

Miami-Dade County Public Schools

Latin Builders Association Construction And Business Management Academy



2017-18 Schoolwide Improvement Plan

Latin Builders Association Construction And Business Management Academy

11093 NW 138TH ST, Hialeah Gardens, FL 33018

<http://lbaacademy.org/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	C*	A

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	5
Differentiated Accountability	6
Current School Status	7
Supportive Environment	7
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	22
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	22

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Latin Builders Association Construction And Business Management Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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, through our monthly team building activities. Additionally, during our monthly team building activities teachers and students meet in a form to discuss school-wide issues and events. As part of our school's tradition we also celebrate our families at the Hammerhead Family Day. During this event, 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.

b. 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.

The school also organizes team building activities where the entire school participates. Through this activities we strive to provide high-impact learning, increase team skills and communications, and improve morale. Students and staff work as a group to complete a challenging task and learning ways to improve communication skills.

The guidance counselor will help our students and families in understanding the cultural needs of our school. Working together with teachers and the principal, the guidance counselor will help create a safe and respectful environment.

c. 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 provides a student-parent handbook which establishes policies and procedures in which is reviewed and signed during the new student orientation. The handbook lists student expectations and consequences for disruptive behaviors. As a school we also follow the district code of conduct for all behavioral disciplinary incidents. Research shows that consistently utilizing a school wide discipline plan is proven to be effective in schools. The RtI/MTSS Team meets monthly to discuss data to identify problem areas, brainstorm interventions, and communicate findings to the staff, students, and families.

d. 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.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 monthly 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 monthly 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	20	20	14	65

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	2	9	12	8	31

c. 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. After every absence Ms. Lizano 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. Jaynes & Ms. Terry) 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 Guidance Counselor/Reading Coach (Ms. Terry). 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. Jaynes). Each student is provided an intensive remediation course during an elective period and intensive remediation is also provided through targeted intervention activities to ensure that students are receiving adequate support.
- We have quarterly academic reviews. Students who are not meeting expectations will be placed on academic probation in which a student parent meeting will be conducted.
- Students will also meet with the counselor to create goals, reinforce positive attendance/behavior, provide support, and motivate students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

N/A Title 1 - see PIP

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

2. 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 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 sponsorship for sports and school activities. The school guidance 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Jaynes, Jennifer	Principal
Lizano, Belinda	Registrar
Terry, Gina	School Counselor
Cumbermack, Naida	Teacher, K-12

b. Duties

1. 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-Jennifer Jaynes, Guidance Counselor/Reading Coach-Gina Terry, Registrar, Belinda Lizano, and English teacher Naida Cumbermack.

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 monthly 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.

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

MTSS leadership team will meet monthly to assist with data-based problem-solving with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. Findings during MTSS leadership team meetings will be communicated to all necessary stakeholders including, but limited to, teachers by grade level, subject area, intervention groups and parents through EESAC.

The MTSS leadership team will work together with the Literacy Leadership team in order to assist in the implementation of such goals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Jaynes	Principal
Lilly Benito	Parent
Eric Montes de Oca	Business/Community
Natalie Orozco	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In May, a meeting was held to review the 2016-2017 school improvement plan. Recommendations were noted and taken into consideration to make adjustments for the 2017-2018 school improvement plan. All recommendations were recorded and included in the EESAC minutes.

b. Development of this school improvement plan

To assist in the preparation of the 2017-2018 School Improvement Plan (SIP) an EESAC meeting was scheduled to review the completed SIP End-of-Year 2016-2017 Review Forms. Recommendations were made by stakeholders for the development of the 2017-2018 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.

c. 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.

2. 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 2016-2017 FSA ELA and EOC Algebra I, Geometry, Biology, US History administration using a projected amount of \$600.00. Budget approval shows on EESAC Minutes.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jaynes, Jennifer	Principal
Lizano, Belinda	Registrar
Terry, Gina	School Counselor
Cumbermack, Naida	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

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. Jaynes, 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. Terry and Ms. Jaynes will provide professional development and classroom follow up on best practices in Reading/LA

-Mr. Terry, Guidance Counselor/Reading Coach: Will assist with benchmark assessments and progress monitoring data, and support implementing instructional strategies to incorporate literacy across the curriculum.

