

Latin Builders Association Construction And Business Management Academy

13835 NW 97 AVE, Hialeah, FL 33018

<http://lbaacademy.org/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	84%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year	2014-15	2013-14	2012-13
Grade	C*	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

N/A

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, 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

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

At LBA Academy we learn about our student's culture and build relationships with our students, primarily through our advisory program. Every teacher is assigned a group of students that remains with them for the entire year. During this advisory period, teachers are able to monitor student grades, provide activities that help student with executive functions, practice skills through a focused activity of the week, and mentor students. At LBA Academy, the advisory program ensures that every student is represented by at least one school personnel. Also, the school's counselor meets with every student to discuss grades, current/future goals, and career interests. In addition to our advisory program our school also hosts several activities throughout the year to encourage parent participation. Every year we host a new student orientation which provides parents with school information, an understanding of the school's mission and vision, academic and behavior expectations, LBA Academy History, and an overview of student activities. For the convenience of our parents, we provide quarterly parent/teacher conferences from 3:30pm-6:30pm. We actively recruit for PTO/EESAC Membership during our monthly parent workshops. As part of our school's tradition we also celebrate our families during our annual Hammerhead Family Day. During this even, all stakeholders (students, families, board members, & the community) are invited to attend. Families get to share time together while we celebrate the culmination of the another year. During this time we also hand out achievement awards for the year. Every quarter we also celebrate our students for having perfect attendance through a student breakfast and Instagram shout-out, and take our Honor Roll/Principal's Honor Roll students to a sponsored lunch. Part of the uniqueness of our school, we take a day every quarter to participate in group team building activities. The teachers team up with their advisory group as team building leaders during our quarterly team building activities.

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 a daily Advisory period 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. Additionally, we will utilize the Positive Behavior Support program. Research shows that consistently utilizing a school wide discipline plan is proven to be effective in schools. The RtI/MTSS Team meets weekly to discuss data to identify problem areas, brainstorm interventions, and communicate findings to the staff, students, and families.

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 (counselor) helps implement the school's advisory program during homeroom which takes place Monday - Friday from 7:30 am – 7:45 am. During this time, teachers monitor student grades and implement activities that will help students create proactive habits of learning, master self- and social awareness, self-management, relationship skills, and responsible decision-making. School counseling services are provided for students. Counseling services may include, but are not restricted to, targeted individual counseling, classroom presentations to support academic success, social skills, and stress and anger management. The counselor plans, implements and delivers a school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific presentations.

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 leadership team meets weekly to analyze early warning indicators. During this time the team analyzes the data and makes recommendations for next steps, including but not limited to parent conferences, recommendation for Positive Behavior Support referral, change of placement and/or interventions, and discussion with the student's advisory teacher. The "at risk" report used in the meeting includes, attendance, lowest 25% (Reading, Math, & Science, G.P.A., course failure/at risk of course failure (English/Math), and suspensions. The team also meets about students who have been recommended by teachers. Through weekly team meetings, teachers discuss student concerns and advise each other on differentiated techniques/strategies. Progress monitoring plans are created for students with extreme risks in their most needed areas.

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	12	
Attendance below 90 percent	1	3	1	1	6
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	3	1	4	0	8
Level 1 on statewide assessment	2	0	0	9	11
GPA less than 2.0	0	2	3	1	6
	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	1	1	2	2	6

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.
- Indoor suspensions are monitored by the leadership team (Ms.Gomez, Mr. Trujillo, and Ms. McKnight) to reduce repetitive behavior and loss of instructional time. After the second indoor 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 Assistant Principal (Jorge Trujillo). Students that go through indoor suspensions have a required counseling sessions for a specified time. Time is decided on a case-by-case basis.
- Students who have failed courses and/or scored a Level 1 on the statewide assessments are monitored by the Principal (Ms. Gomez). Each student is provided an intensive remediation course during an elective period and intensive remediation is provided during afterschool tutoring to ensure that students are receiving adequate support.
- Students will also meet with the counselor (Ms.McKnight) to create goals, reinforce positive attendance/behavior, provide support, and motivate students.

