



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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I Preparatory Academy  
1500 BISCAYNE BLVD STE 129  
Miami, FL 33132  
305-995-1928  
<http://iprep.dadeschools.net>

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## School Demographics

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**School Type**  
Combination School

**Title I**  
No

**Free and Reduced Lunch Rate**  
62%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
85%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

I Preparatory Academy

##### Principal

Alberto Carvalho M

##### School Advisory Council chair

Molly Villucci

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Layda Nasr	Assistant Principal
Beatrice Pedroso	Guidance Counselor
Laura Hernandez	Magnet Lead Teacher
Molly Villucci	Test Chair/EESAC Chair
Gersie Arnold	Activities Director

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Principal—1, Alternate Principal—1, UTD Steward—1, Teacher—1, Parents—2, Educational Support—1, Business Community—2, Students—2

#### Involvement of the SAC in the development of the SIP

1. Meetings to discuss and implement any changes to bylaws
2. Reviewing most current testing data throughout year to discuss and approve if changes need to be made to current instructional strategies
3. Reviewing teacher suggested instructional strategies for the following year and voting to accept or deny them and making suggestions for additional strategies
4. Perusing, as a group, the entire SIP and voting to approve it as written or to possibly make revisions
5. Continued monitoring of SIP throughout school year
6. Discussing possible uses of EESAC monies for the improvement and benefit of the students at iPrep

**Activities of the SAC for the upcoming school year**

1. Assist in the developing and monitoring of the school improvement plan
2. Participate in the analysis of the evaluation data and in determining the overall effectiveness of instructional strategies
3. Corporate sponsors such as Pearson and Apple will provide trainings and technology in order to supplement school resources
4. Requesting and reviewing from iPrep stakeholders project ideas in order to effectively use SIP funds for this school year

**Projected use of school improvement funds, including the amount allocated to each project**

We would like to use some of the EESAC funds this year to buy items that will be used for positive reinforcement in our Blended Learning Communities. We would like to reward students who consistently stay on pace in their Florida Virtual School classes. We would like to be able to spend \$400.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Alberto Carvalho M**

Principal

Years as Administrator: 20

Years at Current School: 3

**Credentials**

Degrees:  
 Bachelor of Science in Biology—1990  
 Barry University  
 Master of Science in Educational Leadership—1994  
 Nova Southeastern University

**Performance Record**

For the past 18 years Mr. Carvalho has served as a District administrator for MDCPS

**Layda Nasr**

Asst Principal

Years as Administrator: 9

Years at Current School: 2

**Credentials**

Degrees:  
 Bachelor of Business Administration—1984  
 Florida Atlantic University  
 Master of Science in Educational Computing and  
 Technology—1996  
 Barry University  
 Certification expiration date: 2014  
 Certifications and Endorsements:  
 ELEM ED, ESOL, ED LEADERSHIP

**Performance Record**

2013 – School Grade--A  
 Rdg. Proficiency, 92%  
 Math Proficiency, 99%  
 Rdg. Lrg. Gains, 82 points  
 Math Lrg. Gains, 97 points  
 Rdg. Imp. of Lowest 25% -  
82 points  
 Math Imp. of Lowest 25%, 97 points  
 Rdg. AMO – 92%\_N  
 Math AMO–98%\_Y  
 2012 – School Grade--A  
 Rdg. Proficiency, 94%  
 Math Proficiency, 100%  
 Rdg. Lrg. Gains, 80 points  
 Math Lrg. Gains, N/A points  
 Rdg. Imp. of Lowest 25% -  
80 points  
 Math Imp. of Lowest 25%, N/A points  
 Rdg. AMO –N/A\_\_  
 Math AMO–N/A  
 School Year-- ‘11 ‘10 ‘09 ‘08 ‘07  
 School Grade A A A A A  
 High Standards-Reading 69 74 74 70 69  
 High Standards-Math 77 81 79 77 74  
 Lrg Gains-Reading 68 69 76 65 74  
 Lrg Gains-Math 65 63 73 69 66  
 Gains-Reading-25% 68 59 73 66 73  
 Gains-Math-25% 74 65 68 80 73

**Classroom Teachers**

**# of classroom teachers**

11

**# receiving effective rating or higher**

11, 100%

**# Highly Qualified Teachers**

100%



**# certified in-field**

11, 100%

**# ESOL endorsed**

0, 0%

**# reading endorsed**

1, 9%

**# with advanced degrees**

8, 73%

**# National Board Certified**

4, 36%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

1, 9%

**# with 6-14 years of experience**

6, 55%

**# with 15 or more years of experience**

4, 36%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. All teachers will be trained to implement technology in the 21st century classroom
  2. Provide technology and tech support for teachers
  3. All staff will be recognized for exceptional performance throughout the year
  4. Opportunities to attend national educational technology conferences
- Administration, corporate trainers, select staff, PTSA, District Support Personnel, EESAC

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

iPrep Academy plans to implement a Professional Learning Community focusing on the goal of instructional best practices-particularly in the area of technology. Newly arrived teachers at iPrep and those teachers that have been at the school prior will participate in the Professional Learning Community. Veteran iPrep teachers will observe classes of those newly hired teachers twice each month of the school year. Twice each month after school there will be meetings of the PLC where the focus will be a lesson study. The new teachers will each present a lesson to the group that they have taught and suggestions will be made by the group members for improvement.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

**Tier 2**

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

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

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

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

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

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

**Tier 1(Leadership Team)**

- Administrator Layda Nasr will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to Layda Nasr, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists—Molly Villucci (Reading), Tom Gantt (Science), Lisa Hauser (Math)
- Special education personnel –Jennifer Mendez
- School guidance counselor-Trish Pedroso
- School psychologist-Christine Machado
- School social worker-Lavanda Simpkins
- Member of advisory group, community stakeholders, parents-Sandi Pena(parent), Vivien Tirse (EESAC educational support), Gerald Flournoy (community stakeholder)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically once per grading period to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

Selected members of the MTSS Leadership Team-Layda Nasr, Molly Villucci, Lisa Hauser, Trish Pedroso, Christine Machado, and Tom Gantt- will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. (Layda Nasr, Molly Villucci, Trish Pedroso, Sandi Pena,

.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Tier 1 and Tier 2 worksheets document support for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

#### Data Sources

##### Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- EOC
- Student grades
- School site specific assessments

##### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context

- Office referrals per day per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school will participate in the MTSS district professional development which consists of;

1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI. In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using the development of a strategic implementation plan with meetings at least twice a year to review data, meetings with district leadership teams to review data and revise the implementation plan if necessary and providing feedback to the faculty and staff to reach a rating of at least 80% MTSS implementation in the school.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 1,680

iPrep Academy provides a Saturday program to students in order to enhance and review student skills in the EOC test subjects of Biology and Geometry. This program is implemented on Saturdays beginning in January. The Saturday program is approximately 2 hours in length.

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

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

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

#### **Who is responsible for monitoring implementation of this strategy?**

The test chairperson (Molly Villucci) and the assistant principal (Layda Nasr) collect and disseminate the test results to the faculty. Mr. Tom Gantt and Mr. Ryan Vancol oversee the Saturday program.

**Strategy: Extended Day for All Students****Minutes added to school year: 11,790**

iPrep academy provides before school and after school programs, sponsored by the National Honor Society, to students in order to enhance and review student skills in the core subject areas. Before school programs are approximately 45 minutes in duration while after school programs are approximately 1 hour in duration.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

The test chairperson (Molly Villucci) and the assistant principal (Layda Nasr) collect and disseminate the test results to the faculty. Ms. Melissa Keller oversees the before-and-after school programs.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Layda Nasr	Assistant Principal
Molly Villucci	Test chair/Reading teacher
Melissa Keller	English teacher
Yolanda Muller	English teacher
Laura Hernandez	content area teacher
Lisa Hauser	content area teacher
David Palladino	content area teacher

**How the school-based LLT functions**

The LLT will meet once a month to disaggregate data and report to teachers and administration, create data charts for display to students, encourage student performance in regularly scheduled events, celebrate success with students and teachers. The team will assist and monitor all subgroups within the expectations for the annual measurable objectives.

**Major initiatives of the LLT**

The LLT will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions in order to infuse the Common Core standards into the curriculum. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

iPrep teachers will engage in professional development centering around CRISS reading strategies. Content area teachers will use Reading Plus in their classrooms. Lesson plans will be checked by administrator (Layda Nasr) in order to determine if content area lesson plans in reading are being implemented.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Lesson plans will be monitored to ensure that reading strategies are being incorporated in each classroom. Classroom walkthroughs will also take place. Teachers continue to incorporate and include questions related to the benchmarks in which the district has traditionally performed poorly. Skill weaknesses and targeted benchmarks are shared with the respective teacher and instructional strategies pertaining to overall weaknesses are discussed. iPrep Academy also offers Industrial certifications in Microsoft Office including Microsoft Word, PowerPoint and Excel. The school will also be offering a certification in Adobe and PhotoShop.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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

### Strategies for improving student readiness for the public postsecondary level

All iPrep Academy students will be prepared for college entrance requirements. The CAP advisor and counselor will aid students in choosing an appropriate college. Test dates (ACT, SAT, PSAT) will be communicated. iPrep Academy extensively incorporates internships into the school requirements. Students, through personal interest, select an internship from a variety of community businesses, medical facilities, arts programs and legal firms. In the spring, (March) subject selection takes place. The first phase involves teachers stating their recommendations. Next, students and their parents select choices for the next school year. If a student opts not to accept the recommendation of the teacher, a meeting with the counselor takes place so that the situation may be discussed. Once this segment has been completed, the subjects decided upon during this meeting are input into the computer. iPrep students also take courses with the Florida Virtual School. FLVS offers a wide range of courses that meet student needs and interests. The students make course selections with FLVS and verify these selections with the school counselor. After all course selections have been made the student schedules are then created. Select students, who did well on the PERT exam, will be enrolled in Dual Enrollment programs at Miami-Dade College and FIU. PSAT scores for all 10th grade students are also used to determine college readiness. SAT/ACT participation and use of fee waivers for disadvantaged students, National College Fair participation are also ways to determine college readiness

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		92%		
American Indian		0%		
Asian		0%		
Black/African American		97%		
Hispanic		92%		
White		0%		
English language learners		0%		
Students with disabilities		0%		
Economically disadvantaged		92%		

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	15%	16%
Students scoring at or above Achievement Level 4	104	78%	79%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		82%	84%
Students in lowest 25% making learning gains (FCAT 2.0)		82%	84%

#### Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	90%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	83%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		98%		
American Indian				
Asian				
Black/African American		95%		
Hispanic		99%		
White				
English language learners				
Students with disabilities		0%		
Economically disadvantaged		98%		

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		0%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		0%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		69%



**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	44	83%	83%

**Area 4: Science****Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	15%	15%
Students scoring at or above Achievement Level 4	59	83%	83%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		11
Participation in STEM-related experiences provided for students	110	82%	83%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	6	4%	5%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		100%	100%
Students taking one or more advanced placement exams for STEM-related courses	6	4%	5%
CTE-STEM program concentrators	0		8
Students taking CTE-STEM industry certification exams	0	0%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	50%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	54	35%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	6	4%	12%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	0	0%	30%
Passing rate (%) for students who take CTE industry certification exams		0%	40%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	10%

**Area 7: Social Studies**

**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	5	4%	3%
Students in ninth grade with one or more absences within the first 20 days	5	4%	3%
Students in ninth grade who fail two or more courses in any subject	4	5%	4%
Students with grade point average less than 2.0	3	2%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	6	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	47	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

