Miami-Dade County Public Schools

I Preparatory Academy

2015-16 School Improvement Plan

I Preparatory Academy

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	77%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

iPreparatory Academy utilizes innovative teaching strategies coupled with technology and hands on experience to provide a comprehensive education to our students preparing them to become literate, career-oriented, productive, global citizens ready for the challenges of the 21st century.

Provide the school's vision statement

iPreparatory Academy's vision is to provide a safe, supportive, and dynamic learning environment with a rigorous, technology-rich curriculum emphasizing real-world experiences, ultimately producing students who have acquired the necessary skills and knowledge to become responsible, successful citizens.

School Environment

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

Being that iPreparatory Academy is a Non-Boundary Lottery International Education Magnet School with an Extended Foreign Language Program in Spanish at the lower grade levels, we have a very diverse student population. Our student population includes students from various parts of Europe, South America, Asia, North America, and Africa. Beginning in Pre-Kindergarten, students are exposed to the world around them through culminating activities and start learning about themselves and other cultures through sharing, "all about me" projects, guest speakers involving parents, and participating in an international parade.
Kindergarten through fifth grade students study specific continents throughout the year. With the thematic unit of focus on a specific continent, they study various countries within that continent. Within the study of the country, they learn language, food, traditions, customs, beliefs, clothing, food, and holidays. Through the study of international education, teachers and students are building relationships and learning appreciation for others and the world around them.
The faculty acknowledges and is aware that learners from different cultures may have a particular learning style that is best suited for them. For example, research points to the fact that both Hispanic and African-American students come from traditions of working together for a common goal, while many European-American and Asian-American students may be influenced strongly by cultural traditions where the individual strives for success on their own. Our faculty is aware of these cultural differences and we strive to incorporate these differing learning styles into our daily classroom activities.
iPrep Academy's faculty strongly believes that a student's education should branch out beyond the school walls. The upper grade levels of the school participate in our district's Cultural Passport field trips which introduce students to cultural activities in the arts, most of which has an ethnic flair. A trip to a play at the Actor's Playhouse at the Miracle Theater in Coral Gables, a tour of Little Haiti, Little Havanna and Wynwood with the Urban Parks of Greater Miami, and a visit to the Wolfsonian Museum illustrate our goal of introducing our students to ideas and practices of other cultures. Finally, iPrep's faculty collaborates between subject areas on school projects which infuse multiculturalism into the curriculum resulting in building relationships between not only the faculty but with the students as well. This year the 9th grade English and World History classes will work on a project concerning the Holocaust.

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

iPreparatory Academy values and teaches character education--both personally and digitally. Model citizens are recognized for scholarly behavior. All grade levels are implementing the Superintendent's curriculum initiative entitled Values Matter. This program emphasizes 9 core values: citizenship, cooperation, fairness, honesty, integrity, kindness, respect, responsibility, and pursuit of excellence. Each month of the school year a different value will be emphasized. Lessons centered around each value will be taught at all grade levels of the school. All grade levels of the school will also be implementing Common Sense Media's Digital Citizenship curriculum. This curriculum emphasizes maintaining a positive digital presence on the Internet as well as promoting how to remain safe on the Internet.

A school Safety Patrol was started at the lower academy grade levels in 2013-2014 and now have ranks in office. Our leadership team also remains visible throughout the school at all times. When a parent addresses a concern, we collaborate, reflect, and make necessary changes accordingly. Staff members model respect on a daily basis towards parents, students, and colleagues. By modeling respect, students tend to emulate such behaviors. The faculty at iPrep Academy have very good relationships overall with the students so that students feel comfortable asking faculty members for help.

iPrep Academy is located within the building that houses the district offices of Miami-Dade County Public Schools. By virtue of this fact the building has a security guard posted at a desk located at the main entrance of the school. These guards are in place at their posts before, during and after school. The students are familiar with them and feel comfortable in approaching them if there is an issue concerning security. The other main entrance of the building also has a posted security guard. The school also has several sets of security doors in which a code is required to gain entrance. We have a roving security guard that routinely peruses the campus. We also have security cameras that are monitored on a daily basis by district personnel. Due to the school's physical location we have also developed a partnership with the School Board Police who consistently provide visibility before, during, and after-school on certain days of the week.

The school performs fire and emergency situation drills regularly so that students know exactly where to evacuate in case of a fire.

iPrep Academy has a very accessible counselor who explains very clearly to students the ways that she can be contacted. She willingly accepts multiple student appointments on a daily basis.

We also have district personnel in the health services field that we can call on to help us with any situation that might require additional professional guidance.

