

Using Thinkgate teachers will create assessments aligned to the Florida Standards and use district assessments to adjust instructional goals and monitor the delivery and fidelity of instruction and intervention. Ultimately, the FSA, EOC, and Accelerated course exams will determine the effectiveness of the strategy.

### **Student Transition and Readiness**

#### **PreK-12 Transition**

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

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

Incoming cohorts are supported through the new student orientation and are paired with current LBA students throughout the year. The Advisory Program and seminar workshops also ensures student needs, such as study skills, organization and time management, conflict resolution, are addressed for success in the school.

Out-going cohorts are also supported through the Advisory Program as advisors work with students and career and college readiness. A CAP Advisor works with students with college selection, college application, financial aid, scholarships, socio-emotional readiness. Furthermore, summer internships, in the business community facilitate connection to the world of work.

### **College and Career Readiness**

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

Every student meets one-on-one with the CAP Advisor to review their course history, coursework needed for graduation, and coursework recommended for his/her specified possible career choice through [www.flvc.org](http://www.flvc.org). In addition, CAP Advisor provides classroom guidance to address their academic and career planning needs to facilitate a course of study that is personally meaningful. In addition, our school implements a required student portfolio which includes a record of student achievements, data tracking of testing and graduation requirements, grades & assessment reflections, resumes with letter of intent, personal statements, student philosophy statements, career interest surveys, professional goals statements, and philanthropic statements for all four grades. At the end of their Senior year, students are required to complete an exit-interview with board members to present the completed portfolio.

A CAP Advisor works with students with college selection, college application, financial aid, scholarships, socio-emotional readiness. Furthermore, summer internships, in the business community facilitate connection to the world of work.

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

Our school implements Construction Management, Marketing, and Business Management Academies which take part in the implementation of reading and math strategies to demonstrate the significance of analytical reading, along with the significance math has in real-world careers. Monthly business professionals (iNspire Program) visit the school to speak to the students about their professions allowing exposure to successful real life professional experiences and perspectives. Students are given the opportunity to participate in college fair field trips and in college tours.

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

All students are require to take courses within one of the three business academies: Business Academy, Marketing Academy, and Construction Management Academy. In addition to these career and technical education electives, teachers also include these business themes throughout their core courses.

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

In order to improve student readiness for postsecondary options, students are offered Dual Enrollment course opportunities on campus and off-campus through Florida International University and Miami Dade College. Additionally, students attend field trips to College Fair Expos and participate in on-campus college visits. The CAP Advisor will meet with students for credit recovery information, GPA information, high-school credit tracking, scholarship information and SAT/ACT registration. The CAP Advisor will set up SAT/ACT tutoring for students. Informative Workshops (iParent Workshops)



will prepare parents to know about college placement exams (what to expect and how to register), available scholarships, and applying for college.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** LBA Academy will improve writing across all content areas.
- G2.** LBA Academy will decrease the number of student absences, tardies, suspensions and course failures.
- G3.** LBA Academy will increase student participation in STEM-related activities and maintain enrollment in career-related courses.
- G4.** LBA Academy is a designated Title I school and will adhere to the current PIP on file.

## Strategic Goals Detail

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

**G1. LBA Academy will improve writing across all content areas. 1a**

G055004

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Gains	84.0
ELA/Reading Lowest 25% Gains	76.0
Algebra I EOC Pass Rate	97.0
Math Gains	84.0
AMO Math - All Students	95.0
Math Lowest 25% Gains	96.0
AMO Math - ED	95.0
AMO Math - Hispanic	98.0
Geometry EOC Pass Rate	84.0
AMO Reading - All Students	76.0
AMO Reading - ED	73.0
AMO Reading - Hispanic	78.0
Bio I EOC Pass	83.0

**Resources Available to Support the Goal 2**

- iPad
- 2014 Online Springboard Curriculum (ELA & Math)
- USA Test Prep
- Reading Plus
- Rosetta Stone
- Homeroom Dailies
- District Assessments
- Promethean Boards
- Nearpod
- Google Classroom
- Thinkgate

