

Charter High School Of The Americas

970-984 W FLAGLER ST, Miami, FL 33130

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

99%

Alternative/ESE Center

No

Charter School

Yes

Minority

100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A		

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

Provide the school's vision statement

At Charter High School of the Americas we believe that the quality of any nation, state, city, community and family must be judged by the preparation and advancement of the individuals who comprise them.

School Environment

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

The process through which the school learns about students' cultures starts from the moment they are registered at the school. Through the registration process and completion of different questionnaires the school is able to learn about different aspects of the learners' cultures. As part of this process, the school also hosts monthly workshops and meetings with the parents, teachers and students to better understand the diversity of the school's population. Moreover, during the monthly meetings, teachers are also able to build relationships with the students while learning more about their cultures. The school also has a Culture Club where students are able to conduct different research on various countries and discuss their own cultural background. The interdisciplinary approach is also incorporated in the Social Studies curriculum to expose students to other cultures. The school strives to ensure that all teachers build and sustain enduring relationships with their students. These relationships are based on trust and honesty, enabling the students to feel safe and respected. Moreover, these components are important in promoting a positive learning environment.

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

Safety is a top priority at our school. The administration has implemented a variety of strategies to ensure a safe and supportive school climate that encourages students' safety in all areas of the school. On an annual basis, staff members are trained on Emergency and Safety Procedures. All teachers keep a folder in their classrooms with a copy of the Emergency and Safety Procedures to ensure all protocols are properly followed in case of an emergency. Furthermore, to ensure that all students are respected, our school has a zero tolerance policy for bullying. At the beginning of every school year, the guidance counselor trains all teachers on Bullying and Harassment. Teachers are also provided with a copy of School Board Policy 5517.01 against Bullying and Harassment, and related Student Code of Conduct. Furthermore, in the Parent Resource Information Center we have a Bully Box to anonymously report harassment or any bullying incidents. Staff members are also provided with copies of the Code of Ethics that details important information on the discrimination of students. Our school also distributed the Discrimination/Harassment Posters to all staff members. In addition, to ensure all students interact safely we have hallway monitors watching bullying "hot spot areas" such as; cafeterias, bathrooms and playgrounds. The school also has a Bullying and Harassment Prevention Team that meets once a month to discuss strategies to implement. A Safety Committee is also in place to discuss any safety concerns and review protocols. In the month of

October, our school supports the National Bullying Prevention by having students create banners and posters with anti-bullying messages, provide daily morning announcements with information regarding the importance and procedures for reporting bullying. Distribute an Anti-Bullying Pledge for students to sign. The school programs a ConnectED message informing parents/guardians of the District initiative. The School Counselors provide students with instructions on how to access bullying prevention information on the District website. Teachers will deliver lessons from the Bullying and Violence Prevention Curriculum Manual found on the District website. The school's website will include a link to the District Policy Against Bullying and Harassment. The Leadership Team will plan school-wide activities on anti-bullying awareness. For example, the school will celebrate Peace Day where students wear a white shirt to school and Friendship Day where students wear a yellow shirt to school. Each Grade Level Chairperson will distribute the "Anti-Bullying Action Steps".

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school wide behavioral system consists of a support team that addresses behavioral problems. The support team is comprised by the administration team, lead teachers, and the school counselor. The focus of the behavioral system is to ensure that all behavioral problems are targeted onset, avoiding further complications/situations. In order to ensure that distractions are maintained at a minimal level the administration monitors that the teachers are providing bell to bell instruction as well as interactive and engaging lessons. The lessons require high order thinking skills and daily use of technology. Teachers are required to be active and circulating the classrooms in order to avoid students' distractions and ensure that the students are engaged at all times. On an annual basis, teachers review the Students Code of Conduct with all learners; moreover, parents are also provided with a bilingual letter that details where to find the District policy. Parents are also provided with a "Parent Receipt and Acknowledgement Form" that should be reviewed, signed, dated, and returned within the first 5 days of school. Parents are also provided with a link where they can access the Code of Student Conduct. Teachers also establish clear behavioral expectations at the beginning of every school year to make students aware of school rules, consequences and rewards. This allows teachers to promote a positive school climate that supports academic achievement and promotes civility, acceptance of diversity and mutual respect. Staff members and parents are also trained on the Student Code of Conduct to ensure the system is fairly and consistently enforced.