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 after school and during the summer break.

The school's leadership team works with the Latin Builder's Association, several universities, and community partners to secure our partnerships. Many of the members of the LBA provide sponsorships for sports and school activities. The school counselor and LBA School Liaison invite community members and LBA members to come in and speak to our students through our iNSPIRE Program. Additionally, our students are required to complete a minimum 75 hours of community services or propose a project within our community to extend our partnerships.

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
Gomez, Chayma	Principal
McKnight, Adrienne	Guidance Counselor
Trujillo, Jorge	Assistant Principal

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-Chayma Gomez, Assistant Principal-Jorge Trujillo, Counselor- Adrienne McKnight

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 will meet weekly 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 weekly 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:

Name	Stakeholder Group
Chayma Gomez	Principal
Lilly Benito	Parent
Fabiola Dongo	Education Support Employee
Paola Benito	Parent
Danai Verde	Teacher
Odalys Santa	Parent
Cristina Soler	Parent
Yamileth Pereyra	Business/Community
	Student

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 2014-2015 school improvement plan. Recommendations were noted and taken into consideration to make adjustments for the 2015-2016 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 2015-2016 School Improvement Plan (SIP) an EESAC meeting was scheduled to review the completed SIP End-of-Year 2014-2015 Review Forms. Recommendations were made by stakeholders for the development of the 2015-2016 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 our management company, and approved by the Board. The EESAC funds will be used to purchase tutoring materials for afterschool 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 2014-2015 FSA ELA and EOC Algebra I, Geometry, Biology, US History 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:

Name	Title
Gomez, Chayma	Principal
Behrle, Eric	Teacher, K-12
McKnight, Adrienne	Guidance Counselor
Trujillo, Jorge	Assistant Principal

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.
- 3 - Daily homeroom reading and writing activities, Algebra I and Biology 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.
- 5 - 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.

-Ms. Gomez, Principal: 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. Gomez will provide professional development and classroom follow up on best practices in Reading/LA

- Ms. McKnight, Counselor: Will assist with benchmark assessments and progress monitoring data, and support implementing instructional strategies to incorporate literacy across the curriculum.

-Mr. Eric Behrle, Teacher: Will provide teacher feedback to the team about what is working in the classroom. Mr. Behrle 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 Principal , Chayma Gomez will be provided for beginning teachers, Danai Verde and Brian Carvajal. Assistant Principal, Jorge Trujillo, will provide one-to-one mentoring to beginning teacher, Gary Bush. Mentors 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. 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 weekly to review student data from baseline and interim assessments as well as teacher made tests benchmarked through Mastery Connect and Thinkgate. 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, and 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 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: After School Program

Minutes added to school year: 3,840

Students attend free after-school tutoring from October - May from 3:00 pm - 4:00 pm. 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: ELA FSA (9th-10th), Algebra I EOC, Algebra II EOC, Biology EOC, Geometry EOC, and US History EOC. This tutoring program is funded through 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 Mastery Connect 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 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. 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 required 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.

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:

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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.** LBA Academy will 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. LBA Academy will increase student achievement by improving core instruction in all content areas. 1a

G070938

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	46.0
Algebra I EOC Pass Rate	46.0
U.S. History EOC Pass	57.0
Bio I EOC Pass	57.0

Resources Available to Support the Goal 2

- iPad
- Reading Plus
- Homeroom Dailies
- District Interim Assessments
- Promethean Boards
- Google Classroom
- Thinkgate
- Mastery Connect
- Socrative

Targeted Barriers to Achieving the Goal 3

- Lack of specific and thorough teacher orientation and ongoing professional development.

Plan to Monitor Progress Toward G1. 8

Reading assessment data reports and observations from Counselor 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

Adrienne McKnight

Schedule

Monthly, from 8/24/2015 to 6/5/2016

Evidence of Completion

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

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

 G070938

G1.B2 Lack of specific and thorough teacher orientation and ongoing professional development. **2**

 B184917

G1.B2.S1 Increase the effectiveness of teacher professional development by providing teachers a two-week teacher orientation training and ongoing mentoring. **4**

 S196362

Strategy Rationale

Research shows that effective leaders and teachers increase student success and that the primary contributor to making educators effective is high-quality, continuous professional learning.