**Targeted Barriers to Achieving the Goal 3**

- Based on AMO data for 2013-2014, 65% of students made proficiency in reading. This year's goal is to have at least 71% of all students proficient in reading. Students in the AMO category of Hispanic, ELL, and ED are demonstrating difficulty in reading, scoring 62% correct in Literary Analysis, and 70% in Informational Text and Research Processes. English is a second language for these students, hence they lack sufficient opportunities to read and communicate effectively verbally and in writing in English.
- Based on AMO data for 2013-2014, 90% of students made proficiency in math. This year's goal is to have at least 95% of all students proficient in math. Students in the AMO category of Hispanic and ED are demonstrating difficulty in math. Students in Algebra are demonstrating difficulties in Polynomials and students in Geometry are demonstrating difficulty in Three-Dimensional Geometry. These students lack math fluency skills and the ability to communicate

the procedures to complete higher-complexity problems as evidenced on the 2014 Algebra I and Geometry EOC.

- Based on the Biology EOC data for 2013-2014, 78% of students made proficiency in science. This year's goal is to have at least 83% of all students proficient in science. Students in Biology are struggling with Molecular and Cellular Biology; Classification, Heredity, Evolution; and Organisms, Populations, & Ecosystems and explain the scientific process for all these science areas.
- Based on the Reading data for 2013-2014, 65% of students made proficiency in reading. This year's goal is to have at least 71% of all students proficient in reading. Because reading is a critical part of social studies, students lack the skills to analyze primary sources and communicate their analysis.

### Plan to Monitor Progress Toward G1. 8

Reading assessment data reports and observations from Assistant Principal will be reviewed by the LLT to determine effectiveness of strategies, data chats with teachers will occur, and instruction will be adjusted as needed.

#### **Person Responsible**

Chayma Gomez

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

District Assessment Data Student Work Classroom Walkthroughs Lesson Plans LLT Meeting Minutes

**G2. LBA Academy will decrease the number of student absences, tardies, suspensions and course failures.**

1a

G055005

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	2.0
2+ Behavior Referrals	4.0

**Resources Available to Support the Goal** 2

- MTSS Team
- Team Building Activities
- Advisory Program
- Study Skills: A Guide for School Success

**Targeted Barriers to Achieving the Goal** 3

- Students who have lower attendance rates tend to not perform as well as students who attend school regularly.
- Students who lack fundamental skills in core-content areas, negatively affect student achievement and lead to course failure.
- Student misbehavior affect learning environment and may cause exclusion from classes; thus affecting student achievement in academic progress.

**Plan to Monitor Progress Toward G2.** 8

MTSS Team will meet to review and discuss the at-risk student list to determine progress of goals.

**Person Responsible**

George Ellis

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

MTSS Meeting Minutes

**G3.** LBA Academy will increase student participation in STEM-related activities and maintain enrollment in career-related courses. 1a

G055006

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Partnership with FIU School of Business
- Introduction to Engineering Course
- iNspire Speaker Program
- Partnership with Latin Builder's Association

**Targeted Barriers to Achieving the Goal** 3

- Lack of resources to effectively enrich opportunities in STEM activities, projects and field trips
- Incoming students lack the interest in Career-Related courses.

**Plan to Monitor Progress Toward G3.** 8

Principal will evaluate student interest and academic achievement.

**Person Responsible**

George Ellis

**Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Surveys Student Grades

**G4.** LBA Academy is a designated Title I school and will adhere to the current PIP on file. 1a

G055007

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- iParent Workshops
- Family Day
- Email Distribution List
- School Website
- Remind 101

**Targeted Barriers to Achieving the Goal** 3

- Parents are not always knowledgeable of strategies to help their child be successful in school.

**Plan to Monitor Progress Toward G4.** 8

Principal will keep track of number of participants for each activity and/or event to analyze the amount of parents attending the workshops and events and discuss with MTSS Team.

**Person Responsible**

George Ellis

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Parent Sign-In Sheets

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** LBA Academy will improve writing across all content areas. **1**

 G055004

**G1.B1** Based on AMO data for 2013-2014, 65% of students made proficiency in reading. This year's goal is to have at least 71% of all students proficient in reading. Students in the AMO category of Hispanic, ELL, and ED are demonstrating difficulty in reading, scoring 62% correct in Literary Analysis, and 70% in Informational Text and Research Processes. English is a second language for these students, hence they lack sufficient opportunities to read and communicate effectively verbally and in writing in English. **2**

 B138566

**G1.B1.S1** Teachers will participate in a professional development in CRISS Writing Strategies that demonstrate understanding in Literary Analysis and Informational Text and Research Processes into mathematics, science, social studies, and ELA courses. **4**

 S150557

### Strategy Rationale

CRISS is a researched based, best practice that will employ a consistent writing frame-work in all core-instructional areas.