1. iPrep Academy would like to increase membership in our PTSA.
2. iPrep Academy would like to increase the number of parental involvement opportunities.
3. iPrep Academy would like to increase parent attendance at parent involvement opportunities.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Increase membership in PTSA	60	45%	50%
Increase the number of parental involvement opportunities	10	0%	0%
Increase parent attendance at parent involvement opportunities	60	45%	50%

## Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading Test, 92 percent of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 95 percent of students to score at Level 3 or above, an increase of 3 percentage points.
- G2.** On the 2012 Post Secondary Readiness Test , 89% of students at iPreparatory Academy were designated as college ready in reading. Our goal on the 2014 Post Secondary Readiness Test in reading is for 90% of students to be designated as college ready.
- G3.** On the 2013 FCAT 2.0 Writing Test, 83% of students at iPreparatory Academy scored at Levels 3.5 to 6. Our goal on the 2014 FCAT 2.0 Writing Test is for 85% of students to score at Levels 3.5 to 6, an increase of 2 percentage points.
- G4.** On the 2012 Post Secondary Readiness Test, 66% of students at iPreparatory Academy were designated as college ready in math. Our goal on the 2014 Post Secondary Readiness Test in math is for 69% of students to be designated as college ready.
- G5.** On the 2013 Geometry End of Course Test, 98% of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 Geometry End of Course Test is for 100% of students to score at Level 3 or above, an increase of 2 percentage points.
- G6.** On the 2013 Geometry End of course Test, 83% of the students at iPreparatory Academy scored at level 4 and above. Our goal for the 2014 Geometry End of Course Test is to maintain our level 4 and above proficiency at 83%.
- G7.** On the 2013 Biology End of Course Test, 83% of students at iPreparatory Academy scored at Level 4 or higher. Our goal on the 2014 Biology End of Course Test is to maintain our current level of 83% of students scoring at Level 4 or higher.
- G8.** On the 2013 Biology End of Course Test, 15% of students at iPreparatory Academy scored at Level 3. Our goal on the 2014 End of Course Test is to maintain our current Level 3 student achievement at 15%.
- G9.** Our STEM goals for the 2013-2014 school year are to increase our STEM-related experiences for students from 10 to 11 thereby increasing our student participation percentage in STEM activities from 82% to 83%.
- G10.** For the 2013-2014 school year, we would like to increase the percentage of students taking, and successfully completing accelerated STEM-related courses, CTE-STEM program concentrators and industry certification exams.
- G11.** Our goal for the 2013-2014 school year is to increase the number of students enrolling in and successfully completing accelerated CTE courses and corresponding CTE exams.

- G12.** On the 2013-2014 Baseline interim assessment in US History, 0% of the students scored in the middle or upper third. iPreparatory Academy has never given the US History EOC due to the fact we have not had an 11th grade class since 2010-2011.
- G13.** Our goal for the 2013-2014 school year is to decrease the number of students who display early warning systems indicators in the areas of excessive absences, lower grade point averages, failing courses and who attain 2 or more behavior referrals.
- G14.** During the 2011- 2012 school year, iPreparatory Academy graduated 47 students(100% of students). iPreparatory Academy's next graduating class will be during the 2014-2015 school year so our goal is to maintain our 100% graduation rate.
- G15.** Our goal for the 2013-2014 school year is to increase parents in attendance at parent engagement opportunities from 50% to 55%.

## Goals Detail

**G1.** On the 2013 FCAT 2.0 Reading Test, 92 percent of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 95 percent of students to score at Level 3 or above, an increase of 3 percentage points.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- MDCPS District Office personnel
- literacy leadership team at school site
- high expectations for learning communicated to students by staff
- technology supplied to students by the school (lap tops, iPads, iPods)
- Reading Endorsed teacher

#### **Targeted Barriers to Achieving the Goal**

- The Hispanic subgroup did not make their AMO for 2013. The target for this subgroup was 94% proficiency on the FCAT 2.0 Reading Test and they achieved a 92% proficiency on the FCAT 2.0 Reading Test. The areas of deficiency, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 2: Reading application and Reporting Category #4: Informational Text/Research Process. This is due to a lack of background knowledge and a limited ability to make personal connections to the text. iPrep's goal for this subgroup on the 2014 FCAT 2.0 Reading Test is to achieve 94% proficiency. Our other subgroups, Black and Economically Disadvantaged, all achieved their AMO targets for the 2012-2013 school year.
- Fifteen percent of iPrep Academy students earned Level 3 on the 2013 FCAT 2.0 Reading Test. Performance data for students achieving Level 3 proficiency on this test indicate there is a need for improvement in the following Reporting Categories: (#3) Literary Analysis-Fiction and/Non-Fiction and (#4) Informational Text/Research Process and (#2) Reading Application. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Seventy eight percent of iPrep Academy students earned a Level 4 or above on the 2013 FCAT 2.0 Reading Test. Performance data for students achieving Level 4 and above proficiency on this test indicate there is a need for improvement in the following Reporting Categories: (#3) Literary Analysis-Fiction and/Non-Fiction and (#4) Informational Text/Research Process. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Eighty two percent of iPrep Academy students achieved learning gains in reading as evidenced by a comparison of their performances on the 2012 and 2013 FCAT 2.0 Reading Tests. Performance data for students making learning gains as shown on the 2013 FCAT 2.0 Reading Test indicate there is a need for improvement in the following Reporting Categories: (#3) Literary Analysis-Fiction and/Non-Fiction, (#4) Informational Text/Research Process and (#2) Reading Application. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.
- Eighty two percent of iPrep Academy students scoring in the lowest 25% on the 2012 FCAT 2.0 Reading Test made learning gains in reading when comparing their performances on the 2012

and 2013 FCAT 2.0 Reading Tests. Performance data for students in the lowest 25% making learning gains indicate there is a need for improvement in the following Reporting Categories: (#3) Literary Analysis-Fiction and/Non-Fiction and (#4) Informational Text/Research Process and (#2) Reading Application. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

### Plan to Monitor Progress Toward the Goal

Utilizing 2013 FCAT data we will identify students within each subgroup, ensure placement in appropriate intervention programs, and monitor student progress

#### Person or Persons Responsible

MTSS/Rtl Team

#### Target Dates or Schedule:

Data from the prescribed intervention assessments will be analyzed on a monthly basis in order to monitor student progress and the effectiveness of program delivery

#### Evidence of Completion:

FAIR, Interim assessments, state/local math and science assessments, student grades, school site specific assessments, FCAT, EOC, PSAT, Common Core readiness tests

**G2.** On the 2012 Post Secondary Readiness Test , 89% of students at iPreparatory Academy were designated as college ready in reading. Our goal on the 2014 Post Secondary Readiness Test in reading is for 90% of students to be designated as college ready.

#### Targets Supported

#### Resources Available to Support the Goal

- District Personnel
- Community partnerships
- Business partnerships
- high expectations for learning communicated to students by staff
- technology supplied to students by the school (lap tops, iPads, iPods)

#### Targeted Barriers to Achieving the Goal

- Students need additional classroom activities in self-analysis and career research, on-time graduates who are college ready



## Plan to Monitor Progress Toward the Goal

Utilizing 2013 FCAT and PSAT data and practice SAT and ACT data we will identify students within each subgroup, ensure placement in appropriate intervention programs and monitor student progress

### Person or Persons Responsible

MTSS/Rtl team

### Target Dates or Schedule:

ongoing

### Evidence of Completion:

FAIR, interim assessments, school site specific assessments, student grades, state/local reading assessments

**G3.** On the 2013 FCAT 2.0 Writing Test, 83% of students at iPreparatory Academy scored at Levels 3.5 to 6. Our goal on the 2014 FCAT 2.0 Writing Test is for 85% of students to score at Levels 3.5 to 6, an increase of 2 percentage points.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- MDCPS District Office personnel
- literacy leadership team at school site
- high expectations for learning communicated to students by staff
- technology supplied to students by the school (lap tops, iPads, iPods)

### Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Writing Test, 83% of iPreparatory students scored at Levels 3.5 to 6. Performance data indicates that students demonstrate a lack of proficiency in use of mature vocabulary, cohesive sentence and paragraph structure and organization, and in grammar and writing mechanics.
- On the 2013 FCAT 2.0 Writing Test, 83% of iPreparatory students scored at Levels 3.5 to 6. Performance data indicates that students struggle with writing clear thesis statements and understanding correct organization patterns for different modes of writing.

## Plan to Monitor Progress Toward the Goal

Through the use of data chats, data from the prescribed intervention assessments will be analyzed in order to monitor student progress and the effectiveness of program delivery. Administrative perusal of lesson plans will be utilized in order to make sure they are aligned with Common Core Standards. Utilizing 2013 FCAT data, we will identify students within each subgroup, ensure placement in appropriate intervention programs, and monitor student progress.

### Person or Persons Responsible

MTSS/RtI Teams

### Target Dates or Schedule:

quarterly

### Evidence of Completion:

Increased scores on FAIR, Interim assessments, state/local math and science assessments, student grades, school site specific assessments, FCAT, EOC, PSAT, Reading Plus weekly reports, Common Core readiness tests

**G4.** On the 2012 Post Secondary Readiness Test, 66% of students at iPreparatory Academy were designated as college ready in math. Our goal on the 2014 Post Secondary Readiness Test in math is for 69% of students to be designated as college ready.

### Targets Supported

#### Resources Available to Support the Goal

- MDCPS District Personnel
- Community Resources
- Business Resources
- high expectations for learning communicated to students by staff
- technology given to students at iPrep by the school district (MacBooks, iPads, iPods)

#### Targeted Barriers to Achieving the Goal

- iPreparatory Academy has a lack of College Ready classes to schedule for those students who do not perform well on the PERT and must be remediated., on-time graduates who are college ready

## Plan to Monitor Progress Toward the Goal

online providers will be evaluated by the leadership team in order to determine which provider will be chosen; checklists will be implemented with desired features of the online program that will be chosen and continued discussions will occur among the leadership team to evaluate the best online selection for iPrep

### Person or Persons Responsible

leadership team

### Target Dates or Schedule:

ongoing

### Evidence of Completion:

Students who did not perform well on the PERT test will be scheduled into online remediation courses in order to prepare them for the next PERT administration

**G5.** On the 2013 Geometry End of Course Test, 98% of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 Geometry End of Course Test is for 100% of students to score at Level 3 or above, an increase of 2 percentage points.

### Targets Supported

- Geometry EOC

### Resources Available to Support the Goal

- MDCPS District Office personnel, ,
- high expectations for learning communicated to students by staff
- technology supplied to students by the school (lap tops, iPads, iPods)
- Kahn Academy
- Edgenuity
- Florida Virtual School

### Targeted Barriers to Achieving the Goal

- On the 2013 Geometry End of Course Test, 15% of students at iPreparatory Academy scored at Level 3. Two-dimensional Geometry concepts such as understanding angles, triangles, polygons, and circles are difficult skills for students and are the skills that students test poorly on when taking the interim assessments.
- On the 2013 Geometry End of Course Test, 83% of students at iPreparatory Academy scored at Level 4 and above. Two-dimensional Geometry concepts such as understanding angles, triangles, polygons, and circles are difficult skills for students and are the skills that students test poorly on. Students are at possible risk of falling behind acceptable pace in the online FLVS course. There is also a risk of student attempts at cheating on FLVS tests.