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

A clear behavioral expectation is set forth once the child is admitted to the school. Parents are required to go over The Miami-Dade County Public School Student Code of Conduct with their children and submit verification to the school that they have completed this requirement. The faculty at iPrep reinforces the concepts of what constitutes model student behavior along with the accompanying core values affiliated with these positive behaviors. We also go over the consequences , as put forth by the district, for each tier of negative student behaviors. At the lower academy grade levels, parents sign and acknowledge their child's conduct is to be a 2.0 GPA or higher throughout the school year. Failure to do so can result in a warning or placing the child on probation. If a child is experiencing behavior concerns, the protocol is to 1: Have the child voice the concern to the child's parent. 2: Inform the Lead Teacher. 3. Inform Administration. 4. Inform SPED Teacher, Social Worker, and Psychologist for further steps. If deemed appropriate, the child is placed on a Behavior Intervention Plan agreed upon by the teachers, administration, and parents until behavior improves. Training on school protocols are discussed with staff prior to the start of the

school year to ensure all staff members adhere to the same procedures.

Studies have shown that model student behavior improves when students know what is expected of them at school, believe they have the academic and social skills to achieve, are recognized and praised for doing good work or behaving appropriately and feel that there is someone at school who seems to care about them as people. At iPrep Academy we strive to reward positive student behavior instead of punishing negative behavior in the hopes that students will believe that there is someone at school who encourages their development. Some of our rewards for positive behavior include praise, class field trip, certificates, SPOTsuccess program, "Do the Right Thing" program and shout outs on the school announcements.

In order to minimize distractions, teachers ensure full engagement of students. Through the use of iPads, SmartBoards, PCs, and collaborative learning, distractions are naturally minimized.

The faculty also introduces a Personal Time Management tool to students which assists them in analyzing how they spend their time in any given school week. The student can then hopefully become more productive by managing their time more effectively.

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

The social-emotional needs of all students are met by first identifying the difficulties the child is experiencing then providing the student with the appropriate resources to assist in developing those needs. The form of counseling/mentoring is delivered through the SPED teacher followed by the school counselor, school Social Worker, and then by the Psychologist. Our school counselor has a student assessment system in place for identifying student needs. Agreements with school community agencies are in place to provide student-family support. iPrep provides a schedule of family services such as parenting classes. iPrep emphasizes bullying and character education. A list of support services is provided and available to students.

At the upper academy grade levels, students at iPrep have the opportunity to be mentored by community and business leaders. The upper grade levels at the school participate in the "Women of Tomorrow" program. This program pairs at-risk young women with distinguished professional and successful women mentors who are dedicated to improving the self-esteem and future adult lives of teenage women. The Women of Tomorrow mentors meet with their mentees on a monthly basis to help motivate, counsel, and empower young women to live up to their potential.

The upper grade level academy also has a Gay-Straight Alliance group begun during the 2014-2015 school year which can give students a sense of acceptance and security while at school.

iPrep Academy has a very accessible counselor who explains very clearly to students the ways that she can be contacted. She willingly accepts multiple student appointments on a daily basis.

We also have district personnel in the health services field that we can call on to help us with any situation that might require additional professional guidance.

A mentor/mentee program is in place that pairs incoming freshman students with 12th grade students which aids in the transition to high school as well as to a new learning environment.

The Honor Societies at iPrep offer peer tutoring on a daily basis.

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

At the lower grade level academy, the MTSS/RtI Team will discuss at-risk students and develop the proper tier interventions. The students will be monitored throughout the school year to ensure passing grades are maintained. The early warning indicators at the lower grade level academy are number of students failing an EIA or math course in each grade level and those students earning a Level 1 on any statewide assessment.

iPrep's upper grade level academy leadership team peruses student attendance and academic data on a bi-quarterly basis. Once a student has been identified as possibly at risk, implementation of the Response to Intervention protocols are established. The school counselor and assistant principal initiate individual counseling sessions with the targeted student. The parent of the student is called and if a parent conference is needed one is arranged. The student may be put on probation in case of academic problems. The counselor can, if applicable, coordinate student-family support services. District health services support personnel may also be asked to provide services depending on the particular issue with the student. The school's National Honor Society provides free tutoring to students before and after school everyday. Teachers reintroduce Time Management tips to the student via the Time Management tool the student completed at the beginning of the year.

Early Warning Indicators include:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. Course failure in English Language Arts or mathematics
3. A Level 1 on the statewide, standardized assessments in English Language Arts or mathematics
4. Grade 9 students with >1 absence within the first 20 days of school.
5. Students with a GPA of less than 2.0

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	11	
Attendance below 90 percent	1	3	7	11
One or more suspensions	0	0	0	
Course failure in ELA or Math	1	3	1	5
Level 1 on statewide assessment	0	0	1	1
Grade 9 students who miss any days within the first 20 days of school	5	0	0	5
Students with a GPA of less than 2.0	1	1	0	2
Course failure in 2 or more subjects	1	3	1	5

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

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	1	3	2	6

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

At the lower grade level academy, the MTSS/RtI Team will discuss at-risk students and develop the proper tier interventions. The students will be monitored throughout the school year to ensure passing grades are maintained.

Types of intervention strategies at the upper grade level academy are:

1. Counselor/student conferences.
2. Counselor/teacher/parent/student conferences
3. Teacher/student conferences
4. Tutoring offered by National Honor Societies before and after school Monday-Friday.
5. FLVS facilitators work one-on-one with students falling behind pace in FLVS classes.