### Action Step 1 **5**

Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation & process writing; one sentence summaries; and six traits of writing strategies.

#### Person Responsible

Chayma Gomez

#### Schedule

Semiannually, from 8/11/2014 to 6/5/2015

#### Evidence of Completion

Professional Development Agenda and Sign-In Sheets Teacher Lesson Plans Student Work Classroom Walkthroughs



### Action Step 2 5

Provide professional development on the implementation of the ELA/Writing Standards across the curriculum

**Person Responsible**

Chayma Gomez

**Schedule**

Semiannually, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

PD Sign Sheets, PD Follow up product, and Lessons

### Action Step 3 5

Teachers of every subject area will incorporate CRISS writing strategies in daily bell-ringer or exit ticket activity.

**Person Responsible**

Chayma Gomez

**Schedule**

Daily, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Teacher Lesson Plans Student Work Classroom Walkthroughs

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

Assistant Principal will check teacher lesson plans, conduct daily classroom observations, and audit student work.

**Person Responsible**

Chayma Gomez

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student work Lesson Plans Classroom Observations

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

Nearpod data reports from bell-ringer and exit ticket activities will be reviewed by all classroom teachers to determine the effectiveness of the strategies on Literary Analysis and Informational Text and Research Process.

### Person Responsible

Chayma Gomez


### Schedule

Biweekly, from 8/18/2014 to 6/5/2015

### Evidence of Completion

Nearpod Data Reports Student Work

**G1.B2** Based on AMO data for 2013-2014, 90% of students made proficiency in math. This year's goal is to have at least 95% of all students proficient in math. Students in the AMO category of Hispanic and ED are demonstrating difficulty in math. Students in Algebra are demonstrating difficulties in Polynomials and students in Geometry are demonstrating difficulty in Three-Dimensional Geometry. These students lack math fluency skills and the ability to communicate the procedures to complete higher-complexity problems as evidenced on the 2014 Algebra I and Geometry EOC. 2

 B138567

**G1.B2.S1** Teachers will participate in a professional development in CRISS Writing Strategies that demonstrate understanding in Literary Analysis and Informational Text and Research Processes into mathematics, science, social studies, and ELA courses. 4

 S150558

### Strategy Rationale

CRISS is a researched based, best practice that will employ a consistent writing frame-work in all core-instructional areas.

## Action Step 1 5

Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation and process; one sentence summaries; and six traits of writing strategies.

### Person Responsible

Chayma Gomez

### Schedule

Semiannually, from 8/18/2014 to 6/5/2015

### Evidence of Completion

Professional Development Agenda and Sign in Sheet; Teacher Lesson Plans; Student Work; Classroom Walkthroughs.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Assistant Principal will check teacher lesson plans, conduct daily classroom observations, and audit student work.

**Person Responsible**

Chayma Gomez

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Student Work; Lesson Plans; Classroom Observations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Nearpod data reports from bell ringer and exit ticket activities will be reviewed by all classroom teachers to determine the effectiveness of the strategies.

**Person Responsible**

Chayma Gomez


**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015


***Evidence of Completion***

Nearpod data; Student work

**G1.B3** Based on the Biology EOC data for 2013-2014, 78% of students made proficiency in science. This year's goal is to have at least 83% of all students proficient in science. Students in Biology are struggling with Molecular and Cellular Biology; Classification, Heredity, Evolution; and Organisms, Populations, & Ecosystems and explain the scientific process for all these science areas. **2**

 B138568

**G1.B3.S1** Teachers will participate in a professional development in CRISS Writing Strategies that demonstrate understanding in Literary Analysis and Informational Text and Research Processes into mathematics, science, social studies, and ELA courses. **4**

 S150559

### **Strategy Rationale**

CRISS is a researched based, best practice that will employ a consistent writing frame-work in all core-instructional areas.

### **Action Step 1 **5****

Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation and process; one sentence summaries; and six traits of writing strategies.

#### **Person Responsible**

Chayma Gomez

#### **Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Professional Development Agenda and Sign In Sheet; lesson plans; student work; classroom walkthroughs

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6****

Assistant Principal will check teacher lesson plans, conduct daily classroom observations, and audit student work.