### Plan to Monitor Progress Toward the Goal

Through the use of data chats, data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery. Administrative perusal of lesson plans will be employed to make sure they are aligned with Common Core Standard. PENDA will be used to review concepts. Tutorials from teacher-made videos are accessible throughout the school year as well as the use of the flipped classroom strategy.

#### Person or Persons Responsible

MTSS/Rtl Teams/Teacher

#### Target Dates or Schedule:

ongoing

#### Evidence of Completion:

Increase in scores on PSAT, interim assessments, student grades, school-site specific assessments, EOC

**G6.** On the 2013 Geometry End of course Test, 83% of the students at iPreparatory Academy scored at level 4 and above. Our goal for the 2014 Geometry End of Course Test is to maintain our level 4 and above proficiency at 83%.

#### Targets Supported

- Geometry EOC

#### Resources Available to Support the Goal

- MDCPS District Office personnel, literacy leadership team at school site, high expectations for learning communicated to students by staff, technology supplied to students by the school (lap tops, iPads, iPods)

#### Targeted Barriers to Achieving the Goal

- Students have many afterschool activities which makes it difficult to manage a math club.

### Plan to Monitor Progress Toward the Goal

Provide opportunities for students to construct arguments and criticize arguments of peers. Encourage and facilitate students justifying their conclusions, communicating and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments (Common Core emphasis) Math competitions, completing math club activities during class and possibly 1 monthly meeting afterschool, interactive math demonstrations, guest speakers through atual school presentations and also through video conferencing

#### Person or Persons Responsible

Teacher/club advisor/administrator

#### Target Dates or Schedule:

bimonthly meetings with administrator and math club sponsor

#### Evidence of Completion:

AMC 10 and David Essner math tests

**G7.** On the 2013 Biology End of Course Test, 83% of students at iPreparatory Academy scored at Level 4 or higher. Our goal on the 2014 Biology End of Course Test is to maintain our current level of 83% of students scoring at Level 4 or higher.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- MDCPS District Office personnel
- high expectations for learning communicated to students by staff,
- technology supplied to students by the school (lap tops, iPads, iPods)
- PENDA
- Gizmos
- Discovery Learning

**Targeted Barriers to Achieving the Goal**

- Eighty-three percent of iPreparatory students achieved Level 4 or higher on the 2013 Biology End of Course Test. A lack of home internet service for some students might be a reason why the Level 4 or above achievement percentage was not higher.

**Plan to Monitor Progress Toward the Goal**

PENDA online learning system for review and reinforcement, administrative classroom walkthroughs where lesson plans are reviewed, administrative observation of teacher assisting students with FLVS online content, use of flipped classroom, teacher generated assessments

**Person or Persons Responsible**

MTSS/RtI Team/Classroom teacher

**Target Dates or Schedule:**

bimonthly meetings with faculty

**Evidence of Completion:**

district and school site data, Biology EOC, Science Fair, student grades, faculty data chats, Fairchild Challenge

**G8.** On the 2013 Biology End of Course Test, 15% of students at iPreparatory Academy scored at Level 3. Our goal on the 2014 End of Course Test is to maintain our current Level 3 student achievement at 15%.

**Targets Supported**

- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- MDCPS District Office personnel
- high expectations for learning communicated to students by staff
- technology supplied to students by the school (lap tops, iPads, iPods),
- scientific field trips
- Gizmos
- PENDA
- Discovery Learning

**Targeted Barriers to Achieving the Goal**

- Fifteen percent of iPreparatory Academy students achieved a Level 3 on the 2013 Biology End of Course Test. An analysis of the 2013 EOC Biology Test indicates a need for improvement in the area of Molecular and Cellular Biology.

**Plan to Monitor Progress Toward the Goal**

Monitoring activities include PENDA online learning system for review and reinforcement, administrative classroom walkthroughs where lesson plans are reviewed, administrative observation of teacher assisting students with FLVS online content, use of flipped classroom and teacher generated assessments. Through the use of data chats, data from the prescribed intervention assessments will be analyzed in order to monitor student progress and the effectiveness of program delivery. Administrative perusal of lesson plans will be employed to make sure that they are aligned with Common Core Standards. Utilizing 2013 FCAT data, we will identify students within each subgroup, ensure placement in appropriate intervention programs, and monitor student progress.

**Person or Persons Responsible**

MTSS/Rtl Team

**Target Dates or Schedule:**

bimonthly meetings with teacher and administration

**Evidence of Completion:**

finished student products for Science Fair and Fairchild Challenge, district and school site data, Biology EOC, Science Fair, student grades, faculty data chats

**G9.** Our STEM goals for the 2013-2014 school year are to increase our STEM-related experiences for students from 10 to 11 thereby increasing our student participation percentage in STEM activities from 82% to 83%.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- MDCPS District Office personnel
- high expectations for learning communicated to students by staff
- technology supplied to students by the school (lap tops, iPads, iPods)
- Community career resources

**Targeted Barriers to Achieving the Goal**

- In 2013 iPreparatory Academy had 10 STEM-related experiences for our students. In 2014 we would like to increase the number of STEM-related experiences for our students to 11. A lack of knowledge on the part of the faculty of available learning experiences in the STEM areas is a perceived problem.
- In 2013 iPreparatory Academy had 110 students or 82% of our student body participate in STEM-related experiences. In 2014 we would like to increase student body participation in STEM-related experiences to 83%. The school faculty needs to initiate more curriculum collaboration between non-STEM and STEM-related faculty members.

**Plan to Monitor Progress Toward the Goal**

participate in Fairchild Challenge, SECME, Robotics Club, increase number of students in STEM-related Dual Enrollment classes, increase number of students in industrial certifications and multimedia classes, participate in district created STEM activities

**Person or Persons Responsible**

Administration and guidance

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

increased number of STEM activities that students are involved in at iPrep thereby increasing test scores on state/local assessments

**G10.** For the 2013-2014 school year, we would like to increase the percentage of students taking, and successfully completing accelerated STEM-related courses, CTE-STEM program concentrators and industry certification exams.

**Targets Supported**

- STEM
- STEM - High School

**Resources Available to Support the Goal**

- MDCPS District Office personnel
- high expectations for learning communicated to students
- technology supplied to students by the school (laptops, iPads, iPods)
- Community career resources

**Targeted Barriers to Achieving the Goal**

- In 2013 iPreparatory Academy had 6 students or 4% of our student body participating in accelerated STEM-related courses and the corresponding AP exam. The completion rate for our STEM-related accelerated courses was 100%. In 2014 we would like to increase the participation in accelerated STEM-related courses to 8% or 14 students and maintain our 100% completion rate.
- In 2013 iPreparatory Academy had 0% of our students in CTE-STEM program concentrators. In 2014 we would like to increase our percentage of participation in CTE-STEM program concentrators to 1%.
- In 2013 iPreparatory Academy had 0% of our students participating in industrial certifications. In 2014 we would like to increase student participation in industrial certifications testing to 20% as well as insuring that at least 50% of the students will pass these industrial certification exams.

**Plan to Monitor Progress Toward the Goal**

Guidance classroom presentation will be observed and student schedules will be monitored for additional STEM-related courses to be selected

**Person or Persons Responsible**

MTSS/Rtl

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

increased number of CTE-STEM-related courses selected by students, passing scores on industrial certification exams



**G11.** Our goal for the 2013-2014 school year is to increase the number of students enrolling in and successfully completing accelerated CTE courses and corresponding CTE exams.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- MDCPS District Office personnel,
- high expectations for learning communicated to students by staff
- technology supplied to students by the school (lap tops, iPads, iPods)
- SAM--web based program that gets students ready to take industrial certification courses in Microsoft Office

**Targeted Barriers to Achieving the Goal**

- Courses are not offered for students to become completers, and school to meet academy eligibility.
- CTE teacher is not certified with industry certification
- STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content.

**Plan to Monitor Progress Toward the Goal**

Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses

**Person or Persons Responsible**

administration and guidance

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

Career-Themed registration confirmation and enrollment data, Instructional committee create expectations and monitoring timeline for integration of CCSS into CTE instruction Evaluation Tools: Reading data of CTE students measuring CCSS

**G12.** On the 2013-2014 Baseline interim assessment in US History, 0% of the students scored in the middle or upper third. iPreparatory Academy has never given the US History EOC due to the fact we have not had an 11th grade class since 2010-2011.

**Targets Supported**

- Social Studies
- U.S. History EOC

**Resources Available to Support the Goal**

- MDCPS District Personnel
- high expectations for learning communicated to students by staff
- literacy leadership team
- technology supplied to students by iPreparatory Academy such as laptops, iPads, iPods
- Reading Endorsed teacher

**Targeted Barriers to Achieving the Goal**

- 0% of students scored in the middle to upper third on the baseline interim assessment administered in August. Teachers may not be familiar with how to apply the Common Core Standards in Literacy, Writing and Speaking to the Social Sciences

**Plan to Monitor Progress Toward the Goal**

Data from prescribed intervention assessments will be analyzed on in order to monitor student progress and the effectiveness of program delivery

**Person or Persons Responsible**

MTSS/Rtl team

**Target Dates or Schedule:**

monthly basis

**Evidence of Completion:**

FAIR, interim assessments, student goals, state/local assessments, FCT, EOC, PSAT, Common core Readiness tests

**G13.** Our goal for the 2013-2014 school year is to decrease the number of students who display early warning systems indicators in the areas of excessive absences, lower grade point averages, failing courses and who attain 2 or more behavior referrals.

**Targets Supported**

- EWS
- EWS - High School

**Resources Available to Support the Goal**

- MDCPS District Office personnel
- Literacy Leadership Team
- High expectation for learning communicated to students by staff
- Technology supplied to students by the school (lap tops, iPads, iPods)
- Connect Ed

**Targeted Barriers to Achieving the Goal**

- During the 2012-2013 school year, 4% (or 5) of the students at iPrep missed 10% or more of available instructional time. For 2014 we would like to reduce that percentage to 3%.
- During the 2012-2013 school year 4% of students (6) of iPrep students received 2 or more behavior referrals. for the 2013-2014 school year we would like to reduce that number to 3%.
- During the 2012-2013 school year, 3 ninth grade iPrep students had one or more absences withing the first 20 days of school. For the 2013-2014 school year we would like to reduce that number to 2.
- During the 2012-2013 school year iPrep Academy had 5% (or 4 students) who failed two or more courses in any subject. For the 2013-2014 school year we would like to decrease that number to 4%.
- During the 2012-2013 school year, iPrep Academy had 3 (or 2%) of students with a grade point average less than 2.0. For the 2013-2014 school year we would like to reduce that number to 1%.

**Plan to Monitor Progress Toward the Goal**

compiling quarterly attendance data and have data chats with faculty, review/modify behavior management consequences and rewards, weekly counts of tardies and absences will be gathered and presented to faculty at faculty meetings

**Person or Persons Responsible**

administration, guidance, faculty, parents

**Target Dates or Schedule:**

Monthly meetings to discuss attendance issues

**Evidence of Completion:**

Attendance reports, SCAM forms, increased student grades

**G14.** During the 2011- 2012 school year, iPreparatory Academy graduated 47 students(100% of students). iPreparatory Academy's next graduating class will be during the 2014-2015 school year so our goal is to maintain our 100% graduation rate.