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

The school strives to maintain a safe and positive learning environment that promotes the students' well being. The school ensures that the social and emotional needs of all students are met through a variety of services that are provided by the school counselor. At the beginning of the school year all teachers are provided with a counseling referral form; which includes the students' information and reason(s) for referral. The school counselor monitors the referral(s) process and ensures that all the social emotional needs are effectively met. The counseling groups are implemented based on students' personal needs to aid them in overcoming social barriers. Mentoring services are also provided to support students in increasing their self-esteem, improving their academic skills, attendance and social development while building positive relationships with learners and their peers. The teachers work intentionally to develop students' characters while simultaneously meeting their academics, social and emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Grade-level Chairs periodically analyze students' data and report early warning indicators to the Leadership Team and school counselor. The Leadership Team will convene to determine appropriate intervention strategies for students exhibiting two or more early warning indicators. Charter High School of the Americas consistently meets with the parents of all students that are showing early warning indicators.

High School Warning Indicators

- Students who miss more than 10% of instructional time.
- Students who have referrals that lead to suspension.
- Students who score Level 1 on the FCAT (FSA) in either ELA or Math.
- Students who in grade 9 miss any days in the first 20 days of school.
- Students who fail to progress to grade 10 on time.
- Students in high school with a grade point average less than 2.0.

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

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

Indicator	Grade Level		Total
	9	10	
Attendance below 90 percent	11	2	13
One or more suspensions	7	0	7
Course failure in ELA or Math	8	2	10
Level 1 on statewide assessment	11	0	11
Grade 9 missing any days in the first 20 days of school	5	0	5
Fail to progress to Grade 10 on time	0	3	3
Grade point average less than 2.0	2	1	3
	0	0	

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

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

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

Charter High School of the Americas will create evidence-based interventions to close students' gaps related to the early warning system. For example, Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), and parent collaboration/education. To support English Language Learners in achieving proficiency levels and mastering grade level standards, teachers will implement a variety of interactive online resources. Teachers will also target individual needs of learners by exposing them to visual aids. Students will be using the iReady program to improve their English Language Arts skills and be able to achieve proficiency levels. Students will also be able to use Gizmos to develop a deeper understanding of challenging concepts through inquiry and exploration. An effective multidisciplinary team will dedicate time to develop, implement and evaluate interventions while connecting students and their families to needed school-based and community resources. In addition, students at Charter High School of the Americas will

have the opportunity to participate in the following tutoring services provided by the school: Saturday Academy, After School Tutoring, and Spring Break Camp. Students will also receive additional instruction in core subjects such as: English Language Arts, Algebra 1, Algebra 2, Geometry, and Biology during these tutoring services. To encourage and motivate students' attendance, the school is providing a vast variety of Educational Technology that allows students opportunities to engage in authentic learning. In addition, it addresses multiple intelligences and can be adapted to learners' learning styles.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195084>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parents, students, teachers, and community partners are involved in the School Advisory Council (SAC) to support the school and student achievement. The school has a Blackboard Connect System to communicate with parents in a consistent manner. This allows them to be more involved in the academic achievement of all learners. Our school collaborates with families and community members. We also respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources. The school personnel understands how students and family conditions affect learning. On an annual basis, we identify leaders in the community and their relationships to the school. We also discuss the school's vision and mission with the community in order to work together towards the same academic goals. Our school finds various resources for families from businesses and local community members that could support academic goals. Annually, the school plans different events where community members are involved to support students' achievement. For example, some of these activities are Career Day, volunteer readers, and guest speakers. Also, High School students get involved with the local community by completing community service projects. The school also builds and sustains partnerships with the local community such as, NIP Inc./ The Winner's Circle Incentive Program and DP Real Estate Holdings LLC. NIP Inc./The Winner's Circle Incentive Program aids in motivating our students to improve their academic performance, attendance, and citizenship by providing students with appealing rewards and coupons on a quarterly basis. DP Real Estate Holdings LLC supports our school with extracurricular activities by providing snacks, trophies, certificates, and diplomas.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Parra, Nataly	Principal
Solis, Sofia	Assistant Principal
Maes, Kelly	Administrative Support
Lopez, Karla	Instructional Coach
Forjans, Licety	Teacher, K-12
De la Osa, Laura	Teacher, K-12
Mercado, Ana	Guidance Counselor
Perez, Claudia	Guidance Counselor
Sulbaran, Jessica	Teacher, K-12
Martin, Yanelis	Teacher, K-12
Alejo, Maria	Teacher, K-12
Caballero, Lucy	Teacher, K-12
Morffi, Estrella	Teacher, K-12
Gonzalez , Teresa	Teacher, K-12