6. Implementation of Response to Intervention protocols.
7. Consultations with district personnel in health services if applicable.
8. Warning/Probation letters sent home.
9. SCMR forms--Student Case Management Referral
10. weekly monitoring of at risk student grades by counselor
11. Intervention classes offered

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?
No

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

Description

During the academic school year iPrep Academy sponsors various parental
involvement events. The school's PTA remains in constant contact with parents through the PTA
website via alerts and e-mail messages in order to keep the parents informed of all events taking
place at the school. The parents of iPrep Academy are invited to attend the schools
PTA meetings as well as volunteer to participate in various committees dealing with the many events
taking place throughout the school year. The administration constantly sends home notices and
connect Ed messages keeping the parents informed of all events. The teachers of iPrep Academy
keep parents informed of their child's progress via phone conferences, face to face parent
conferences, e-mail, and notes sent home.
iPrep Academy would like to increase the number of parental involvement opportunities. We are
implementing a social media initiative in order to teach the parents how to use the available
technology in order to monitor their child's progress. We are planning a Connected Parents Workshop
where parents will be taught how to log in to the MDCPS portal in order to access student grades and
how to block websites that they do not want their children to view. Other topics of technological
concern will also be handled at the workshop. We are hoping that by reaching out to the parents in
this way we will be able increase parent involvement at our school. We will also be showing parents
the website Common Sense Media which is a clearinghouse of information on the digital world.
Common Sense reviews apps, books and TV shows so that parents can find out about what their
children are watching and downloading. Common Sense is agreat resource for parents, students, and
teachers.
iPrep Academy would like to increase parent attendance at parent involvement opportunities.

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

iPrep's lower grade level academy builds and sustains relationships with the local community by
coordinating community involved activities. Because iPrep is a commuter school, students come from
various parts of the county which allows us to partner with not only local businesses, but also businesses
throughout Miami-Dade County. A set of structural elements including partnerships, alignment of funding
streams with natural assets of community, and the integration of academic learning help craft the vehicle
of change. At iPrep Academy we have a shared vision of success; a mutually agreed upon vision of

success. We identify resources and plan activities which would involve the partners' participation throughout the school year. This includes coordinating in-house field trips related to the subject area being taught, inviting guest speakers to the school from differing cultures and areas of study and planning a career day and Principal Today in which partners can share experiences in the workforce. Decision-making strategies though EESAC are utilized in which monies are discussed and agreed upon in order to have a school-wide/all student impact. Collaboration with universities help implement new programs which segway into the child's emotional, social and academic development.

At iPrep's upper grade level academy, community partnerships are essential to iPrep's magnet theme. As a career and leadership academy, students are required to take part in an Executive Internship program during their junior and senior year. Community partners work with iPrep by mentoring students for an entire school year. Some partners are University of Miami Medical Center, Miami International Book Fair, Miami Seaquarium, Miami-Dade County Parks and Recereation department, WLRN, Macias Advertising, and Aventura Medical Center to name a few. The internships help to give students first hand knowledge of workplace expectations and helps to expose them to a variety of experiences not found in a traditional school day.

Our magnet lead teacher, Laura Hernandez, reaches out via telephone and site visitations to local community members in order to organize internships for the students. She nurtures and adds to these relationships yearly by keeping the lines of communication open thereby increasing not only student achievement via the internships but also cementing our relationship with the community.

iPrep routinely receives many local visitors from various community backgrounds who come to observe the school and its practices. We have people visit with business, education and the arts backgrounds who are interested in our environment and how we are assisting our students in increasing student achievement. From these visits we are, many times, able to negotiate and obtain capital and human resources for future school projects.

Our EESAC Committee membership includes people from the local community who are able to apprise us of possible resources and opportunities as well for our students. Our EESAC Committee meets 4 times yearly.

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:

Name	Title
Carvalho, Alberto	Principal
Diaz, Aillette	Assistant Principal
Fleri, Patty	Assistant Principal
Hernandez, Laura	Other
Pedroso, Beatrice	Guidance Counselor
Arnold, Gersie	Other
Embden, Karen	Administrative Support
McVoy, Esther	Administrative Support
Hernandez, Elizabeth	Teacher, PreK
Padron-Mendez, Jennifer	Administrative Support
Lopez, Catherine	Teacher, K-12
Garcia, Jorge	Psychologist
Cuba, Lianie	Attendance/Social Work
Jones, Brittney	Teacher, K-12
Gonzalez, Vanessa	Teacher, K-12
Villucci, Molly	Teacher, K-12

Duties

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

iPrep's lower grade level academy
Tier 1(Leadership Team)
The school's administrators will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources:
• Mr. Alberto M. Carvalho, Principal
• Ms. Aillette Diaz, Assistant Principal
Ms. Patricia Fleri. Assistant Principal
Teacher(s) and Instructional Liaisons who share the common goal of improving instruction for all students. These team members will work to build staff support, internal capacity, and sustainability over time:
• Ms. Laura Hernandez, Lead Teacher
• Mrs. Jennifer Padron Mendez, SPED Chairperson
• Dr. Jorge Garcia, School Psychologist
• Ms. Esther McVoy, Speech-Language Pathologist
Ms. Beatrice Pedroso, Guidance Counselor
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically monthly to review consensus, infrastructure, and implementation of building level MTSS/RtI.
Tier 2
Selected members of the Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
• Mrs. Elizabeth Hernandez, Pre-kindergarten - Kindergarten Grade Level Chair
• Ms. Brittney Jones, First - Second Grade Level Chair
• Mrs. Vanessa Gonzalez, 3rd Grade Level Chair
• Mrs. Catherine Lopez Verdier, 4th-5th Grade Level Chair
Tier 3 SST