**Targets Supported**

- EWS
- EWS - Graduation

**Resources Available to Support the Goal**

- MDCPS District Office personnel
- high expectations for learning communicated to students by staff
- technology supplied to students by the school (lap tops, iPads, iPods)
- iPrep guidance department
- iPrep magnet curriculum

**Targeted Barriers to Achieving the Goal**

- Students and parents are not aware of graduation requirements or diploma options

**Plan to Monitor Progress Toward the Goal**

PTSA/guidance/administration meetings to discuss issues and concerns surrounding the organization and implementation of college fair

**Person or Persons Responsible**

PTSA/Guidance/Administration

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

minutes from organizational meetings which can be used to modify organizational activities and plans for the next year's college fair

**G15.** Our goal for the 2013-2014 school year is to increase parents in attendance at parent engagement opportunities from 50% to 55%.

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- MDCPS District Office personnel,,
- high expectations for learning communicated to students by staff,
- technology supplied to students by the school (lap tops, iPads, iPods)
- PTSA
- EESAC

**Targeted Barriers to Achieving the Goal**

- Students come from all over the district and parents may find it difficult to come to the school.

## Plan to Monitor Progress Toward the Goal

Keep track of number of parent surveys that are returned and number of parents at each school-sponsored event

**Person or Persons Responsible**

administration/guidance

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Keep a log which documents parent participation

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** On the 2013 FCAT 2.0 Reading Test, 92 percent of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 95 percent of students to score at Level 3 or above, an increase of 3 percentage points.

**G1.B1** The Hispanic subgroup did not make their AMO for 2013. The target for this subgroup was 94% proficiency on the FCAT 2.0 Reading Test and they achieved a 92% proficiency on the FCAT 2.0 Reading Test. The areas of deficiency, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 2: Reading application and Reporting Category #4: Informational Text/Research Process. This is due to a lack of background knowledge and a limited ability to make personal connections to the text. iPrep's goal for this subgroup on the 2014 FCAT 2.0 Reading Test is to achieve 94% proficiency. Our other subgroups, Black and Economically Disadvantaged, all achieved their AMO targets for the 2012-2013 school year.

**G1.B1.S1** Provide students not only with a wide variety of texts to read from but introduce strategies that will assist them in breaking down the texts into more manageable, more understandable parts.

### Action Step 1

Teachers will use graphic organizers, CRISS methods, summarization activities, reading from a wide variety of texts, and utilize assignments that require students to make supported predictions

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Student work and site-generated assessments, including benchmarks and Common Core Standards

#### Facilitator:

Karen B. Kelly Dr. Sharon Scruggs-Williams

#### Participants:

Teacher

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

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments

### **Plan to Monitor Effectiveness of G1.B1.S1**

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

Scores on FAIR tests, Interim assessments, state/local math and science assessments, student grades, school site specific assessments

**G1.B2** Fifteen percent of iPrep Academy students earned Level 3 on the 2013 FCAT 2.0 Reading Test. Performance data for students achieving Level 3 proficiency on this test indicate there is a need for improvement in the following Reporting Categories: (#3) Literary Analysis-Fiction and/Non-Fiction and (#4) Informational Text/Research Process and (#2) Reading Application. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B2.S1** Students, using additional informational texts and documents, will be given opportunities to learn and practice skills which reinforce texts and hone their analysis strategies.

### **Action Step 1**

Literary Analysis-Fiction/Non-Fiction: Teach students to graphically depict comparison-and-contrast relationships, practice identifying methods of development as well as multiple patterns within a single passage, content area teachers will emphasize identifying words and clue words that signal relationships, students will practice reducing textual information to key points so comparisons can be made across texts, students will read more closely to identify relevant details that support comparison and contrast, teachers will emphasize instruction that recognizes meaning or the details within a text that support inferencing • Common Core: Teacher will illustrate to students how to analyze an author's choices concerning structuring a text, ordering events within it and manipulating time in order to create such effects as mystery, tension or surprise use graphic organizers, identifying signal or key words, encouraging students to read a variety of texts, concept maps

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Quizzes/Tests and Interim Assessments, document analysis assignments



**Action Step 2**

Informational Text/Research Process: Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. There should be more practice with methods of development and understanding supporting details. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. • Strategies: note-taking skills, summarization skills, question-and-answer relationships, analyze important US documents of historical and literary significance and how they address related themes and concepts, CRISS strategies to reinforce text, pre-AP reading and analysis strategies including understanding patterns, analyzing author's perspective, diction, style, and technique, Reading Plus • Common Core Strategy: delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Quizzes/Tests and Interim Assessments, document analysis assignments

**Action Step 3**

Reading Application: Students need practice using and identifying details from the passage to determine main idea, plot and purpose. Students need practice in making inferences, drawing conclusions and identifying implied main idea and author's purpose. Teachers will help students use graphic organizers to see patterns and summarize the main points. Student need practice analyzing author's perspective, choice of words, style and technique to understand how these elements influence the meaning of text. Teachers will ingrain practice of justifying answers by going back to the text for support. Use of graphic organizers, summarization activities, text marking, pre-AP reading analysis strategies will be used across the curriculum • Common Core Strategies: citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Analyzing a particular point of view or cultural experience reflected in a work of literature from outside the United States, on a wide-reading of world literature.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Quizzes/Tests and Interim Assessments, document analysis assignments

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

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Quizzes/Tests, Interim Assessments

### **Plan to Monitor Effectiveness of G1.B2.S1**

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Quizzes/Tests, Interim Assessments

**G1.B3** Seventy eight percent of iPrep Academy students earned a Level 4 or above on the 2013 FCAT 2.0 Reading Test. Performance data for students achieving Level 4 and above proficiency on this test indicate there is a need for improvement in the following Reporting Categories: (#3) Literary Analysis-Fiction and/ Non-Fiction and (#4) Informational Text/Research Process. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B3.S1** Students, using additional informational texts and documents, will be given opportunities to learn and practice skills which reinforce texts and hone their analysis strategies.

### **Action Step 1**

Literary Analysis-Fiction/Non-Fiction: Teach students to graphically depict comparison-and-contrast relationships, practice identifying methods of development as well as multiple patterns within a single passage, content area teachers will emphasize identifying words and clue words that signal relationships, students will practice reducing textual information to key points so comparisons can be made across texts, students will read more closely to identify relevant details that support comparison and contrast, teachers will emphasize instruction that recognizes meaning or the details within a text that support inferencing • Common Core: Teacher will illustrate to students how to analyze an author's choices concerning structuring a text, ordering events within it and manipulating time in order to create such effects as mystery, tension or surprise use graphic organizers, identifying signal or key words, encouraging students to read a variety of texts, concept maps

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Quizzes/Tests, Interim Assessment, document analysis and essay assignments

**Action Step 2**

Informational Text/Research Process: Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. There should be more practice with methods of development and understanding supporting details. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. • Strategies: note-taking skills, summarization skills, question-and-answer relationships, analyze important US documents of historical and literary significance and how they address related themes and concepts, CRISS strategies to reinforce text, pre-AP reading and analysis strategies including understanding patterns, analyzing author's perspective, diction, style, and technique, Reading Plus • Common Core Strategy: delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Quizzes/Tests, Interim Assessments, student assignments such as essays and document analysis

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

Following the FCIM model. assignment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

LLT

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Quizzes/Tests and Interim Assessments

## Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed

### Person or Persons Responsible

LLT

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments

**G1.B4** Eighty two percent of iPrep Academy students achieved learning gains in reading as evidenced by a comparison of their performances on the 2012 and 2013 FCAT 2.0 Reading Tests. Performance data for students making learning gains as shown on the 2013 FCAT 2.0 Reading Test indicate there is a need for improvement in the following Reporting Categories: (#3) Literary Analysis-Fiction and/Non-Fiction, (#4) Informational Text/Research Process and (#2) Reading Application. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B4.S1** Students, using additional informational texts and documents, will be given opportunities to learn and practice skills which reinforce texts and hone their analysis strategies.

### Action Step 1

Informational Text/Research Process: Students should practice locating and verifying details, critically analyzing text and synthesizing details to draw correct conclusions. There should be more practice with methods of development and understanding supporting details. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. • Strategies: note-taking skills, summarization skills, question-and-answer relationships, analyze important US documents of historical and literary significance and how they address related themes and concepts, CRISS strategies to reinforce text, pre-AP reading and analysis strategies including understanding patterns, analyzing author's perspective, diction, style, and technique, Reading Plus • Common Core Strategy: delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments, document analysis written assignments and essays

## Action Step 2

Literary Analysis-Fiction/Non-Fiction: Teach students to graphically depict comparison-and-contrast relationships, practice identifying methods of development as well as multiple patterns within a single passage, content area teachers will emphasize identifying words and clue words that signal relationships, students will practice reducing textual information to key points so comparisons can be made across texts, students will read more closely to identify relevant details that support comparison and contrast, teachers will emphasize instruction that recognizes meaning or the details within a text that support inferencing • Common Core: Teacher will illustrate to students how to analyze an author's choices concerning structuring a text, ordering events within it and manipulating time in order to create such effects as mystery, tension or surprise use graphic organizers, identifying signal or key words, encouraging students to read a variety of texts, concept maps

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments, document analysis written assignments and essays

## Plan to Monitor Fidelity of Implementation of G1.B4.S1

Following the FCIM model, bi-weekly assignment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests and Interim Assessments

## Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, bi-weekly assignment data reports will be reviewed and instruction will be adjusted as needed

### Person or Persons Responsible

LLT

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments

**G1.B5** Eighty two percent of iPrep Academy students scoring in the lowest 25% on the 2012 FCAT 2.0 Reading Test made learning gains in reading when comparing their performances on the 2012 and 2013 FCAT 2.0 Reading Tests. Performance data for students in the lowest 25% making learning gains indicate there is a need for improvement in the following Reporting Categories: (#3) Literary Analysis-Fiction and/ Non-Fiction and (#4) Informational Text/Research Process and (#2) Reading Application. Students demonstrate difficulty in locating, interpreting, and organizing information, as well as being able to determine the validity and reliability of information within and across texts. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

**G1.B5.S1** Students, using additional informational texts and documents, will be given opportunities to learn and practice skills which reinforce texts and hone their analysis skills.

### Action Step 1

Literary Analysis-Fiction/Non-Fiction: Teach students to graphically depict comparison-and-contrast relationships, practice identifying methods of development as well as multiple patterns within a single passage, content area teachers will emphasize identifying words and clue words that signal relationships, students will practice reducing textual information to key points so comparisons can be made across texts, students will read more closely to identify relevant details that support comparison and contrast, teachers will emphasize instruction that recognizes meaning or the details within a text that support inferencing • Common Core: Teacher will illustrate to students how to analyze an author's choices concerning structuring a text, ordering events within it and manipulating time in order to create such effects as mystery, tension or surprise use graphic organizers, identifying signal or key words, encouraging students to read a variety of texts, concept maps

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments

## Action Step 2

Literary Analysis-Fiction/Non-Fiction: Teach students to graphically depict comparison-and-contrast relationships, practice identifying methods of development as well as multiple patterns within a single passage, content area teachers will emphasize identifying words and clue words that signal relationships, students will practice reducing textual information to key points so comparisons can be made across texts, students will read more closely to identify relevant details that support comparison and contrast, teachers will emphasize instruction that recognizes meaning or the details within a text that support inferencing • Common Core: Teacher will illustrate to students how to analyze an author's choices concerning structuring a text, ordering events within it and manipulating time in order to create such effects as mystery, tension or surprise use graphic organizers, identifying signal or key words, encouraging students to read a variety of texts, concept maps

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments

## Plan to Monitor Fidelity of Implementation of G1.B5.S1

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed

### Person or Persons Responsible

LLT

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments



## Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed

### Person or Persons Responsible

LLT

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments

**G2.** On the 2012 Post Secondary Readiness Test , 89% of students at iPreparatory Academy were designated as college ready in reading. Our goal on the 2014 Post Secondary Readiness Test in reading is for 90% of students to be designated as college ready.