Duties

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

Nataly Parra, Principal, will schedule and facilitate regular Rtl meetings, ensure follow up of action steps and allocate resources. Sofia Solis , Assistant Principal, will ensure attendance of all members. Claudia Perez, Counselor, will periodically monitor students' progress. Kelly Maes, Testing Coordinator, will dis-aggregate and analyze students' data. Karla Lopez, Reading Coach, will dis-aggregate and analyze students' data. Licety Forjans, ESOL Coordinator, will ensure that students are provided with ongoing ESOL interventions. Laura DeLaOsa, ESOL Lead Teacher, will ensure that students are provided with ongoing ESOL interventions. Jessica Sulbaran, Science Teacher, will analyze students' data and provide the team with ongoing teaching strategies. Lucy Caballero, English Language Arts Teacher, will monitor students' writing data reports to develop action plans based on students' needs. Maria Teresa Alejo and Yanelis Martin, Mathematics Teachers will analyze students' data and monitor their progress. Estrella Morffi, Science Teacher, will provide the team with different strategies based on students' current proficiency levels. Teresa Gonzalez, Social Studies Teacher, will monitor students' current levels and provide ongoing support to achieve proficiency levels.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2 and Tier 3 SST

Nataly Parra (Principal), Sofia Solis (Assistant Principal), Claudia Perez (Counselor), Karla Lopez (Reading Coach), Licety Forjans (ESOL Coordinator), Jessica Sulbaran (Science Teacher), Lucy Caballero (Language Arts Teacher), Maria Teresa Alejo (Mathematics Teacher), Estrella Morffi (Science Teacher), Teresa Gonzalez, (Social Studies Teacher) and Ileana Kattengell (ESE Teacher). The members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and to monitor 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. Responding 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. Gathering and analyzing data at all Tiers to determine professional developments for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring 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 regularly (monthly is suggested) 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 support and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (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 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.

Title I, Part A

Services are provided to ensure that students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The school will schedule meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk". They assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, the Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Charter High School of the Americas provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention Programs.

Title II

The district uses supplemental funds for improving basic educational needs as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs such as Reading, Gifted, and 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 III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and provide:

- Reading and supplementary instructional materials
- Waterford Connection and KidBiz (hardware and software) for the development of language and literacy skills in reading, mathematics, and science.

Title X- Homeless

- The Homeless Assistance Programs seeks to ensure a successful educational experience for homeless children by collaborating with parent, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assist with the identification enrollment, attendance, and transportation of homeless students.
- The Homeless liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized, separated, segregated, isolated due to their status of homeless- and are provided with entitlements.

Projects Upstart provides a homeless sensitivity awareness campaign throughout all the schools.

Supplemental Academic Instruction (SAI)

Charter High School of the Americas will receive funding from the 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, counselors, and the TRUST specialist.
- Training for technical assistance for High School teachers, administrators, counselors/TRUST specialist.

Nutrition Programs

1. Charter High School of the Americas 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, school breakfast, school lunch and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Districts Wellness Policy.
 4. Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
 5. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
 6. Conduct informal parent surveys to determine specific needs of our parents, schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
- Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nataly Parra	Principal
Lucy Caballero	Teacher
Laura DeLaOsa	Teacher
Maria T. Alejo	Teacher
Alejandra Jidy	Teacher
Xiomara Delgado	Teacher
Licety Forjans	Teacher
Ileana Kattengel	Teacher
Edith Sotero	Parent
Katuska Plunkett	Parent
Graciela Aguilar	Parent
Luisa Garcia	Parent
Alex Labrada	Student
Daniela Same	Student
Sthefany Martinez	Student
Yamila Aguiar	Business/Community

Duties

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

Evaluation of last year's school improvement plan

An EESAC meeting was conducted on May 9, 2014 to review last year's School Improvement Plan and Mid-Year Reflection to provide recommendations for the 2014-2015 SIP. All strategies and the effectiveness of implementation of these were reviewed and discussed in the meeting. Stakeholders completed the End-Of- Year SIP Review and Planning Document to combine areas into fewer goals in order to have a greater impact on students' achievement. The goals that were not evaluated on the FCAT 2.0 such as: attendance and EWS goals were also evaluated.