The following members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3
SST Problem Solving Team.
• Ms. Aillette Diaz, Assistant Principal
• Mr. Laura Hernandez, Lead Teacher
• Mrs. Jennifer Padron Mendez, SPED Chairperson
• Dr. Jorge Garcia, School Psychologist
iPrep's upper grade level academy
Tier 1(Leadership Team)
• Administrator Patricia Fleri will schedule and facilitate regular Response to Intervention meetings,
insure attendance of team members, insure follow up of action steps and allocate resources;
In addition to Patricia Fleri, the school's Leadership Team will include the following members who will
carry out SIP planning and MTSS problem solving:
• School reading, math, science, and behavior specialists—Molly Villucci, Laura Hernandez, Beatrice
Pedroso
• Special education personnel –Jennifer Mendez
• School guidance counselor-Trish Pedroso
• School psychologist-Dr. Jorge Garcia
• School social worker-Ms. Lianie Cuba
• Member of advisory group, community stakeholders, parents-Sandi Pena(parent), Vivien Tirse
(EESAC educational support), Patty Vogel (community stakeholder)
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically once per
grading period to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Selected members of the MTSS Leadership Team-Patricia Fleri, Molly Villucci, Trish Pedroso, and
Jennifer Mendez- will conduct regular meetings to evaluate intervention efforts for students by
subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or
revise efforts.
Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3
SST Problem Solving Team. (Patricia Fleri, Molly Villucci, Trish Pedroso, Helen Li
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***Describe the process through which school leadership identifies and aligns all available
resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students
and maximize desired student outcomes. Include the methodology for coordinating and
supplementing federal, state and local funds, services and programs. Provide the person(s)
responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor
academic and behavioral data to evaluate progress towards those goals at least three times per year
by:
1. Hold regular team meetings where problem solving is the sole focus.
2. Use the four step problem solving process as the basis for goal setting, planning, and program
evaluation during all team meetings that focus on increasing student achievement or behavioral
success.
3. Determine how we will know if students have made expected levels of progress towards
proficiency (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive
response (MTSS problem solving process and monitoring progress of instruction)
5. Respond when students are demonstrating a positive response or have met proficiency by raising

goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures are implemented (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact on grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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 X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, provides a homeless

sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) 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.
Career and Technical Education
By promoting Career Pathways and Programs of Study students will 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 and provide 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 industry certifications.
Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alberto Carvalho	Principal
Molly Villucci	Teacher
Lisa Hauser	Teacher
Annette Decius	Parent
Patty Vogel	Business/Community
Jordi Pedroza	Student
Ketha Otis	Parent
Gerald Flournoy	Business/Community
Patricia Fleri	Principal
Sterling Alic	Student
Aillette Rodriguez-Diaz	Teacher
Chantal Alviarez	Education Support Employee
Diana Hart	Parent
Diane de la Cabada	Business/Community
Felisa Padilla	Business/Community
George Pardo	Business/Community
Hernan Hernandez	Parent
Lissette Icaza	Business/Community
Kristina Aenlle	Business/Community
Maggie Darde	Student
Michael Nozile	Student
Vanessa Gonzalez	Education Support Employee
Helen Q Li	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

The schools EESAC assisted with the evaluation of last year's school improvement plan. Throughout the school year the EESAC was provided with important information regarding the status of the SIP and how the strategies included in the SIP were being implemented in the different grade levels. The EESAC was given opportunities to provide ideas, suggestions and feedback regarding the strategies and goals stated in the SIP. Members of the EESAC had the opportunity to evaluate all of the goals stated in the school improvement plan (SIP) as well as all of the strategies during the EESAC meetings held throughout the school year. All ideas and suggestions were considered and added as needed to the school improvement plan.

Development of this school improvement plan

The EESAC assists in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). It brings together all stakeholders and involves them in an authentic role in decisions which affect instruction and the delivery of programs. Some of these decisions are recommendations for staff development opportunities, the purchase of additional instructional materials to support

student achievement and the purchase of additional technology. In addition to addressing issues relative to core academic areas (Reading, Mathematics, Writing, and Science) on the SIP, the EESAC
is also involved in the areas of parental involvement, attendance, along with budget,
staffing, and student support services.
The EESAC provides the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. Additionally, the EESAC receives regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.
iPrep's EESAC also completes the following activities:
1.Meetings to discuss and implement any changes to bylaws
2. Reviewing most current testing data throughout year to discuss and approve if changes need to be made to current instructional strategies
3. Reviewing teacher suggested instructional strategies for the following year and voting to accept or deny them and making suggestions for additional strategies
4. Perusing, as a group, the entire SIP and voting to approve it as written or to possibly make revisions
5. Continued monitoring of SIP throughout school year
6. Discussing possible uses of EESAC monies for the improvement and benefit of the students at iPrep