**G2.B1** Students need additional classroom activities in self-analysis and career research, on-time graduates who are college ready

**G2.B1.S1** The College Board web site entitled MyCollegeQuickStart will be used more extensively in the 10th grade career classes.

### Action Step 1

Teachers will, after the PSAT scores are posted in December, extensively incorporate the use of the web site MyCollegeQuickStart in the 10th grade Career research classes. This site will assist students in developing a unique student profile of strengths, interests and challenges in an effort to identify which college and career experiences are the best fit for them. Their strengths and challenges will be based on their PSAT scores and identified skills and weaknesses as well as personality characteristics.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

December-February

### Evidence of Completion

An individual computer based student portfolio will be created in each Career Research class

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

Following the FCIM model, assignment and test data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

Administrator/teacher

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Practice SAT scores, quizzes, tests, completion of student portfolios

### **Plan to Monitor Effectiveness of G2.B1.S1**

Following the FCIM model, assignment and testing data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

Administrator/Guidance/Classroom teacher

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

PSAT scores, practice SAT scores, tests, quizzes, completed student portfolios

**G3.** On the 2013 FCAT 2.0 Writing Test, 83% of students at iPreparatory Academy scored at Levels 3.5 to 6. Our goal on the 2014 FCAT 2.0 Writing Test is for 85% of students to score at Levels 3.5 to 6, an increase of 2 percentage points.

**G3.B1** On the 2013 FCAT 2.0 Writing Test, 83% of iPreparatory students scored at Levels 3.5 to 6. Performance data indicates that students demonstrate a lack of proficiency in use of mature vocabulary, cohesive sentence and paragraph structure and organization, and in grammar and writing mechanics.

**G3.B1.S1** Students will be given the opportunity to review writing samples to identify grammatical structures.

### **Action Step 1**

Teachers will have students review writing samples in order to identify sentence structure, punctuation, subject/verb agreement and pronoun referent errors. Teacher provides suggestions for improvement. Students refer to revision and editing chart to edit papers as well as conferencing with peers and/or teacher Common Core: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing Rhetorical writing and training that focuses on argument, types and modes of rhetoric

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Quizzes/Tests, District Pre-Writing test

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

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Administrative perusal of lesson plans and classroom walkthroughs to observe if action steps are being completed, Quizzes/Tests, District Pre-Writing test

### Plan to Monitor Effectiveness of G3.B1.S1

Through the use of data chats, data from the prescribed intervention assessments will be analyzed in order to monitor student progress and the effectiveness of program delivery. Administrative perusal of lesson plans will be utilized in order to make they are aligned with Common Core standards. Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as necessary.

#### Person or Persons Responsible

LLT

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Quizzes/Tests, District Pre-Writing test

**G3.B2** On the 2013 FCAT 2.0 Writing Test, 83% of iPreparatory students scored at Levels 3.5 to 6. Performance data indicates that students struggle with writing clear thesis statements and understanding correct organization patterns for different modes of writing.

**G3.B2.S1** Teacher modeling of good writing, modeling of various writing strategies through scaffolding and use of strategic graphic organizers, practice will be provided with methods of development and understanding the phrase supporting details in performance tasks.

#### Action Step 1

Teacher modeling of good writing and various writing strategies through scaffolding and use of strategic graphic organizers will be employed. Practice will be provided with methods of development and understanding the phrase 'supporting details' in performance tasks. Common Core: (1) Teachers will help students develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counter claims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. (2) Students will provide a concluding statement or section that follows from or supports the argument presented.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Student completed projects and essays that are evaluated and placed into student portfolios, Quizzes/Tests, District Pre-Writing test

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

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

observation of lesson plans and student assignments that have been placed into portfolios, District Pre-Writing test, Quizzes/Tests

### **Plan to Monitor Effectiveness of G3.B2.S1**

Through the use of data chats, data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery. Administrative perusal of lesson plans will be employed in order to make sure they are aligned with Common Core standards.

#### **Person or Persons Responsible**

MTSS/RtI Teams

#### **Target Dates or Schedule**

bimonthly meetings with teachers and Leadership team

#### **Evidence of Completion**

Increased scores on FAIR, Interim assessments, state/local math and science assessments, student grades, school site specific assessments, FCAT, EOC, PSAT, Reading Plus weekly reports, Common Core readiness tests

**G4.** On the 2012 Post Secondary Readiness Test, 66% of students at iPreparatory Academy were designated as college ready in math. Our goal on the 2014 Post Secondary Readiness Test in math is for 69% of students to be designated as college ready.

**G4.B1** iPreparatory Academy has a lack of College Ready classes to schedule for those students who do not perform well on the PERT and must be remediated., on-time graduates who are college ready

**G4.B1.S1** FLVS or other online provider classes must be researched and bought in order to accommodate those students who need to be remediated

**Action Step 1**

Guidance and administration will analyze results from PERT test given in February and begin to research and investigate online courses which can be used to remediate students

**Person or Persons Responsible**

Guidance/Admiistration

**Target Dates or Schedule**

ongoing after February

**Evidence of Completion**

minutes from planning meetings

**Plan to Monitor Fidelity of Implementation of G4.B1.S1**

checklist of goals to meet concerning finding and implementing PERT resources for our 11th grade students that do not meet expectations on the PERT math test

**Person or Persons Responsible**

leadership team

**Target Dates or Schedule**

weekly

**Evidence of Completion**

minutes from weekly leadership meetings and completion of checklist of goals

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

checklist of goals to meet concerning finding and implementing PERT resources for our 11th grade students that do not meet expectations on the PERT math test

### **Person or Persons Responsible**

Leadership team

### **Target Dates or Schedule**

weekly

### **Evidence of Completion**

minutes from weekly leadership meetings and completion of checklist of goals

**G5.** On the 2013 Geometry End of Course Test, 98% of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 Geometry End of Course Test is for 100% of students to score at Level 3 or above, an increase of 2 percentage points.

**G5.B1** On the 2013 Geometry End of Course Test, 15% of students at iPreparatory Academy scored at Level 3. Two-dimensional Geometry concepts such as understanding angles, triangles, polygons, and circles are difficult skills for students and are the skills that students test poorly on when taking the interim assessments.

**G5.B1.S1** Students will be given supplementary materials and additional curriculum strategies in order to better understand Two-dimensional Geometry concepts.

### **Action Step 1**

Teachers will demonstrate and utilize Cornell note-taking strategy in Geometry courses assessed with EOC exams. They will supplement instruction with Discovering Geometry, use FLVS lesson summaries, pacing charts and real world applications such as the “Marshmallow Drop.” Teachers at iPrep Academy will be utilizing a blended curriculum environment using digital content from Florida Virtual school. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain’s natural learning cycle. The teacher will be able to differentiate instruction and meet every students’ needs. Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to work one on one or in small groups with students on their areas of need. Desktop monitoring systems must be in place in order to periodically assess issues of academic integrity. The use of digital content can allow issues concerning academic integrity to arise

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Quizzes/Tests, Interim Assessments

#### **Facilitator:**

Felicia Brunson

#### **Participants:**

Teacher



### Plan to Monitor Fidelity of Implementation of G5.B1.S1

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

MTSS/RtI Teams/Teacher

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

administrative classroom walkthroughs and perusal of lesson plans, Quizzes/Tests, Interim Assessments

### Plan to Monitor Effectiveness of G5.B1.S1

Through the use of data chats, data from the prescribed intervention assessments will be analyzed regularly in order to monitor student progress and the effectiveness of program delivery. Administrative perusal of lesson plans will be utilized to make sure they are aligned with Common Core Standards. PENDA will be used to review concepts. Tutorials from teacher-made videos are accessible throughout the school year as well as use of the flipped classroom strategy.

#### **Person or Persons Responsible**

MTSS/RtI Teams/Teacher

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

PSAT, interim assessments, student grades, school-site specific assessments, EOC, observation of teacher made videos as seen through classroom walkthroughs

**G5.B2** On the 2013 Geometry End of Course Test, 83% of students at iPreparatory Academy scored at Level 4 and above. Two-dimensional Geometry concepts such as understanding angles, triangles, polygons, and circles are difficult skills for students and are the skills that students test poorly on. Students are at possible risk of falling behind acceptable pace in the online FLVS course. There is also a risk of student attempts at cheating on FLVS tests.

**G5.B2.S1** Using a desktop monitoring program in order to maintain academic integrity especially during online testing.

### **Action Step 1**

Teachers at iPrep Academy will be utilizing a blended curriculum environment using digital content from Florida Virtual school. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle/ the teacher will be able to differentiate instruction and meet every students' needs. Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to work one on one or in small groups with students on their areas of need. Desktop monitoring systems must be in place in order to periodically assess issues of academic integrity. The use of digital content can allow issues concerning academic integrity to arise

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

student desktops monitored on a daily basis

#### **Evidence of Completion**

random screenshots taken of student desktops during testing and screenshots taken of students who are on different sites during testing--these screenshots are put into a student file for possible parent conferences

#### **Facilitator:**

Dana Doggett

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B2.S1**

screenshots taken of student desktops and placed into individual student files--administration will be notified to initiate parent conferences with those students who went onto other sites when testing or completing assignments

#### **Person or Persons Responsible**

Teacher/Administration/Guidance

#### **Target Dates or Schedule**

daily, informal chats about observations on LanSchool

#### **Evidence of Completion**

screenshots of student desktops and observation of those screenshots by administration

### **Plan to Monitor Effectiveness of G5.B2.S1**

Teacher monitoring and grading/use of Lanschool software monitoring system

#### **Person or Persons Responsible**

MTSS/Rtl Teams/Teacher

#### **Target Dates or Schedule**

daily basis

#### **Evidence of Completion**

PSAT, interim assessments, student grades on assessments, school-site specific assessments, EOC

**G6.** On the 2013 Geometry End of course Test, 83% of the students at iPreparatory Academy scored at level 4 and above. Our goal for the 2014 Geometry End of Course Test is to maintain our level 4 and above proficiency at 83%.

**G6.B1** Students have many afterschool activities which makes it difficult to manage a math club.

**G6.B1.S1** Completing math club activities during class and possibly 1 monthly meeting after school

**Action Step 1**

interactive math demonstrations, guest speakers through actual school presentations and also through video conferencing--completing math club activities during class time at least once every 2 weeks

**Person or Persons Responsible**

Teacher/club advisor/administrator

**Target Dates or Schedule**

At least once every 2 weeks in class, once a month after school math club activities

**Evidence of Completion**

administrative classroom walkthroughs and observation of teacher lesson plans

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Provide opportunities for students to construct arguments and criticize arguments of peers. Encourage and facilitate students justifying their conclusions, communicating and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments (Common Core emphasis) Math competitions, completing math club activities during class and possibly 1 monthly meeting afterschool, interactive math demonstrations, guest speakers through actual school presentations and also through video conferencing

**Person or Persons Responsible**

Teacher/club advisor/administrator

**Target Dates or Schedule**

bimonthly meetings with math club sponsor and administrator

**Evidence of Completion**

activities are defined in lesson plans and are verified by administrative walkthroughs

## Plan to Monitor Effectiveness of G6.B1.S1

High level of achievement in math competitions

### Person or Persons Responsible

Teacher/club advisor/administrator

### Target Dates or Schedule

math competitions are held twice a year

### Evidence of Completion

High level of achievement in math competitions/student attendance at math competitions

**G7.** On the 2013 Biology End of Course Test, 83% of students at iPreparatory Academy scored at Level 4 or higher. Our goal on the 2014 Biology End of Course Test is to maintain our current level of 83% of students scoring at Level 4 or higher.