-Ms. Cumbermack, Teacher: Will provide teacher feedback to the team about what is working in the classroom. Ms. Cumbermack will also provide monthly updates on all literacy based initiatives and interventions to all teachers. A monthly initiatives report is disseminated and discussed with the teachers as well.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Monthly professional developments are designed to share the latest research based strategies across all content areas. Additionally, all teachers meet weekly during the morning or afternoon for common planning. Teachers are able to discuss best practices, lesson plans, and/or share specific strategies that work with all students. Faculty and staff participate in team-building activities as well as work together to design the team building activities for the students.

2. 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, UM, MDC, teachers-teachers.com and www.EmployFlorida.com. The school offers a competitive salary, benefits, and opportunity for involvement in school-based decisions. LBA Academy offers competitive salary and benefits, comparable to the District.

LBA Academy also provides professionals the opportunities for teachers to prepare and take the Content Area Exam. Additionally, all teachers have access to District professional development workshops. All new and veteran educators are provided ongoing mentoring from the Principal and planning opportunities with the Guidance Counselor/Reading coach.

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

One-on-one mentoring by Ms. Terry, guidance counselor/reading coach will be provided for beginning teachers, Ms. Jimenez and Mr. Cantos. Mentorship will include best practices based on observations and monthly 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 monthly collaborative planning sessions. During these sessions, the teachers use the district pacing guide which are aligned with 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 training to align best-practices and standards. Principal reviews lesson plans each week and conducts daily walk-thrus to ensure fidelity and implementation of Florida State Standards.

b. Instructional Strategies

1. 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 monthly to review student data from previous FSA scores and interim assessments as well as teacher made tests bench-marked through their curriculum. 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 (various iPad applications). Faculty monitors progress at the class and grade level during monthly faculty meetings and conduct data chats with students after District Interim Assessments.

2. 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 November - 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-12th), and Algebra I EOC, Algebra II EOC, Geometry EOC.

Strategy Rationale

Tutoring provides reinforcement in math and reading to ensure success on the EOC Exams and FSA ELA Assessment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jaynes, Jennifer, jjaynes@dadeschools.net

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

Using our reading math resources such as PATHS, FAIR, Reading Plus, and G2D our 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 LBAA students throughout the year. The administration 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 counselor as their college adviser, who work with students to ensure career and college readiness. Ms. Terry our guidance counselor will serve as the CAP Advisor. She will work 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.

b. College and Career Readiness

1. 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 Ms. Terry, our 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, Ms. Terry, our 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.

2. 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 meet college representatives during an in house college fair and from visitations from college admission officers.

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

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

4. 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 Miami Dade College. Additionally, students attend field trips to College Fair Expos and participate in on-campus college visits. Ms. Terry, the CAP Advisor will meet with students for credit recovery information, GPA information, high-school credit tracking, scholarship information and SAT/ACT registration. Ms. Terry will set up SAT/ACT tutoring for students. Informative Workshops (iParent Workshops) will prepare parents to know about college placement exams (what to expect and how to register), available scholarships, and applying for college.

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

- G1.**
- G2.** If core instruction is improved at Latin Builders Academy, then student academic success will be evident.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. **1a**

G096962

Targets Supported **1b**

Indicator

Annual Target

Targeted Barriers to Achieving the Goal **3**

Resources Available to Help Reduce or Eliminate the Barriers **2**

G2. If core instruction is improved at Latin Builders Academy, then student academic success will be evident. 1a

G096963

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
Algebra I EOC Pass Rate	47.0
U.S. History EOC Pass	50.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of standards-based instruction that aligns to performance tasks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Plus
- District Interim Assessments
- Promethean Boards
- Google Classroom
- Khan Academy
- FAIR
- PATHS Curriculum

Plan to Monitor Progress Toward G2. 8

Reading assessment data reports and observations 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

Jennifer Jaynes

Schedule

Monthly, from 8/28/2017 to 6/4/2018

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

G2. If core instruction is improved at Latin Builders Academy, then student academic success will be evident.

1

G096963

G2.B1 Limited evidence of standards-based instruction that aligns to performance tasks. 2

B260858

G2.B1.S1 Utilize corresponding state standards, item test specs, pacing guides, and other research-based strategies aligned to the standards during effective collaborative planning to ensure fidelity to standards-based instruction that aligns to performance tasks. 4

S276231

Strategy Rationale

Limited evidence of effective implementation of standards-based instruction aligned to performance tasks during administrative walkthroughs. Implementing this strategy will increase the effectiveness of the barrier by providing resources that are aligned to the standards in order to assist with planning and lesson execution.

Action Step 1 5

Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.