Preparation of the school's annual budget and plan

iPrep Academy is located in the district offices of Miami-Dade County Public Schools and has the Superintendent of Miami-Dade County Public Schools, Mr. Alberto Carvalho, as its principal. Because of these unique circumstances the EESAC Committee at our school does not have the authority to plan the school's annual budget. The planning of our budget is completed by the Office of Instructional Technology who has been given this authority by Mr. Carvalho.
However, the EESAC does assist with the preparation of the school's annual budget and plan by understanding
how the funds are allotted and then discussing how we feel it's best to be distributed to benefit all students in the school. We first have a meeting to discuss the funds allotted. Then we have members devise a plan of action for specific resources in which they feel the funds may be best utilized. Once all plans are developed, it is submitted to the EESAC Chair. Once the EESAC Chair reviews the plans, a meeting is called to discuss all proposed plans. The voting committee then votes on the plan they feel will best benefit the students that school year.

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

At iPrep's upper level grade level academy, some of the EESAC funds last year were used to buy items that were used for positive reinforcement in our Blended Learning Communities. We wanted to reward students who consistently stayed on pace in their Florida Virtual School classes. We spent $400 on this incentive. Teachers can ask for funds through a request to the EESAC. These funds can be used for student incentives.
At iPrep's lower grade level academy, EESAC funds of approximately $2,000.00 will be allocated to implement digital media and enhance our Accelerated Reader program.

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:

Name	Title
Hernandez, Laura	SAC Member
Villucci, Molly	Teacher, K-12
Pedroso, Beatrice	Guidance Counselor
Diaz, Aillette	Assistant Principal
Padron-Mendez, Jennifer	Administrative Support
Alviarez, Chantal	Teacher, K-12
Jones, Brittney	Teacher, K-12
Gonzalez, Vanessa	Teacher, K-12
Hart, Diana	Teacher, K-12
Ponzoa, Yvette	Teacher, K-12
Diaz, Gina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

iPrep's lower grade level academy will promote literacy in the following way:
This 2015-2016 school year, the LLT will focus on:
• Creating a school-wide focus on literacy and reading achievement by establishing model classrooms; conferring with Literacy Team, teachers and administrators; and providing professional development based on need.
• Provide opportunities for members of the Literacy Team to share their expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions.
• Encourage teachers to engage in higher order thinking and discussion using a variety of formats and texts and incorporating technology such as Interactive SMART boards, Promethean Boards and iPADS
iPrep's upper grade level academy will focus on the following literacy activities for the 2015-2016 school year:
The LLT will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions in order to infuse the Florida Standards into the curriculum. Multi-disciplinary teams of teachers will develop lessons that provide students with opportunities for research and incorporate writing throughout. The students will go to the Miami International Book Fair where they will attend author lectures.

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

Teachers at iPrep's lower grade level academy are encouraged to build positive working relationships not only with teachers in their grade level but also with teachers across all grade levels. Each grade level has a Grade Level Chair which is responsible for disseminating important information to their teachers as well as provide administration with any concerns the grade level might have. Our teachers participate in continuous vertical articulation across all grade levels. This allows our teachers the opportunity to work

together with teachers in different grade levels and build better relationships across all grade levels. All teachers participate in collaborative planning on a weekly basis in order to make sure the content being taught is the same across the grade level. During collaborative planning sessions teachers are able to share ideas and best practices to utilize in the classroom while teaching their lessons. The schools administration and lead teacher participate in the collaborative planning sessions in order to provide additional ideas and support to teachers who might have a questions or a concern with a lesson. The combination of all of these strategies helps encourage our teachers to build positive working relationships with all teachers in the school.

iPrep's upper grade level staff actively collaborate and share best practices to ensure that the magnet theme is infused throughout the curriculum. The staff has also planned to implement cross curricular collaborative projects. The 9th grade English and World History classes will collaborate on a project concerning the Holocaust. Technology such as iMovie, Garageband and Evernote will also be infused into the various collaborative projects. The 10th grade English and Chemistry classes will collaborate on a project concerning the book called Napoleon's Buttons. Each project not only includes the infusion of various types of technology but will also require a written portion that infuses the Florida Standards in literacy.

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

iPrep's lower grade level academy, in order to recruit and retain highly qualified, certified-in-field, effective teachers, facilitate ongoing professional developments and coordinate school events that unify the community, parents, students and school staff. These events and programs are organized and implemented by the assistant principal, Ms. Aillette Diaz and the lead teacher, Ms. Laura Hernandez. Additionally, new teachers are provided partnership opportunities with veteran teachers as well as partnering clinically certified teachers with student interns from local universities.

iPrep's upper grade level academy implements the following activities in order to recruit, develop and retain highly qualified, certified-in-field effective teachers:
1. All teachers will be trained to implement technology in the 21st century classroom
2. Provide technology and tech support for teachers
3. All staff will be recognized for exceptional performance throughout the year
4. Opportunities to attend national educational technology conferences
5. Opportunities to collaborate on a global scale
6. Partnering clinically certified teachers with student interns from local universities
Administration, corporate trainers, select staff, PTSA, District Support Personnel, EESAC

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

The MDCPS iPrep Academy mentoring program has designated a mentor teacher (for first year teachers) or
buddy teacher (for second-third year teachers) to provide the following: sharing best practices; support with modeling lessons and lesson planning; classroom management and instructional strategies. The mentor teacher or buddy teacher has outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.