**G7.B1** Eighty-three percent of iPreparatory students achieved Level 4 or higher on the 2013 Biology End of Course Test. A lack of home internet service for some students might be a reason why the Level 4 or above achievement percentage was not higher.

**G7.B1.S1** Students will access additional enrichment learning at home/district may provide internet access to low income students.

### Action Step 1

Classroom teacher/guidance will determine students who may not have internet access at home and then notify administration who will then inquire with district personnel how to obtain internet access devices for students

### Person or Persons Responsible

Teacher/Guidance

### Target Dates or Schedule

ongoing

### Evidence of Completion

Student receives free internet access device to take home

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

The district will be consulted on how to acquire the internet service device for the needy students

#### **Person or Persons Responsible**

Classroom teacher/ administrator/guidance

#### **Target Dates or Schedule**

Student needs assessment at beginning of school year

#### **Evidence of Completion**

Student needs surveys are accepted by the administrator from the teacher

### **Plan to Monitor Effectiveness of G7.B1.S1**

PENDA online learning system for review and reinforcement, administrative classroom walkthroughs where lesson plans are reviewed, administrative observation of teacher assisting students with FLVS online content, use of flipped classroom, teacher generated assessments

#### **Person or Persons Responsible**

Classroom Teacher/MTSS/RtI Team

#### **Target Dates or Schedule**

Student needs survey given at the beginning of the year

#### **Evidence of Completion**

district and school site data, Biology EOC, Science Fair, student grades, faculty data chats, Fairchild Challenge

**G8.** On the 2013 Biology End of Course Test, 15% of students at iPreparatory Academy scored at Level 3. Our goal on the 2014 End of Course Test is to maintain our current Level 3 student achievement at 15%.

**G8.B1** Fifteen percent of iPreparatory Academy students achieved a Level 3 on the 2013 Biology End of Course Test. An analysis of the 2013 EOC Biology Test indicates a need for improvement in the area of Molecular and Cellular Biology.

**G8.B1.S1** Additional curriculum strategies in questioning and further use of educational technology will be employed to assist students in grasping the difficult concepts present in Molecular and Cellular Biology.

### **Action Step 1**

Teachers at iPrep academy will be employing a blended curriculum strategy with FLVS in which a face to face teacher will interface with the digital content presented by Florida Virtual school. The students will be utilizing hands on inquiry- based investigations presented by FLVS with the onsite teacher's support. The face to face teacher will highlight the use of scientific process skills to enhance science content knowledge. Strategies: supplement FLVS with real time tutoring sessions, use of instructional technology such as Gizmos and Discovery Learning, use of PENDA online learning system for review and reinforcement, monitor and support the implementation of rigorous activities, use of high order questioning strategies to increase student conceptual understanding, provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum, students not making satisfactory progress on first 2 interims will be targeted for Saturday Academy, students will have opportunity to create and design using the process of science and be entered into Science Fair and Fairchild Challenge, Professional development for blended learning facilitators

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Quizzes/Tests, Interim Assessments, Saturday school sessions

#### **Facilitator:**

Felicia Brunson

#### **Participants:**

All faculty at iPreparatory Academy

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Quizzes/Tests, Interim Assessments

### **Plan to Monitor Effectiveness of G8.B1.S1**

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

MTSS/RtI Team

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Tests/Quizzes, Interim Assessments



**G9.** Our STEM goals for the 2013-2014 school year are to increase our STEM-related experiences for students from 10 to 11 thereby increasing our student participation percentage in STEM activities from 82% to 83%.

**G9.B1** In 2013 iPreparatory Academy had 10 STEM-related experiences for our students. In 2014 we would like to increase the number of STEM-related experiences for our students to 11. A lack of knowledge on the part of the faculty of available learning experiences in the STEM areas is a perceived problem.

**G9.B1.S1** Faculty will search and implement MDCPS STEM resources for student activity opportunities in STEM areas

**Action Step 1**

Teachers will go to [stem.dadeschools.net](http://stem.dadeschools.net) and read about the many opportunities that are available for students to participate in STEM activities and determine which activities we can do at iPrep

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

increased number of STEM-related activities instituted at iPrep

**Facilitator:**

Henri Cepero

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

participate in Fairchild Challenge, SECME, Robotics Club, increase number of students in STEM- related Dual Enrollment classes, increase number of students in industrial certifications and multimedia classes, participate in district created STEM activities

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

increased number of STEM activities offered to students at iPrep

### Plan to Monitor Effectiveness of G9.B1.S1

participate in Fairchild Challenge, SECME, Robotics Club, increase number of students in Dual Enrollment, increase number of students in industrial certifications and multimedia classes, participate in district created STEM activities

#### Person or Persons Responsible

administration/guidance

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

increased number of STEM-related activities instituted at iPrep thereby resulting in increased scores on state/local assessments and more students taking STEM related courses

**G9.B2** In 2013 iPreparatory Academy had 110 students or 82% of our student body participate in STEM-related experiences. In 2014 we would like to increase student body participation in STEM-related experiences to 83%. The school faculty needs to initiate more curriculum collaboration between non-STEM and STEM-related faculty members.

**G9.B2.S1** Teachers will brainstorm curriculum strategies and STEM opportunities that can then be formed into cross disciplinary lessons.

#### Action Step 1

Teachers will work collaboratively to create cross disciplinarian lesson plans and activities that will incorporate STEM subjects into the more liberal arts subjects.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

increased number of students participating in STEM activities and increased test scores on state/local assessments

### Plan to Monitor Fidelity of Implementation of G9.B2.S1

administrative perusal of cross disciplinary lesson plans and classroom walkthroughs

#### Person or Persons Responsible

Teachers/Administration

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

increased participation in STEM-related activities for students at iPrep resulting in increased test scores on state/local assessments

### Plan to Monitor Effectiveness of G9.B2.S1

administrative perusal of cross disciplinary lesson plans and classroom walkthroughs

#### Person or Persons Responsible

Administrator

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

increased STEM-related opportunities for students at iPrep resulting in increased test scores on state and local assessments

**G10.** For the 2013-2014 school year, we would like to increase the percentage of students taking, and successfully completing accelerated STEM-related courses, CTE-STEM program concentrators and industry certification exams.

**G10.B1** In 2013 iPreparatory Academy had 6 students or 4% of our student body participating in accelerated STEM-related courses and the corresponding AP exam. The completion rate for our STEM-related accelerated courses was 100%. In 2014 we would like to increase the participation in accelerated STEM-related courses to 8% or 14 students and maintain our 100% completion rate.

**G10.B1.S1** iPrep Academy will offer additional STEM-related courses with FLVS.

**Action Step 1**

Guidance will both individually and through classroom presentations discuss student schedules with students. The classroom presentations will focus on introducing STEM-related classes that FLVS offers.

**Person or Persons Responsible**

Guidance

**Target Dates or Schedule**

Subject selection in spring

**Evidence of Completion**

increased number of students taking STEM-related courses with FLVS as evidenced by student schedules reflecting courses selected

**Plan to Monitor Fidelity of Implementation of G10.B1.S1**

Following the FCIM model, after guidance presentations, a review of proposed subject selection for students will be reviewed to monitor if additional STEM related courses have been selected

**Person or Persons Responsible**

Guidance

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

increased number of STEM-related courses appearing on student schedules

## Plan to Monitor Effectiveness of G10.B1.S1

Following the FCIM model, after guidance presentations, a review of proposed subject selection for students will be reviewed to monitor if additional STEM related courses have been selected

### Person or Persons Responsible

Guidance

### Target Dates or Schedule

ongoing

### Evidence of Completion

increased number of STEM-related courses on student schedules

**G10.B2** In 2013 iPreparatory Academy had 0% of our students in CTE-STEM program concentrators. In 2014 we would like to increase our percentage of participation in CTE-STEM program concentrators to 1%.

**G10.B2.S1** We would like to have a career day where professional women in the CTE-STEM fields will speak to the students and explain their jobs and educational background. We are trying to increase the interest of girls in the CTE-STEM fields.

### Action Step 1

Teachers will reach out to the community and to their own contacts and organize a career day where women who work in the CTE-STEM fields will come and talk to the students with the goal of increasing the number of girls taking CTE-STEM related classes.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

2nd marking period

### Evidence of Completion

Career Day for CTE-STEM fields with concentration on women in these fields in order to get more girls interested

### Plan to Monitor Fidelity of Implementation of G10.B2.S1

Meetings of STEM field teachers who will plan and organize CTE-STEM career day

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

biweekly meetings

**Evidence of Completion**

CTE-STEM Career Day

### Plan to Monitor Effectiveness of G10.B2.S1

Administrative meetings with CTE-STEM field teachers to discuss steps that have been completed towards organizing the Career Day

**Person or Persons Responsible**

Administrator/Teachers/Guidance

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

CTE-STEM Career Day resulting in increased number of female students selecting CTE-STEM related subjects on their schedules for the next school year

**G10.B3** In 2013 iPreparatory Academy had 0% of our students participating in industrial certifications. In 2014 we would like to increase student participation in industrial certifications testing to 20% as well as insuring that at least 50% of the students will pass these industrial certification exams.

**G10.B3.S1** Students will be scheduled into Career magnet courses which will focus on preparing for the industrial certification exams in Microsoft Office.

**Action Step 1**

Build into student schedules a career course which will concentrate on preparing for the Microsoft Office industrial certification tests.

**Person or Persons Responsible**

Guidance

**Target Dates or Schedule**

each subject selection period in the spring-continuing each year

**Evidence of Completion**

student schedules reflect Career magnet courses which will prepare them for industrial certifications

**Plan to Monitor Fidelity of Implementation of G10.B3.S1**

Guidance will initiate classroom presentations where industrial certifications and what they are will be presented

**Person or Persons Responsible**

Guidance

**Target Dates or Schedule**

subject selection time of year--spring

**Evidence of Completion**

Student schedules will reflect career classes which will focus on industrial certifications

### Plan to Monitor Effectiveness of G10.B3.S1

Students will use the test prep system called SAM in order to prepare for the industrial certifications test. Administrators will institute classroom walk throughs and peruse lesson plans in order to insure that SAM is being used effectively

#### Person or Persons Responsible

Administration/Teachers

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

passing scores on Microsoft Office industrial certification exams

**G11.** Our goal for the 2013-2014 school year is to increase the number of students enrolling in and successfully completing accelerated CTE courses and corresponding CTE exams.