#### **Person Responsible**

Chayma Gomez

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Student work; Lesson Plans; Classroom Observations

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Nearpod data reports from bell-ringer and exit tickets activities will be reviewed by all classroom teachers to determine the effectiveness of the strategies.

**Person Responsible**

Chayma Gomez

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Nearpod Data; Student work

**G1.B4** Based on the Reading data for 2013-2014, 65% of students made proficiency in reading. This year's goal is to have at least 71% of all students proficient in reading. Because reading is a critical part of social studies, students lack the skills to analyze primary sources and communicate their analysis. 2

 B138569

**G1.B4.S1** Teachers will participate in a professional development in CRISS Writing Strategies that demonstrate understanding in Literary Analysis and Informational Text and Research Processes into mathematics, science, social studies, and ELA courses. 4

 S150560

**Strategy Rationale**

CRISS is a researched based, best practice that will employ a consistent writing frame-work in all core-instructional areas.

**Action Step 1 5**

Assistant Principal will conduct a professional development on CRISS Strategies such as explanation and process writing; one sentence summaries; and six traits of writing strategies.

**Person Responsible**

Chayma Gomez

**Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Professional Development Agenda and Sign-In Sheet; Lesson Plans; student work; classroom walkthroughs

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Assistant Principal will check teacher lesson plans, conduct daily classroom observations, and audit student work.

**Person Responsible**

Chayma Gomez

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Student work; lesson plans; classroom observations

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Nearpod data reports from bell-ringer and exit tickets activities will be reviewed by all classroom teachers to determine the effectiveness of the strategies.

**Person Responsible**

Chayma Gomez

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Nearpod data reports; student work

**G2.** LBA Academy will decrease the number of student absences, tardies, suspensions and course failures. 1

G055005

**G2.B1** Students who have lower attendance rates tend to not perform as well as students who attend school regularly. 2

B138570

**G2.B1.S1** Implement an early warning system process and root cause analysis to target attendance, behavior and academic deficiencies. 4

S150561

### Strategy Rationale

To develop a strategic plan to address the issues including parents, student, teachers, and administration.

### Action Step 1 5

Registrar will contact parents after first absence and tardies. Assistant Principal will call parent if the student is in jeopardy of failing a course. Principal will contact parent for behavioral infractions and suspension.

#### Person Responsible

George Ellis

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Phone Call Logs

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

Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.

#### Person Responsible

George Ellis

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Summary of phone call or administrative conference.

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

Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.

**Person Responsible**

George Ellis

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015


**Evidence of Completion**

Principal/Student conference log and notes Review of at-risk student list for attendance, tardies, grades, and suspensions

**G2.B2** Students who lack fundamental skills in core-content areas, negatively affect student achievement and lead to course failure. 2

 B138571

**G2.B2.S1** Implement an early warning system process and root cause analysis to target attendance, behavior and academic deficiencies. 4

 S150562

**Strategy Rationale**

To develop a strategic plan to address the issues including parents, student, teachers, and administration.

**Action Step 1 5**

Registrar will contact parents after first absence and tardies Assistant Principal will call parent if the student is in jeopardy of failing a course. Principal will contact parent for behavioral infractions and suspension.

**Person Responsible**

George Ellis

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Phone call logs



**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.

**Person Responsible**

George Ellis

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Principal/Student conference log and notes Review of at-risk student list for attendance, tardies, grades, and suspensions

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.

**Person Responsible**

George Ellis

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Principal/Student conference log and notes Review of at-risk student list for attendance, tardies, grades, and suspensions

**G2.B3** Student misbehavior affect learning environment and may cause exclusion from classes; thus affecting student achievement in academic progress. 2

B138572

**G2.B3.S1** Implement an early warning system process and root cause analysis to target attendance, behavior and academic deficiencies. 4

S151600

### Strategy Rationale

To develop a strategic plan to address the issues including parents, student, teachers, and administration.

### Action Step 1 5

Registrar will contact parents after first absence and tardies. Assistant Principal will call parent if the student is in jeopardy of failing a course. Principal will contact parent for behavioral infractions and suspension.

#### Person Responsible

George Ellis

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Phone call logs

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.

#### Person Responsible

George Ellis

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Principal/Student conference log and notes Review of at-risk student list for attendance, tardies, grades, and suspensions

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.