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

The instructional programs and materials used at iPrep Academy are adopted
and supported by the Miami-Dade County School District. iPrep Academy creates ongoing
opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing
and mathematics curriculum that aligns to the Florida standards. This process allows our teachers to
gain a deeper level of comprehension. The conversations and learning opportunities taking place
during the unpacking of the Florida standards promote dialogue that can dispel misunderstandings as
well as promote opportunities for growth in instructional practice, curriculum, and knowledge of the
Florida standards.

All textbook materials purchased by Miami-Dade County Public Schools are correlated to the new
Florida Standards. Teachers routinely access the district web sites for their respective subjects in
order to review the current standards. Teachers cite the standards in their lesson plans. The
administration spot checks lesson plans in order to determine if standards have been incorporated.
Teachers read and discuss standards of subjects other than their own in order to determine any
correlations to their own subject's standards. This could lead to developing future cross curricular
projects.

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***

Teachers at iPrep's lower grade level academy use data on a consistent basis to provide and
differentiate instruction in order to meet the needs of our students. Teachers use data attained from
District interim assessments, benchmark and topic assessments to assist with differentiated
instruction. The teachers differentiated instruction groups are fluid and constantly changing based on
data results. Teachers are able to group students based on benchmark deficiencies and provide
students with additional resources and instruction in order to improve the deficiency
. SPED Teachers are able to modify the curriculum and the instruction provided to SPED students in
order to help them attain proficiency in state assessments. Data is also utilized to compose the
schools intervention
groups and provide our lowest students with much needed intervention in areas of weakness. iPrep's
lower grade level academy also holds meetings on a regular basis to make decisions about
curriculum instruction in the school. Student data is analyzed and compared to expectations found in
the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS).
At iPrep's upper grade level academy, systematic processes and procedures for collecting, analyzing,
and applying learning from all data sources are documented and used consistently by professional
and support staff. Data sources include comparison and trend data that provide a comprehensive and
complete picture of student learning, instruction, the effectiveness of programs, and the conditions
that support learning. During faculty and EESAC meetings the data is analyzed and strategies are
discussed as to their effectiveness. All school personnel use data to design, implement, and evaluate
continuous improvement plans to improve student learning, instruction, the effectiveness of programs,
and organizational conditions. iPrep Academy has policies and procedures in place for analyzing data
that determine verifiable improvement in student learning, including readiness for and success at the
next level. Results indicate improvement, and school personnel consistently use these results to
design, implement, and evaluate the results of continuous improvement action plans related to
student learning. All professional and support staff members are assessed and trained in a rigorous
professional development program related to the evaluation, interpretation, and use of data.
Lesson plans will be monitored to ensure that reading strategies are being incorporated in each
classroom. Classroom walkthroughs will also take place. Teachers continue to incorporate and
include questions related to the benchmarks in which the district has traditionally performed poorly.
Skill weaknesses and targeted benchmarks are shared with the respective teacher and instructional
strategies pertaining to overall weaknesses are discussed. The iPrep model lends itself to students
with diverse needs. All students have access to a learning experience that suits their personal style,

whether through IEP accommodations or not, students have access to the resources they need to meet student achievement goals.

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: Before School Program

Minutes added to school year: 10,000

iPrep's upper grade level academy provides a Before School program to students in order to enhance and review student skills in the core subject areas. This program is implemented at the beginning of the school year on Monday-Friday and is approximately 60 minutes in length per day.

Strategy Rationale

Cooperative learning has been a mainstay in American public education since the 1980s. Peer tutoring is one incarnation of cooperative learning that has been proven to help students learn. In other words, students do learn from each other.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Villucci, Molly, mvillucci@dadeschools.net

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

Data is collected from interim assessments in the fall and winter and FCAT and EOC results in the spring of each school year. During faculty and EESAC meetings the data is analyzed and strategies are discussed as to their effectiveness.

Strategy: Extended School Day

Minutes added to school year: 6,720

Teachers at iPrep's lower grade level academy increase the amount and quality of learning time by providing
intervention to low performing students during school hours. Identified students work in small groups with certified teachers five days a week for 30 minutes per day using the Reading Wonders intervention program from McGraw Hill. Students who demonstrate capacity for accelerated enrichment programs are evaluated and enrolled in our Gifted Classes with a more advanced curriculum and rigorous project-based activities are embedded in the instruction. In addition, students in need of additional support or enrichment are enrolled in our after care Reading and Math support or enrichment programs.