**G11.B1** Courses are not offered for students to become completers, and school to meet academy eligibility.

**G11.B1.S1** Prepare and test students for industry certifications through registered career-themed courses.

#### Action Step 1

Increase student participation in CTE programs

#### Person or Persons Responsible

Administration and Guidance

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Monitoring of student schedules



### Plan to Monitor Fidelity of Implementation of G11.B1.S1

Increase student participation in CTE programs as evidenced by student schedules

#### Person or Persons Responsible

Administration/Guidance

#### Target Dates or Schedule

quarterly

#### Evidence of Completion

Monitor and reviewing student schedules, to ensure building pipeline for intermediate and advanced level courses

### Plan to Monitor Effectiveness of G11.B1.S1

Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses

#### Person or Persons Responsible

administration and guidance

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Career-Themed registration confirmation and enrollment data

### G11.B2 CTE teacher is not certified with industry certification

**G11.B2.S1** CTE teacher attends professional development sessions during fall and winter for training in certification skills

#### Action Step 1

CTE teacher attends professional development sessions during fall and winter for training in certification skills

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

online classes or attend professional development on early release days

#### Evidence of Completion

issuance of master plan points and industrial certification is placed onto teaching certificate

### Plan to Monitor Fidelity of Implementation of G11.B2.S1

observation of professional development activities as evidenced on the issuance of master plan points

#### Person or Persons Responsible

administration/guidance

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

industrial certification field is added to teacher certificate

### Plan to Monitor Effectiveness of G11.B2.S1

observation of professional development activities as evidenced on the issuance of master plan points

#### Person or Persons Responsible

administration/guidance

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

industrial certification is added to teacher's certificate

**G11.B3** STEM instruction not enhanced within CTE instruction; OR application of STEM skills not applied within academic content.

**G11.B3.S1** Increase STEM learning opportunities for students, using CTE curriculum.

#### Action Step 1

Form cross-disciplinary teams for developing integrated CTE and STEM academic curriculum, particularly with CTE and related STEM academic teachers, for example: Engineering with Physics, Information Technology with Mathematics; Health Science or Agriculture with Biology.

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

perusal of lesson plans by administration and classroom walkthroughs to observe STEM-related activities in the classroom

### Plan to Monitor Fidelity of Implementation of G11.B3.S1

Following the FCIM model, bi-weekly assignment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

Administration/Guidance/Teacher

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Tests/Quizzes, Interim Assessments

### Plan to Monitor Effectiveness of G11.B3.S1

Following the FCIM model, bi-weekly assignment data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

Administration/Guidance

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Quizzes/Tests, Interim Assessments, STEM-related student projects

**G12.** On the 2013-2014 Baseline interim assessment in US History, 0% of the students scored in the middle or upper third. iPreparatory Academy has never given the US History EOC due to the fact we have not had an 11th grade class since 2010-2011.

**G12.B1** 0% of students scored in the middle to upper third on the baseline interim assessment administered in August. Teachers may not be familiar with how to apply the Common Core Standards in Literacy, Writing and Speaking to the Social Sciences

**G12.B1.S1** Teachers will take short, district-sponsored courses in iTunes concerning the Common core Standards and then apply the strategies learned to their US History courses. Students will then interpret primary and secondary sources of information by reading, analyzing, forming opinions and debating the primary source materials.

### **Action Step 1**

Teachers will provide opportunities for students to master Common core Standard for Literacy, Writing, and Speaking to the Social Sciences

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

interim assessments, EOC, classroom assessments, data chats

#### **Facilitator:**

MDCPS iTunes Common Core courses--taken online

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G12.B1.S1**

Following the FCIM, assignment data reports will be reviewed and instruction will be adjusted as needed.

#### **Person or Persons Responsible**

LLT

#### **Target Dates or Schedule**

bi weekly

#### **Evidence of Completion**

Quizzes/Tests and interim assessments

## Plan to Monitor Effectiveness of G12.B1.S1

Following the FCIM, assignment data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

LLT

### Target Dates or Schedule

bi-weekly

### Evidence of Completion

Quizzes/Tests, Interim Assessments

**G13.** Our goal for the 2013-2014 school year is to decrease the number of students who display early warning systems indicators in the areas of excessive absences, lower grade point averages, failing courses and who attain 2 or more behavior referrals.

**G13.B1** During the 2012-2013 school year, 4% (or 5) of the students at iPrep missed 10% or more of available instructional time. For 2014 we would like to reduce that percentage to 3%.

**G13.B1.S1** Staff will create a list of consequences for excessive unexcused tardies and absences as well as positive reinforcement strategies for those students who have good attendance

### Action Step 1

Staff will create a list of consequences for excessive unexcused tardies and absences as well as positive reinforcement strategies for those students who have good attendance

### Person or Persons Responsible

Faculty/administration and guidance

### Target Dates or Schedule

ongoing

### Evidence of Completion

written plan originated at meeting at beginning of year

### **Plan to Monitor Fidelity of Implementation of G13.B1.S1**

compiling quarterly attendance data and have data chats with faculty, review/modify behavior management consequences and rewards, weekly counts of tardies and absences will be gathered and presented to faculty at faculty meetings

#### **Person or Persons Responsible**

Faculty and administration, parents and guidance

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Attendance reports, SCAM forms

### **Plan to Monitor Effectiveness of G13.B1.S1**

compiling quarterly attendance data and have data chats with faculty, review/modify behavior management consequences and rewards, weekly counts of tardies and absences will be gathered and presented to faculty at faculty meetings

#### **Person or Persons Responsible**

administration, guidance, faculty, parents

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Attendance reports, SCAM forms

**G13.B1.S2** administration and guidance will have talks with students who are excessively absent and issue letters of probation to those students who accumulate too many

**Action Step 1**

administration and guidance will have quarterly talks with students who are accumulating excessive absences and tardies as well as those whose grades might be slipping because of attendance issues/ letters will be given to students to take home, have signed and return

**Person or Persons Responsible**

administration/guidance

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

parent letters and student conferences

**Plan to Monitor Fidelity of Implementation of G13.B1.S2**

administration and guidance will have quarterly talks with students who are accumulating excessive absences and tardies as well as those whose grades might be slipping because of attendance issues/ letters will be given to students to take home, have signed and return

**Person or Persons Responsible**

Administration/Guidance

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

parent letters and student conferences, keep returned letters in student file

## Plan to Monitor Effectiveness of G13.B1.S2

administration and guidance will have quarterly talks with students who are accumulating excessive absences and tardies as well as those whose grades might be slipping because of attendance issues/ letters will be given to students to take home, have signed and return

### Person or Persons Responsible

Administrator/Guidance

### Target Dates or Schedule

quarterly

### Evidence of Completion

returned parent letters kept in student files

**G13.B2** During the 2012-2013 school year 4% of students (6) of iPrep students received 2 or more behavior referrals. for the 2013-2014 school year we would like to reduce that number to 3%.

**G13.B2.S1** Faculty and administration will create a plan to employ additional intervention strategies that the school will use before writing a referral.

### Action Step 1

Faculty and administration will meet in order to discuss and create additional intervention strategies to employ with students before a referral is written by a staff member.

### Person or Persons Responsible

Faculty and administration

### Target Dates or Schedule

ongoing

### Evidence of Completion

A written plan will be created and distributed to faculty and staff identifying additional intervention strategies such as after school detentions, teacher-parent conferences, teacher-student conferences, conferences with guidance counselor



### **Plan to Monitor Fidelity of Implementation of G13.B2.S1**

Administrator will monitor faculty meetings to see that behavior intervention plan is being created

**Person or Persons Responsible**

administration/faculty

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Plan created in order to employ additional intervention strategies before a referral is actually written

### **Plan to Monitor Effectiveness of G13.B2.S1**

Following the FCIM model, the additional intervention strategies will be monitored and reviewed for effectiveness and strategies will be monitored and modified if necessary

**Person or Persons Responsible**

RTSS/Rtl team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

reduced number of referrals

**G13.B3** During the 2012-2013 school year, 3 ninth grade iPrep students had one or more absences withing the first 20 days of school. For the 2013-2014 school year we would like to reduce that number to 2.

**G13.B3.S1** Administration will peruse attendance data daily during the beginning days of school in order to observe those 9th grade students who are exhibiting this negative early warning systems sign.

**Action Step 1**

After creating a list of 9th grade students who have missed one or more days during the first 20 days of school the administrator will send a Connect Ed message to the student's house and follow it up a day or two later with an actual phone call as well as conferencing with the student.

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

first 20 days of the school year

**Evidence of Completion**

record of both connect Ed phone call and phone call to parent and conference with student

**Plan to Monitor Fidelity of Implementation of G13.B3.S1**

meeting to discuss those 9th graders who fall into this category and what was done to alert parents and student

**Person or Persons Responsible**

MTSS/Rtl team

**Target Dates or Schedule**

first 20 days of school year

**Evidence of Completion**

minutes from meeting to discuss 9th graders in this position

## Plan to Monitor Effectiveness of G13.B3.S1

meeting to discuss those 9th graders who fall into this category and what was done to alert parents and student

### Person or Persons Responsible

MTSS/Rtl team

### Target Dates or Schedule

immediately after first 20 days of school and then biweekly

### Evidence of Completion

minutes from meeting to discuss 9th graders in this position

**G13.B4** During the 2012-2013 school year iPrep Academy had 5% (or 4 students) who failed two or more courses in any subject. For the 2013-2014 school year we would like to decrease that number to 4%.

**G13.B4.S1** Guidance will meet with student and issue given probation letters warning them of questionable status

### Action Step 1

Guidance department will have individual student conferences with those students failing 1 or more classes apprising them of their probationary status and offering resources such as tutoring which might assist them

### Person or Persons Responsible

Guidance/Teachers who offer tutoring

### Target Dates or Schedule

ongoing

### Evidence of Completion

probationary letter is sent home to be signed by parent and returned

### Plan to Monitor Fidelity of Implementation of G13.B4.S1

Guidance department will have individual student conferences with those students failing 1 or more classes apprising them of their probationary status and offering resources such as tutoring which might assist them

#### Person or Persons Responsible

MTSS/Rtl team

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

probationary letter is sent home to be signed by parent and returned

### Plan to Monitor Effectiveness of G13.B4.S1

MTSS/Rtl team will meet to discuss whether student is attending tutoring sessions and to brainstorm on additional strategies that might students in this situation.

#### Person or Persons Responsible

MTSS/Rtl team

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

student grades begins to achieve better grades

**G13.B5** During the 2012-2013 school year, iPrep Academy had 3 (or 2%) of students with a grade point average less than 2.0. For the 2013-2014 school year we would like to reduce that number to 1%.

**G13.B5.S1** Student will be offered assistance such as tutoring programs both face to face and online

#### Action Step 1

Before school, after school and Saturday sessions will be offered to the student

#### Person or Persons Responsible

Teachers/online programs

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

increased student performance on state/local assessments

### **Plan to Monitor Fidelity of Implementation of G13.B5.S1**

Following the FCIM model, assignment data reports will be reviewed and instruction will be adjusted as needed.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

quizzes/tests and interim assessments

### **Plan to Monitor Effectiveness of G13.B5.S1**

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed

**Person or Persons Responsible**

MTSS/RtI team

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

state/local assessments, quizzes/tests, interim assessments

**G14.** During the 2011- 2012 school year, iPreparatory Academy graduated 47 students(100% of students). iPreparatory Academy's next graduating class will be during the 2014-2015 school year so our goal is to maintain our 100% graduation rate.

**G14.B1** Students and parents are not aware of graduation requirements or diploma options

**G14.B1.S1** Guidance will coordinate an evening College Fair for parents and students preceded by a session which discusses graduations requirements and options

**Action Step 1**

Guidance department will organize an evening College Fair and precede the fair by a session for parents and students focusing on graduation requirements and options

**Person or Persons Responsible**

Guidance

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Parent attendance sign in sheet, pictures of College Fair posted to iPrep web site

**Plan to Monitor Fidelity of Implementation of G14.B1.S1**

School administrator will observe each step of process in organizing College Fair as it is completed and will organize physical facilities for College Fair

**Person or Persons Responsible**

Guidance/Administration

**Target Dates or Schedule**

beginning in fall of 2013 with fair in January 2014

**Evidence of Completion**

acknowledgements of colleges attending fair, college fair itself and parent sign in sheet

## Plan to Monitor Effectiveness of G14.B1.S1

post opinion survey given to parents, colleges and students

### Person or Persons Responsible

Administration

### Target Dates or Schedule

ongoing as fair is organized, implemented and post fair discussions

### Evidence of Completion

College Fair parent attendance sheets, intention forms from colleges to participate next year at college fair, student opinion surveys concerning college fair

**G15.** Our goal for the 2013-2014 school year is to increase parents in attendance at parent engagement opportunities from 50% to 55%.