**Person Responsible**

George Ellis

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Principal/Student conference log and notes. Review of at-risk student list for attendance, tardies, grades, and suspensions

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.

**Person Responsible**

George Ellis

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Principal/Student conference log and notes. Review of at-risk student list for attendance, tardies, grades, and suspensions

**G3.** LBA Academy will increase student participation in STEM-related activities and maintain enrollment in career-related courses. 1

G055006

**G3.B1** Lack of resources to effectively enrich opportunities in STEM activities, projects and field trips 2

B138573

**G3.B1.S1** iNspire Speaker Program, A Day at Work on the Job, and Internship opportunities will offer students insight and real-life experiences related to STEM and Career-related Courses. 4

S150563

### Strategy Rationale

Exposure to real-life experiences will promote student engagement in STEM related activities and continue student interest in Career-related courses.

### Action Step 1 5

STEM-related Career professionals will be schedule to visit and speak to students about their career.

#### Person Responsible

Natalia Montealegre

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

iNspire Presenter Log

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

School monthly calendar will include time for iNspire speaker and STEM-related field trips.

#### Person Responsible

George Ellis

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Monthly calendar

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Student surveys ascertaining interest in STEM-related activities and enrollment in career-related courses.

**Person Responsible**

George Ellis


**Schedule**

Semiannually, from 8/18/2014 to 6/5/2015


**Evidence of Completion**

Enrollment in Career-related Courses Student Surveys

**G3.B2** Incoming students lack the interest in Career-Related courses. 2

 B138574

**G3.B2.S1** Students will work to develop real world business projects and marketing plans that will be showcased throughout the school year as well as presented in the DECA National Competition. 4

 S150564

**Strategy Rationale**

Incoming students will be exposed to the real-world application of the career academies.

**Action Step 1** 5

Teacher will foster a real-world, project based curriculum.

**Person Responsible**

Natalia Montealegre

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Projects

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

The Assistant Principal will conduct walkthroughs and review lesson plans to ensure students are completing real world business projects and creating marketing plans.

**Person Responsible**

Chayma Gomez

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans Classroom Observations

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Students will register for DECA competitions using the projects and plans created in class.

**Person Responsible**

Chayma Gomez

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Student Projects DECA Competition Registration

**G4.** LBA Academy is a designated Title I school and will adhere to the current PIP on file. 1

G055007

**G4.B1** Parents are not always knowledgeable of strategies to help their child be successful in school. 2

B138575

**G4.B1.S1** An email distribution list will be created based on parent sign up on the school website where daily and weekly information about school functions will be sent to parent emails. Additionally, parent will be given a code to sign up for Remind 101, which will send text messages to their phone with reminders of activities and events for the week. 4

S150565

### Strategy Rationale

Providing parents with information about events and activities before hand increases their attendance and participation.

### Action Step 1 5

Parents will be be informed about school events and activities through an email distribution list and a Remind account.

#### Person Responsible

Natalia Montealegre

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Email Distribution List

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

During EESAC Meetings parents will be asked whether they are receiving emails and reminders. Additionally, a count of participants will be taken during every event.

#### Person Responsible

Natalia Montealegre

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Parent Sign In Sheet Parent Survey

### Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Principal will print out distribution reports offered by the website and reminder reports to make sure that reminders are being sent out.

**Person Responsible**

George Ellis


**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Website Reports Remind Reports

**G4.B1.S2** Parents will be provided workshops that will aide in student intellectual, emotional and social success. 4

 S150566

**Strategy Rationale**

We are a designated Title I School and will adhere to the Parent Involvement Plan.

### Action Step 1 5

Our iParent workshop will provide parent with a set of workshops.

**Person Responsible**

George Ellis

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Sign in sheets from parent workshops.

### Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

**Person Responsible**

**Schedule**

**Evidence of Completion**



**Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7**

**Person Responsible**

George Ellis

**Schedule**

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation & process writing; one sentence summaries; and six traits of writing strategies.	Gomez, Chayma	8/11/2014	Professional Development Agenda and Sign-In Sheets Teacher Lesson Plans Student Work Classroom Walkthroughs	6/5/2015 semiannually
G1.B2.S1.A1	Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation and process; one sentence summaries; and six traits of writing strategies.	Gomez, Chayma	8/18/2014	Professional Development Agenda and Sign in Sheet; Teacher Lesson Plans; Student Work; Classroom Walkthroughs.	6/5/2015 semiannually
G2.B1.S1.A1	Registrar will contact parents after first absence and tardies. Assistant Principal will call parent if the student is in jeopardy of failing a course. Principal will contact parent for behavioral infractions and suspension.	Ellis, George	8/18/2014	Phone Call Logs	6/5/2015 daily
G3.B1.S1.A1	STEM-related Career professionals will be schedule to visit and speak to students about their career.	Montealegre, Natalia	8/18/2014	iNspire Presenter Log	6/5/2015 monthly
G3.B2.S1.A1	Teacher will foster a real-world, project based curriculum.	Montealegre, Natalia	8/18/2014	Student Projects	6/5/2015 daily
G4.B1.S1.A1	Parents will be be informed about school events and activities through an email distribution list and a Remind account.	Montealegre, Natalia	8/18/2014	Email Distribution List	6/5/2015 weekly
G4.B1.S2.A1	Our iParent workshop will provide parent with a set of workshops.	Ellis, George	8/18/2014	Sign in sheets from parent workshops.	6/5/2015 monthly
G1.B3.S1.A1	Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation and process; one sentence summaries; and six traits of writing strategies.	Gomez, Chayma	8/18/2014	Professional Development Agenda and Sign In Sheet; lesson plans; student work; classroom walkthroughs	6/5/2015 semiannually
G1.B4.S1.A1	Assistant Principal will conduct a professional development on CRISS Strategies such as explanation and process writing; one sentence summaries; and six traits of writing strategies.	Gomez, Chayma	8/18/2014	Professional Development Agenda and Sign-In Sheet; Lesson Plans; student work; classroom walkthroughs	6/5/2015 semiannually

**Dade - 7066 - Lba Construction And Business Management Acad - 2014-15 SIP**  
*Latin Builders Association Construction And Business Management Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Registrar will contact parents after first absence and tardies Assistant Principal will call parent if the student is in jeopardy of failing a course. Principal will contact parent for behavioral infractions and suspension.	Ellis, George	8/18/2014	Phone call logs	6/5/2015 daily
G2.B3.S1.A1	Registrar will contact parents after first absence and tardies. Assistant Principal will call parent if the student is in jeopardy of failing a course. Principal will contact parent for behavioral infractions and suspension.	Ellis, George	8/18/2014	Phone call logs	6/5/2015 daily
G1.B1.S1.A2	Provide professional development on the implementation of the ELA/Writing Standards across the curriculum	Gomez, Chayma	8/11/2014	PD Sign Sheets, PD Follow up product, and Lessons	6/5/2015 semiannually
G1.B1.S1.A3	Teachers of every subject area will incorporate CRISS writing strategies in daily bell-ringer or exit ticket activity.	Gomez, Chayma	8/11/2014	Teacher Lesson Plans Student Work Classroom Walkthroughs	6/5/2015 daily
G1.MA1	Reading assessment data reports and observations from Assistant Principal will be reviewed by the LLT to determine effectiveness of strategies, data chats with teachers will occur, and instruction will be adjusted as needed.	Gomez, Chayma	8/18/2014	District Assessment Data Student Work Classroom Walkthroughs Lesson Plans LLT Meeting Minutes	6/5/2015 monthly
G1.B1.S1.MA1	Nearpod data reports from bell-ringer and exit ticket activities will be reviewed by all classroom teachers to determine the effectiveness of the strategies on Literary Analysis and Informational Text and Research Process.	Gomez, Chayma	8/18/2014	Nearpod Data Reports Student Work	6/5/2015 biweekly
G1.B1.S1.MA1	Assistant Principal will check teacher lesson plans, conduct daily classroom observations, and audit student work.	Gomez, Chayma	8/18/2014	Student work Lesson Plans Classroom Observations	6/5/2015 weekly
G1.B2.S1.MA1	Nearpod data reports from bell ringer and exit ticket activities will be reviewed by all classroom teachers to determine the effectiveness of the strategies.	Gomez, Chayma	8/18/2014	Nearpod data; Student work	6/5/2015 biweekly
G1.B2.S1.MA1	Assistant Principal will check teacher lesson plans, conduct daily classroom observations, and audit student work.	Gomez, Chayma	8/18/2014	Student Work; Lesson Plans; Classroom Observations	6/5/2015 weekly
G1.B3.S1.MA1	Nearpod data reports from bell-ringer and exit tickets activities will be reviewed by all classroom teachers to determine the effectiveness of the strategies.	Gomez, Chayma	8/18/2014	Nearpod Data; Student work	6/5/2015 biweekly
G1.B3.S1.MA1	Assistant Principal will check teacher lesson plans, conduct daily classroom observations, and audit student work.	Gomez, Chayma	8/18/2014	Student work; Lesson Plans; Classroom Observations	6/5/2015 weekly
G1.B4.S1.MA1	Nearpod data reports from bell-ringer and exit tickets activities will be reviewed by all classroom teachers to determine the effectiveness of the strategies.	Gomez, Chayma	8/18/2014	Nearpod data reports; student work	6/5/2015 biweekly
G1.B4.S1.MA1	Assistant Principal will check teacher lesson plans, conduct daily classroom observations, and audit student work.	Gomez, Chayma	8/18/2014	Student work; lesson plans; classroom observations	6/5/2015 weekly
G2.MA1	MTSS Team will meet to review and discuss the at-risk student list to determine progress of goals.	Ellis, George	8/18/2014	MTSS Meeting Minutes	6/5/2015 monthly
G2.B1.S1.MA1	Registrar will call parents for an administrative conference after three consecutive absences or tardies.	Ellis, George	8/18/2014	Principal/Student conference log and notes Review of at-risk student list for	6/5/2015 quarterly

