

Miami-Dade County Public Schools

Latin Builders Association Construction And Business



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	D	C*

School Board Approval

N/A

SIP Authority

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>.

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. 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: School Information

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 Leadership Team

Membership

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

Name	Title
Jaynes, Jennifer	Principal
Arostegui, Brenda	Instructional Coach

Duties

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

As the principal of the school, I oversee the instructional program of the school.

Ms. Brenda Arostegui is responsible for analyzing and dis aggregating data and sharing best practices with teachers.

Early Warning Systems

Year 2017-18

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	7	4	2	3	16
One or more suspensions	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	3	4	1	1	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	20	0	19	13	52

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	11	4	9	7	31

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/4/2018

Year 2016-17 - As Reported

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	
One or more suspensions	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

Year 2016-17 - Updated

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	
One or more suspensions	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data component was English Language Arts. No this not a trend.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from prior year was English Language Arts. The data dropped from a 47% in 2017 to a 33% in 2018.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap was English Language Arts with 33% compared to the state that showed a 56%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was US History with an 87%. No this is not a trend.

Describe the actions or changes that led to the improvement in this area.

The change that led to the improvement in this area was due to the teacher who was certified and had content area knowledge.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	33%	59%	56%	42%	55%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	47%	56%	53%	52%	50%	46%
ELA Lowest 25th Percentile	60%	51%	44%	50%	46%	38%
Math Achievement	40%	51%	51%	28%	39%	43%
Math Learning Gains	47%	50%	48%	28%	39%	39%
Math Lowest 25th Percentile	0%	51%	45%	29%	40%	38%
Science Achievement	48%	65%	67%	28%	62%	65%
Social Studies Achievement	86%	73%	71%	52%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	7 (0)	4 (0)	2 (0)	3 (0)	16 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	3 (0)	4 (3)	1 (1)	1 (0)	9 (4)
Level 1 on statewide assessment	20 (11)	0 (20)	19 (20)	13 (14)	52 (65)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	27%	54%	-27%	53%	-26%
	2017	49%	52%	-3%	52%	-3%
Same Grade Comparison		-22%				
Cohort Comparison						
10	2018	27%	54%	-27%	53%	-26%
	2017	36%	50%	-14%	50%	-14%
Same Grade Comparison		-9%				
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	47%	65%	-18%	65%	-18%
2017	68%	62%	6%	63%	5%
Compare		-21%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	87%	67%	20%	68%	19%
2017	40%	65%	-25%	67%	-27%
Compare		47%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	35%	59%	-24%	62%	-27%
2017	50%	58%	-8%	60%	-10%
Compare		-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	52%	54%	-2%	56%	-4%
2017	59%	48%	11%	53%	6%
Compare		-7%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	8	53		36	76			79		72	23
HSP	31	48	60	40	47		48	85		82	19
FRL	25	56	60	30	60		39	84		80	15
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	20	52	67	37	50	38				75	
HSP	48	47	65	43	48	43	68	43		87	62
FRL	43	42	56	42	52	48	67	36		86	53

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	English Language Arts
Rationale	The English Language Arts component was low due to the turnover of teachers and lack of resources and textbooks.
Intended Outcome	The ELA scores will increase from a 33% to 38%.
Point Person	Jennifer Jaynes (jjaynes@dadeschools.net)

Action Step

Description	In order to increase our ELA scores, we have purchased ELL books in order to help support our ELL students. We have also hired a certified ELL & Intensive Reading teacher. ELL students are now grouped by the correct ELL level in order to target their weakness. The reading coach will model and ensure that our teachers are utilizing the correct ELL strategies within the classroom.
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Person Responsible	Jennifer Jaynes (jjaynes@dadeschools.net)
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Plan to Monitor Effectiveness

Description	As the principal of the school I plan on making sure that lesson plans have the correct ELL strategies, formative assessments, and the FSA.
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Person Responsible	Jennifer Jaynes (jjaynes@dadeschools.net)
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Activity #2

Title

Rationale

Intended Outcome

Point Person	[no one identified]
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Action Step

Description

Person Responsible	[no one identified]
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Plan to Monitor Effectiveness

Description

Person Responsible	[no one identified]
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Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

N/A Title 1 - see PIP

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

PFEP Link

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

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.

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. Mr. Eddie Diaz will serve as the CAP Advisor. He 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.

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.

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 Mr. Eddie Diaz, 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, Mr. Eddie Diaz, 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.

Part V: Budget

Total:

\$0.00