**G15.B1** Students come from all over the district and parents may find it difficult to come to the school.

**G15.B1.S1** Create interest surveys for parents and send via email

### Action Step 1

Selected teachers will create interest surveys for parents requesting that they identify the day and time when they can participate in school activities. Parents would also indicate in which school activities they wish to participate. Surveys will be web based. Send Connect Ed messages to parents describing upcoming school events

### Person or Persons Responsible

Administration and lead teacher of magnet program

### Target Dates or Schedule

quarterly

### Evidence of Completion

returned parent surveys, parent contacts with school

### Facilitator:

Joe Mazza

### Participants:

Teachers/Administrators

### **Plan to Monitor Fidelity of Implementation of G15.B1.S1**

Send parents an email with a link requesting them to take a survey on survey monkey indicating days and times when they can participate in school activities. We will then be able to compile the results in order to gauge parent interest. Send Connect Ed messages to parents describing upcoming school events

**Person or Persons Responsible**

Administration and lead teacher

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Keep track of number of parent surveys that are returned

### **Plan to Monitor Effectiveness of G15.B1.S1**

Keep track of number of parent surveys that are returned

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Keep a log which documents parent participation



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which

bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** On the 2013 FCAT 2.0 Reading Test, 92 percent of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 95 percent of students to score at Level 3 or above, an increase of 3 percentage points.

**G1.B1** The Hispanic subgroup did not make their AMO for 2013. The target for this subgroup was 94% proficiency on the FCAT 2.0 Reading Test and they achieved a 92% proficiency on the FCAT 2.0 Reading Test. The areas of deficiency, as noted on the 2013 FCAT 2.0 administration, were Reporting Category 2: Reading application and Reporting Category #4: Informational Text/Research Process. This is due to a lack of background knowledge and a limited ability to make personal connections to the text. iPrep's goal for this subgroup on the 2014 FCAT 2.0 Reading Test is to achieve 94% proficiency. Our other subgroups, Black and Economically Disadvantaged, all achieved their AMO targets for the 2012-2013 school year.

**G1.B1.S1** Provide students not only with a wide variety of texts to read from but introduce strategies that will assist them in breaking down the texts into more manageable, more understandable parts.

### PD Opportunity 1

Teachers will use graphic organizers, CRISS methods, summarization activities, reading from a wide variety of texts, and utilize assignments that require students to make supported predictions

#### Facilitator

Karen B. Kelly Dr. Sharon Scruggs-Williams

#### Participants

Teacher

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Student work and site-generated assessments, including benchmarks and Common Core Standards

**G5.** On the 2013 Geometry End of Course Test, 98% of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 Geometry End of Course Test is for 100% of students to score at Level 3 or above, an increase of 2 percentage points.

**G5.B1** On the 2013 Geometry End of Course Test, 15% of students at iPreparatory Academy scored at Level 3. Two-dimensional Geometry concepts such as understanding angles, triangles, polygons, and circles are difficult skills for students and are the skills that students test poorly on when taking the interim assessments.

**G5.B1.S1** Students will be given supplementary materials and additional curriculum strategies in order to better understand Two-dimensional Geometry concepts.

### **PD Opportunity 1**

Teachers will demonstrate and utilize Cornell note-taking strategy in Geometry courses assessed with EOC exams. They will supplement instruction with Discovering Geometry, use FLVS lesson summaries, pacing charts and real world applications such as the “Marshmallow Drop.” Teachers at iPrep Academy will be utilizing a blended curriculum environment using digital content from Florida Virtual school. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain’s natural learning cycle. The teacher will be able to differentiate instruction and meet every students’ needs. Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to work one on one or in small groups with students on their areas of need. Desktop monitoring systems must be in place in order to periodically assess issues of academic integrity. The use of digital content can allow issues concerning academic integrity to arise

#### **Facilitator**

Felicia Brunson

#### **Participants**

Teacher

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Quizzes/Tests, Interim Assessments

**G5.B2** On the 2013 Geometry End of Course Test, 83% of students at iPreparatory Academy scored at Level 4 and above. Two-dimensional Geometry concepts such as understanding angles, triangles, polygons, and circles are difficult skills for students and are the skills that students test poorly on. Students are at possible risk of falling behind acceptable pace in the online FLVS course. There is also a risk of student attempts at cheating on FLVS tests.

**G5.B2.S1** Using a desktop monitoring program in order to maintain academic integrity especially during online testing.

### **PD Opportunity 1**

Teachers at iPrep Academy will be utilizing a blended curriculum environment using digital content from Florida Virtual school. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle/ the teacher will be able to differentiate instruction and meet every students' needs. Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to work one on one or in small groups with students on their areas of need. Desktop monitoring systems must be in place in order to periodically assess issues of academic integrity. The use of digital content can allow issues concerning academic integrity to arise

#### **Facilitator**

Dana Doggett

#### **Participants**

Teachers

#### **Target Dates or Schedule**

student desktops monitored on a daily basis

#### **Evidence of Completion**

random screenshots taken of student desktops during testing and screenshots taken of students who are on different sites during testing--these screenshots are put into a student file for possible parent conferences

**G8.** On the 2013 Biology End of Course Test, 15% of students at iPreparatory Academy scored at Level 3. Our goal on the 2014 End of Course Test is to maintain our current Level 3 student achievement at 15%.

**G8.B1** Fifteen percent of iPreparatory Academy students achieved a Level 3 on the 2013 Biology End of Course Test. An analysis of the 2013 EOC Biology Test indicates a need for improvement in the area of Molecular and Cellular Biology.

**G8.B1.S1** Additional curriculum strategies in questioning and further use of educational technology will be employed to assist students in grasping the difficult concepts present in Molecular and Cellular Biology.

### **PD Opportunity 1**

Teachers at iPrep academy will be employing a blended curriculum strategy with FLVS in which a face to face teacher will interface with the digital content presented by Florida Virtual school. The students will be utilizing hands on inquiry- based investigations presented by FLVS with the onsite teacher's support. The face to face teacher will highlight the use of scientific process skills to enhance science content knowledge. Strategies: supplement FLVS with real time tutoring sessions, use of instructional technology such as Gizmos and Discovery Learning, use of PENDA online learning system for review and reinforcement, monitor and support the implementation of rigorous activities, use of high order questioning strategies to increase student conceptual understanding, provide active modeling and coaching in the use of higher order questioning and response techniques throughout the curriculum, students not making satisfactory progress on first 2 interims will be targeted for Saturday Academy, students will have opportunity to create and design using the process of science and be entered into Science Fair and Fairchild Challenge, Professional development for blended learning facilitators

#### **Facilitator**

Felicia Brunson

#### **Participants**

All faculty at iPreparatory Academy

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Quizzes/Tests, Interim Assessments, Saturday school sessions

**G9.** Our STEM goals for the 2013-2014 school year are to increase our STEM-related experiences for students from 10 to 11 thereby increasing our student participation percentage in STEM activities from 82% to 83%.

**G9.B1** In 2013 iPreparatory Academy had 10 STEM-related experiences for our students. In 2014 we would like to increase the number of STEM-related experiences for our students to 11. A lack of knowledge on the part of the faculty of available learning experiences in the STEM areas is a perceived problem.

**G9.B1.S1** Faculty will search and implement MDCPS STEM resources for student activity opportunities in STEM areas

### **PD Opportunity 1**

Teachers will go to [stem.dadeschools.net](http://stem.dadeschools.net) and read about the many opportunities that are available for students to participate in STEM activities and determine which activities we can do at iPrep

#### **Facilitator**

Henri Cepero

#### **Participants**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

increased number of STEM-related activities instituted at iPrep

**G12.** On the 2013-2014 Baseline interim assessment in US History, 0% of the students scored in the middle or upper third. iPreparatory Academy has never given the US History EOC due to the fact we have not had an 11th grade class since 2010-2011.

**G12.B1** 0% of students scored in the middle to upper third on the baseline interim assessment administered in August. Teachers may not be familiar with how to apply the Common Core Standards in Literacy, Writing and Speaking to the Social Sciences

**G12.B1.S1** Teachers will take short, district-sponsored courses in iTunes concerning the Common core Standards and then apply the strategies learned to their US History courses. Students will then interpret primary and secondary sources of information by reading, analyzing, forming opinions and debating the primary source materials.

### **PD Opportunity 1**

Teachers will provide opportunities for students to master Common core Standard for Literacy, Writing, and Speaking to the Social Sciences

#### **Facilitator**

MDCPS iTunes Common Core courses--taken online

#### **Participants**

Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

interim assessments, EOC, classroom assessments, data chats



**G15.** Our goal for the 2013-2014 school year is to increase parents in attendance at parent engagement opportunities from 50% to 55%.

**G15.B1** Students come from all over the district and parents may find it difficult to come to the school.

**G15.B1.S1** Create interest surveys for parents and send via email

**PD Opportunity 1**

Selected teachers will create interest surveys for parents requesting that they identify the day and time when they can participate in school activities. Parents would also indicate in which school activities they wish to participate. Surveys will be web based. Send Connect Ed messages to parents describing upcoming school events

**Facilitator**

Joe Mazza

**Participants**

Teachers/Administrators

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

returned parent surveys, parent contacts with school

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G5.	On the 2013 Geometry End of Course Test, 98% of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 Geometry End of Course Test is for 100% of students to score at Level 3 or above, an increase of 2 percentage points.	\$400
Total		\$400

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
EESAC	\$400	\$400
Total	\$400	\$400

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G5.** On the 2013 Geometry End of Course Test, 98% of students at iPreparatory Academy scored at Level 3 or above. Our goal on the 2014 Geometry End of Course Test is for 100% of students to score at Level 3 or above, an increase of 2 percentage points.

**G5.B2** On the 2013 Geometry End of Course Test, 83% of students at iPreparatory Academy scored at Level 4 and above. Two-dimensional Geometry concepts such as understanding angles, triangles, polygons, and circles are difficult skills for students and are the skills that students test poorly on. Students are at possible risk of falling behind acceptable pace in the online FLVS course. There is also a risk of student attempts at cheating on FLVS tests.

**G5.B2.S1** Using a desktop monitoring program in order to maintain academic integrity especially during online testing.

### **Action Step 1**

Teachers at iPrep Academy will be utilizing a blended curriculum environment using digital content from Florida Virtual school. In this method a face to face teacher will be assisting in the implementation of the FLVS Geometry course curriculum. This approach will honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle/ the teacher will be able to differentiate instruction and meet every students' needs. Every student will be allowed to move at his or her own pace through the course. This frees some of the instructional time to work one on one or in small groups with students on their areas of need. Desktop monitoring systems must be in place in order to periodically assess issues of academic integrity. The use of digital content can allow issues concerning academic integrity to arise

#### **Resource Type**

Other

#### **Resource**

Student incentives given to students who stay on pace in FLVS courses

#### **Funding Source**

EESAC

#### **Amount Needed**

\$400