**Dade - 7066 - Lba Construction And Business Management Acad - 2014-15 SIP**  
*Latin Builders Association Construction And Business Management Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.			attendance, tardies, grades, and suspensions	
G2.B1.S1.MA1	Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.	Ellis, George	8/18/2014	Summary of phone call or administrative conference.	6/5/2015 daily
G2.B2.S1.MA1	Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.	Ellis, George	8/18/2014	Principal/Student conference log and notes Review of at-risk student list for attendance, tardies, grades, and suspensions	6/5/2015 monthly
G2.B2.S1.MA1	Registrar will call parents for an administrative conference after three consecutive absences or tariffs. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.	Ellis, George	8/18/2014	Principal/Student conference log and notes Review of at-risk student list for attendance, tardies, grades, and suspensions	6/5/2015 quarterly
G2.B3.S1.MA1	Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.	Ellis, George	8/18/2014	Principal/Student conference log and notes. Review of at-risk student list for attendance, tardies, grades, and suspensions	6/5/2015 monthly
G2.B3.S1.MA1	Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.	Ellis, George	8/18/2014	Principal/Student conference log and notes. Review of at-risk student list for attendance, tardies, grades, and suspensions	6/5/2015 monthly
G2.B3.S1.MA1	Registrar will call parents for an administrative conference after three consecutive absences or tardies. Assistant Principal will call parents for an academic administrative conference if student fails grading period. Principal will call parents for a behavioral administrative conference regarding suspension.	Ellis, George	8/18/2014	Principal/Student conference log and notes Review of at-risk student list for attendance, tardies, grades, and suspensions	6/5/2015 quarterly
G3.MA1	Principal will evaluate student interest and academic achievement.	Ellis, George	8/18/2014	Student Surveys Student Grades	6/5/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Student surveys ascertaining interest in STEM-related activities and enrollment in career-related courses.	Ellis, George	8/18/2014	Enrollment in Career-related Courses Student Surveys	6/5/2015 semiannually
G3.B1.S1.MA1	School monthly calendar will include time for iNspire speaker and STEM-related field trips.	Ellis, George	8/18/2014	Monthly calendar	6/5/2015 monthly
G3.B2.S1.MA1	Students will register for DECA competitions using the projects and plans created in class.	Gomez, Chayma	8/18/2014	Student Projects DECA Competition Registration	6/5/2015 quarterly
G3.B2.S1.MA1	The Assistant Principal will conduct walkthroughs and review lesson plans to ensure students are completing real world business projects and creating marketing plans.	Gomez, Chayma	8/18/2014	Lesson Plans Classroom Observations	6/5/2015 weekly
G4.MA1	Principal will keep track of number of participants for each activity and/or event to analyze the amount of parents attending the workshops and events and discuss with MTSS Team.	Ellis, George	8/18/2014	Parent Sign-In Sheets	6/5/2015 monthly
G4.B1.S1.MA1	Principal will print out distribution reports offered by the website and reminder reports to make sure that reminders are being sent out.	Ellis, George	8/18/2014	Website Reports Remind Reports	6/5/2015 monthly
G4.B1.S1.MA1	During EESAC Meetings parents will be asked whether they are receiving emails and reminders. Additionally, a count of participants will be taken during every event.	Montealegre, Natalia	8/18/2014	Parent Sign In Sheet Parent Survey	6/5/2015 monthly
G4.B1.S2.MA1	[no content entered]	Ellis, George		one-time	
G4.B1.S2.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** LBA Academy will improve writing across all content areas.