Action Step 1 **5**

Teachers will participate in a detailed two-week orientation that will include training in the areas of Rtl, lesson planning, ESE/ESOL strategies, etc.

Person Responsible

Chayma Gomez

Schedule

On 8/21/2015

Evidence of Completion

A professional development binder will be kept for record of activities with teacher signatures, agenda, and sample documentation of the training.

Action Step 2 5

Principal will host bi-weekly individual teacher meetings to discuss lesson plans, lesson planning strategies, teaching/classroom management strategies, student data, the use of "Teach Like a Champion" strategies, and provide professional mentorship.

Person Responsible

Chayma Gomez

Schedule

Biweekly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Prin

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

Principal will keep track of meeting agendas and minutes.

Person Responsible

Chayma Gomez

Schedule

Biweekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

An agenda and meeting minutes will be kept for every meeting including action items that will be followed up during the next meeting or on the date specified during the meeting.

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

A record of professional development and teacher meetings will be kept by the Principal.

Person Responsible

Chayma Gomez

Schedule

Biweekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Professional Development Binder documents (sign in sheets, agendas, copy of training documents and/or powerpoints).

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.B2.S1.A1	Teachers will participate in a detailed two-week orientation that will include training in the areas of Rtl, lesson planning, ESE/ESOL strategies, etc.	Gomez, Chayma	8/10/2015	A professional development binder will be kept for record of activities with teacher signatures, agenda, and sample documentation of the training.	8/21/2015 one-time
G1.B2.S1.A2	Principal will host bi-weekly individual teacher meetings to discuss lesson plans, lesson planning strategies, teaching/classroom management strategies, student data, the use of "Teach Like a Champion" strategies, and provide professional mentorship.	Gomez, Chayma	8/31/2015	Prin	6/10/2016 biweekly
G1.MA1	Reading assessment data reports and observations from Counselor will be reviewed by the LLT to determine effectiveness of strategies, data chats with teachers will occur, and instruction will be adjusted as needed.	McKnight, Adrienne	8/24/2015	District Assessment Data Student Work Classroom Walkthroughs Lesson Plans LLT Meeting Minutes MTSS Leadership Meeting Minutes	6/5/2016 monthly
G1.B2.S1.MA1	A record of professional development and teacher meetings will be kept by the Principal.	Gomez, Chayma	9/7/2015	Professional Development Binder documents (sign in sheets, agendas, copy of training documents and/or powerpoints).	6/10/2016 biweekly
G1.B2.S1.MA1	Principal will keep track of meeting agendas and minutes.	Gomez, Chayma	9/7/2015	An agenda and meeting minutes will be kept for every meeting including action items that will be followed up during the next meeting or on the date specified during the meeting.	6/10/2016 biweekly

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

G1.B2 Lack of specific and thorough teacher orientation and ongoing professional development.

G1.B2.S1 Increase the effectiveness of teacher professional development by providing teachers a two-week teacher orientation training and ongoing mentoring.

PD Opportunity 1

Teachers will participate in a detailed two-week orientation that will include training in the areas of Rtl, lesson planning, ESE/ESOL strategies, etc.

Facilitator

Chayma Gomez

Participants

Teachers

Schedule

On 8/21/2015

Budget

Budget Data			
1	G1.B2.S1.A1	Teachers will participate in a detailed two-week orientation that will include training in the areas of Rtl, lesson planning, ESE/ESOL strategies, etc.	\$0.00
2	G1.B2.S1.A2	Principal will host bi-weekly individual teacher meetings to discuss lesson plans, lesson planning strategies, teaching/classroom management strategies, student data, the use of "Teach Like a Champion" strategies, and provide professional mentorship.	\$0.00
Total:			\$0.00