Person Responsible

Jennifer Jaynes

Schedule

Quarterly, from 10/4/2017 to 6/1/2018

Evidence of Completion

EESAC Sign- in Sheets Agenda SIP Plan

Action Step 2 5

Provide coaching support for teachers targeting standards-based instruction that aligns to performance task

Person Responsible

Jennifer Jaynes

Schedule

Monthly, from 9/27/2017 to 6/1/2018

Evidence of Completion

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

Monitor effectiveness of the implementation of standards-based instruction aligned to performance tasks by conducting weekly collaborative planning sessions, monthly data chats, ongoing classroom walkthroughs.

Person Responsible

Jennifer Jaynes

Schedule

Weekly, from 8/25/2017 to 6/4/2018

Evidence of Completion

Lesson Plans checked and signed by Principal Feedback Form form Administration Monthly Data Sign in sheets

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

Effectiveness will be monitored by ongoing assessments that reflect an increase in student achievement data, both proficiency and learning gains, that is directly aligned to standards-based instruction.

Person Responsible

Jennifer Jaynes

Schedule

Monthly, from 8/28/2017 to 6/4/2018

Evidence of Completion

Meeting Agendas and Sign in Sheets Feedback from Classroom Walkthroughs

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

Leadership Team will analyze the data from monthly student assessments.

Person Responsible

Jennifer Jaynes







Schedule

Biweekly, from 9/25/2017 to 6/4/2018

Evidence of Completion

FSA Reading and EOC Data District Interim Assessments G2D FAIR Reading Plus

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A1  A371909	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.	Jaynes, Jennifer	10/4/2017	EESAC Sign- in Sheets Agenda SIP Plan	6/1/2018 quarterly
G2.B1.S1.A2  A371910	Provide coaching support for teachers targeting standards-based instruction that aligns to...	Jaynes, Jennifer	9/27/2017		6/1/2018 monthly
G2.MA1  M400075	Reading assessment data reports and observations will be reviewed by the LLT to determine...	Jaynes, Jennifer	8/28/2017	District Assessment Data Student Work Classroom Walkthroughs Lesson Plans LLT Meeting Minutes MTSS Leadership Meeting Minutes	6/4/2018 monthly
G2.B1.S1.MA1  M400072	Leadership Team will analyze the data from monthly student assessments.	Jaynes, Jennifer	9/25/2017	FSA Reading and EOC Data District Interim Assessments G2D FAIR Reading Plus	6/4/2018 biweekly
G2.B1.S1.MA1  M400073	Monitor effectiveness of the implementation of standards-based instruction aligned to performance...	Jaynes, Jennifer	8/25/2017	Lesson Plans checked and signed by Principal Feedback Form form Administration Monthly Data Sign in sheets	6/4/2018 weekly
G2.B1.S1.MA2  M400074	Effectiveness will be monitored by ongoing assessments that reflect an increase in student...	Jaynes, Jennifer	8/28/2017	Meeting Agendas and Sign in Sheets Feedback from Classroom Walkthroughs	6/4/2018 monthly

V. Professional Development Opportunities

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

G2. If core instruction is improved at Latin Builders Academy, then student academic success will be evident.

G2.B1 Limited evidence of standards-based instruction that aligns to performance tasks.

G2.B1.S1 Utilize corresponding state standards, item test specs, pacing guides, and other research-based strategies aligned to the standards during effective collaborative planning to ensure fidelity to standards-based instruction that aligns to performance tasks.

PD Opportunity 1

Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.

Facilitator

Jennifer Jaynes

Participants

Teachers, Stakeholders, Students, Business Reps

Schedule

Quarterly, from 10/4/2017 to 6/1/2018

PD Opportunity 2

Provide coaching support for teachers targeting standards-based instruction that aligns to performance task

Facilitator

Gina Terry

Participants

Teachers

Schedule

Monthly, from 9/27/2017 to 6/1/2018

VII. Budget

1	G2.B1.S1.A1	Introduce Action Plan and SIP to all stakeholders during EESAC and faculty meetings.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Dade - 7066 - Lba Construction And Business Management Acad - 2017-18 SIP
Latin Builders Association Construction And Business Management Academy

			7066 - Lba Construction And Business Management Acad			\$0.00
	3376	120-Classroom Teachers	7066 - Lba Construction And Business Management Acad	General Fund	162.0	\$0.00
2	G2.B1.S1.A2	Provide coaching support for teachers targeting standards-based instruction that aligns to performance task				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		520-Textbooks	7066 - Lba Construction And Business Management Acad	Other		\$0.00
			<i>Notes: EDGE and PATHS books for Intensive Reading</i>			
					Total:	\$0.00