**G1.B1** Based on AMO data for 2013-2014, 65% of students made proficiency in reading. This year's goal is to have at least 71% of all students proficient in reading. Students in the AMO category of Hispanic, ELL, and ED are demonstrating difficulty in reading, scoring 62% correct in Literary Analysis, and 70% in Informational Text and Research Processes. English is a second language for these students, hence they lack sufficient opportunities to read and communicate effectively verbally and in writing in English.

**G1.B1.S1** Teachers will participate in a professional development in CRISS Writing Strategies that demonstrate understanding in Literary Analysis and Informational Text and Research Processes into mathematics, science, social studies, and ELA courses.

### PD Opportunity 1

Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation & process writing; one sentence summaries; and six traits of writing strategies.

#### Facilitator

Chayma Gomez

#### Participants

All teachers

#### Schedule

Semiannually, from 8/11/2014 to 6/5/2015

### PD Opportunity 2

Provide professional development on the implementation of the ELA/Writing Standards across the curriculum

#### Facilitator

Chayma Gomez

#### Participants

All Teachers

#### Schedule

Semiannually, from 8/11/2014 to 6/5/2015

**G1.B2** Based on AMO data for 2013-2014, 90% of students made proficiency in math. This year's goal is to have at least 95% of all students proficient in math. Students in the AMO category of Hispanic and ED are demonstrating difficulty in math. Students in Algebra are demonstrating difficulties in Polynomials and students in Geometry are demonstrating difficulty in Three-Dimensional Geometry. These students lack math fluency skills and the ability to communicate the procedures to complete higher-complexity problems as evidenced on the 2014 Algebra I and Geometry EOC.

**G1.B2.S1** Teachers will participate in a professional development in CRISS Writing Strategies that demonstrate understanding in Literary Analysis and Informational Text and Research Processes into mathematics, science, social studies, and ELA courses.

### **PD Opportunity 1**

Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation and process; one sentence summaries; and six traits of writing strategies.

#### **Facilitator**

Chayma Gomez

#### **Participants**

All Teachers

#### **Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

**G1.B3** Based on the Biology EOC data for 2013-2014, 78% of students made proficiency in science. This year's goal is to have at least 83% of all students proficient in science. Students in Biology are struggling with Molecular and Cellular Biology; Classification, Heredity, Evolution; and Organisms, Populations, & Ecosystems and explain the scientific process for all these science areas.

**G1.B3.S1** Teachers will participate in a professional development in CRISS Writing Strategies that demonstrate understanding in Literary Analysis and Informational Text and Research Processes into mathematics, science, social studies, and ELA courses.

### **PD Opportunity 1**

Assistant Principal will conduct a professional development on CRISS Writing Strategies such as explanation and process; one sentence summaries; and six traits of writing strategies.

#### **Facilitator**

Chayma Gomez

#### **Participants**

All Teachers

#### **Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

**G1.B4** Based on the Reading data for 2013-2014, 65% of students made proficiency in reading. This year's goal is to have at least 71% of all students proficient in reading. Because reading is a critical part of social studies, students lack the skills to analyze primary sources and communicate their analysis.

**G1.B4.S1** Teachers will participate in a professional development in CRISS Writing Strategies that demonstrate understanding in Literary Analysis and Informational Text and Research Processes into mathematics, science, social studies, and ELA courses.

### **PD Opportunity 1**

Assistant Principal will conduct a professional development on CRISS Strategies such as explanation and process writing; one sentence summaries; and six traits of writing strategies.

#### **Facilitator**

Chayma Gomez

#### **Participants**

All Teachers

#### **Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

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



**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Grand Total</b>	<b>0</b>