Strategy Rationale

Through intervention students are able to receive additional support in areas of need. This additional support and instruction allows the students to get a better understanding of the concepts and strategies that need to be mastered

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The effectiveness of our intervention and enrichment programs are evaluated by improvements in weekly benchmark tests as well as through District provided Baseline and Quarterly Interim Assessments. The MTSS/RtI Leadership Team meets monthly to analyze the data,discuss students' academic progress and adjusts strategies when necessary.
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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

At iPrep's lower grade level academy, in order to ensure that all incoming Kindergarten students are ready for academic success in school, it is imperative that students and families have the support they need to transition into the routine and expectations of attending Florida schools. The assistant principal holds a school tour monthly
throughout the school year for potential students to showcase our site, and answer questions/ concerns from parents. Furthermore, at the time of registration, faculty and staff members explain procedures to parents in an effort to facilitate the transition from Pre-Kindergarten into Kindergarten. Communication with parents in the form of memorandums, newsletters, flyers, orientation meetings, workshops, webpage, telephone communications, and face to face contact occurs on a continuous basis. VPK teachers and parents create a partnership to make parents aware of the expectations and demands of Kindergarten in order to help students transition smoothly.
The classroom teachers are responsible for all assessments and evaluations. Current Pre-Kindergarten students are administered the State Mandated VPK assessment, three times throughout

the year, to monitor students' academic progress as they prepare for Kindergarten. This evaluation tool is aligned with the Kindergarten, FLKRS/FAIR assessment and supports phonological awareness. In addition, District personnel from the Division of Early Childhood provide feedback and support on the progress of the program.

At iPrep's upper grade level academy the Key Club sponsors a mentoring activity where the upper classmen are assigned individually to 9th grade students. The upper class mentors then give tips and advice to the lower classmen concerning how to be successful at iPrep.

AP students at iPrep, at the end of the year, write letters of advice to the incoming students where they discuss how to be successful in the class as well as positives and negatives of the class.

Every year iPrep's upper grade level academy has a new student orientation that takes place before school begins. The orientation's objective is to acquaint students and parents with their child's new environment and school procedures and expectations.

iPrep's upper grade level academy National Honor Society reads to and tutors students at iPrep's lower grade level academy on a daily basis.

Early warning indicators for incoming 9th graders are monitored by the school's leadership staff at the very beginning of the school year in order to be able to offer support programs to those 9th graders who might be in need of assistance.

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

iPrep Academy is extensively incorporating internships into the curriculum. Each student will create a resume and develop interview skills and appropriate behavior for the job site. Students, through personal interest, select an internship from a variety of community businesses, medical facilities, arts programs and legal firms. These internships last for the entire school year. Students also take Leadership and career courses where extensive career research is done. Part of these courses also emphasize job shadowing where students can visit a business for the day.

Students also research post-secondary schools and universities and then apply to them during their junior and senior year. Students research and apply for financial aid, scholarships and grants. Students research careers that align with their interests and strengths. Students develop an education plan that is in-line with their career goals.

We have a College Fair and a College Tour to introduce students to prospective colleges.

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

iPrep Academy offers Industrial certifications in Microsoft Office including Microsoft Word, PowerPoint and Excel. The school will also be offering certifications in Adobe and PhotoShop.

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

All upper grade level iPrep Academy students will be prepared for college entrance requirements. The CAP advisor and counselor will aid students in choosing an appropriate college. Test dates (ACT, SAT, PSAT) will be communicated. iPrep Academy extensively incorporates internships into the school requirements. Students, through personal interest, select an internship from a variety of community businesses, medical facilities, arts programs and legal firms. In the spring, (March) subject selection takes place. The first phase involves teachers stating their recommendations. Next, students and their parents select choices for the next school year. If a student opts not to accept the recommendation of the teacher, a meeting with the counselor takes place so that the situation may be discussed. Once this segment has been completed, the subjects decided upon during this meeting are input into the computer. iPrep students also take courses with the Florida Virtual School. FLVS offers a wide range of courses that meet student needs and interests. The students make course

selections with FLVS and verify these selections with the school counselor. After all course selections have been made the student schedules are then created. Select students, who did well on the PERT exam, will be enrolled in Dual Enrollment programs at Miami-Dade College and FIU. PSAT scores for all 10th grade students are also used to determine college readiness. SAT/ACT participation and use of fee waivers for disadvantaged students, National College Fair participation are also ways to determine college readiness

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

Students at the upper grade level academy at iPrep take the PERT test in order to determine eligibility for Dual Enrollment. This year we have approximately 35 students enrolled in Dual Enrollment classes at Miami-Dade College or Florida International University. All iPrep Academy students are currently enrolled in a college prep curriculum where only Honors and Advanced Placement courses are offered. 100% of our students have completed Algebra I prior to the 9th grade. Three 11th grade students failed the 10th grade FSA ELA. This is out of a student population of approximately 97 students currently at the 11th and 12th grade levels. This represents .03% of our current 11th These 3 students are currently enrolled in an Intensive Reading class in order to prepare to take the Fall FSA ELA Retake test. iPrep Academy also offers Level 3 or higher classes in Mathematics. We currently offer Pre-Calculus, Calculus, AP Calculus AB and BC.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

🔍 G070379

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ED	
Geometry EOC Pass Rate	100.0
ELA/Reading Gains	78.0
FSA English Language Arts - Achievement	96.0
ELA/Reading Lowest 25% Gains	78.0
Bio I EOC Pass	97.0

Resources Available to Support the Goal `2`

- iPads, Promethean Boards, Smart Boards, Reading Plus, iPods, MDCPS District Office personnel, school-based literacy leadership team, school-based Faculty Senate, high expectations for learning communicated to students by staff, FLVS, Khan Academy, MathExcel online content, teacher-created video tutorials, Discovery Learning, local physical environmental resources, Reading Plus, Essay Smart, ClassZone.com, iReady

Targeted Barriers to Achieving the Goal `3`

- Evidence of the Gradual Release of Responsibility Model (GRRM) is not present.

Plan to Monitor Progress Toward G1. `8`

MidYear Assessments, district writing test, End of Course exams, FSA ELA's,

Person Responsible

Molly Villucci

Schedule

Monthly, from 11/16/2015 to 2/19/2016

Evidence of Completion

student Evernote portfolios, lesson plans, teacher reflections, teacher observations, administrative feedback, student essays, student data

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. To increase student achievement by improving core instruction in all content areas. 1

G070379

G1.B5 Evidence of the Gradual Release of Responsibility Model (GRRM) is not present. 2

B183303

G1.B5.S1 Implement the gradual release of responsibility model across all content areas as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

S195045

Strategy Rationale

The GRRM will support student achievement in developing critical thinking and complete increasingly complex, grade-level appropriate tasks.

Action Step 1 5

Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Development Teacher workday.

Person Responsible

Molly Villucci

Schedule

On 9/23/2015

Evidence of Completion

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

Action Step 2 `5`

Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.

Person Responsible

Molly Villucci

Schedule

Weekly, from 9/21/2015 to 11/24/2015

Evidence of Completion

classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student produced work folders

Action Step 3 `5`

Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

Person Responsible

Molly Villucci

Schedule

Monthly, from 9/21/2015 to 11/24/2015

Evidence of Completion

classroom visitation logs, student data, data chats

Action Step 4 `5`

Provide additional support on the effective implementation of the Gradual Release Responsibility Model during early release day activites.

Person Responsible

Molly Villucci

Schedule

On 10/22/2015

Evidence of Completion

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.

Person Responsible

Molly Villucci

Schedule

Monthly, from 9/21/2015 to 11/24/2015

Evidence of Completion

Classroom visitation logs, teacher observations. administrative feedback, implementation plan, student Evernote portfolios

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.

Person Responsible

Molly Villucci

Schedule

Monthly, from 9/21/2015 to 11/24/2015

Evidence of Completion

Classroom visitation logs, teacher observations. administrative feedback, implementation plan, student Evernote portfolios

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.B5.S1.A1	Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Development Teacher workday.	Villucci, Molly	9/23/2015	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	9/23/2015 one-time
G1.B5.S1.A2	Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.	Villucci, Molly	9/21/2015	classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student produced work folders	11/24/2015 weekly
G1.B5.S1.A3	Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	Villucci, Molly	9/21/2015	classroom visitation logs, student data, data chats	11/24/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A4	Provide additional support on the effective implementation of the Gradual Release Responsibility Model during early release day activites.	Villucci, Molly	10/22/2015	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/22/2015 one-time
G1.MA1	MidYear Assessments, district writing test, End of Course exams, FSA ELA's,	Villucci, Molly	11/16/2015	student Evernote portfolios, lesson plans, teacher reflections, teacher observations, administrative feedback, student essays, student data	2/19/2016 monthly
G1.B5.S1.MA1	Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.	Villucci, Molly	9/21/2015	Classroom visitation logs, teacher observations. administrative feedback, implementation plan, student Evernote portfolios	11/24/2015 monthly
G1.B5.S1.MA1	Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.	Villucci, Molly	9/21/2015	Classroom visitation logs, teacher observations. administrative feedback, implementation plan, student Evernote portfolios	11/24/2015 monthly

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. To increase student achievement by improving core instruction in all content areas.

G1.B5 Evidence of the Gradual Release of Responsibility Model (GRRM) is not present.

G1.B5.S1 Implement the gradual release of responsibility model across all content areas as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Development Teacher workday.

Facilitator

Ailette Diaz

Participants

Faculty and Staff

Schedule

On 9/23/2015

PD Opportunity 2

Provide additional support on the effective implementation of the Gradual Release Responsibility Model during early release day activites.

Facilitator

Aillette Diaz

Participants

Faculty/Staff

Schedule

On 10/22/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B5.S1.A1	**Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Development Teacher workday.**	**$0.00**
2	G1.B5.S1.A2	**Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.**	**$0.00**
3	G1.B5.S1.A3	**Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.**	**$0.00**
4	G1.B5.S1.A4	**Provide additional support on the effective implementation of the Gradual Release Responsibility Model during early release day activites.**	**$0.00**
		Total:	**$0.00**