Development of this school improvement plan

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The School Improvement Plan must address issues relative to core academic areas (English Language Arts, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, and dropout prevention/graduation, along with budget, professional development training opportunities, instructional materials, staffing, student support services, and the ongoing monitoring of the EESAC. The EESAC must give the final approval of the School Improvement Plan, the Mid-Year Review, and the End-of-Year Review. In addition, the EESAC should receive regular reports on the implementation of the School Improvement Plan, including the progress related to implementation of the strategies and the results of benchmark and district/state assessments.

Some EESAC members form subcommittees to monitor each of the objectives in the School Improvement Plan. The subcommittees can include members of the EESAC as well as other non-members who are familiar with the various aspects of the school's programs.

Preparation of the school's annual budget and plan

The EESAC must advise the principal in the development of the school's budget. A portion of the school's budget is an allocation of \$5.00 for every FTE in the school, made directly to the EESAC. The school will receive EESAC funds, approximately a total of \$450.00 (\$5 per student for a total of 90 students) will be solely used for students' incentives in academic performance, attendance and behavior. Some of the incentives that will be provided to the students are: pizza and ice cream parties, and raffle tickets to local attractions. This money may not be used on capital improvements, nor may they be used for any project or program that has a duration of more than one (1) year. Neither District staff nor the principal may override the decision of the EESAC with regards to these funds. (F.S. 24.121).

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

The allocated funds (\$5.00 per student for a total of 93 students = \$465) were used for student incentives to encourage participation in the school's supplementary educational programs. The incentives primarily took the form of pizza parties. The pizza was offered to those students who participated in the Saturday Academy and Writing Camps. The total amount spent on pizzas was \$500. There were 5 pizza parties that were held and approximately 40 students participated in each event. The overage of \$35 was covered by the school's general fund.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Parra, Nataly	Principal
Solis, Sofia	Assistant Principal
Maes, Kelly	Administrative Support
Lopez, Karla	Instructional Coach
Forjans, Licety	Teacher, K-12
De la Osa, Laura	Teacher, K-12
Mercado, Ana	Guidance Counselor
Perez, Claudia	Guidance Counselor
Sulbaran, Jessica	Teacher, K-12
Martin, Yanelis	Teacher, K-12
Alejo, Maria	Teacher, K-12
Caballero, Lucy	Teacher, K-12
Morffi, Estrella	Teacher, K-12
Gonzalez , Teresa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Charter High School of the Americas will promote literacy within the school by incorporating English Language Arts strategies. The Leadership Team will focus on data analysis to monitor students' academic levels. The interdisciplinary approach will be incorporated in all core subjects and non-core subjects to promote literacy within the school. The school will also establish a D.E.A.R (Drop Everything and Read) time on daily basis from 8:00am to 8:20am. Administration will also promote literacy within the school by volunteering to read informational and argumentative texts with the students. The school will also create a "Caught Reading" campaign that features teachers, administrators and staff members as readers. All teachers will have a classroom library that is differentiated by students' levels. Teachers will also promote a literacy rich environment that consists of print word walls, books and reading materials. Students will also be involved in writing book reviews to be exposed to a variety of texts and genres.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

To encourage positive working relationships between teachers, our school provides a variety of strategies characterized by teamwork, congeniality, camaraderie, and professionalism. School leaders prioritize teachers' trust when they give verbal support and collaboration, providing the time and resources for educators to work together. During Grade Level meetings teachers discuss students' data, professional developments, best practices as well as effective instructional strategies. The School Reading Coach receives specialized training to facilitate improvements in low-performing core subjects. Also the Reading Coach aids teachers by collaborating in meaningful ways during Grade level meetings. The Reading Coach plays an important role in increasing the level of trust among staff members. As a Reading Coach, she brings teachers together to examine data and work on specific goals. As a result, teachers usually begin to feel less alone, more supported and more capable of collectively tackling the "big issues" that must be addressed throughout the school year.

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

The institution provides current information of openings on the school's website as well as on different newspapers and online sources. The new staff members go through an interview process to ensure that they meet the necessary requirements to attain the new position(s). Once new teachers are recruited based on the years of experience in the field of education, a mentoring program is implemented. New teachers also become part of a Professional Learning Community to be actively engaged in the learning process. To retain Highly Qualified Teachers, Certified-in-field, our school provides annual incentives based on their achievements. Teachers are also recognized and receive annual incentives for having perfect attendance throughout the school year.

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

Experienced teachers in the same grade level will mentor new teachers. Teachers with experience in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction will support non-experienced teachers. The mentoring activities will include: grade level meetings, common planning, and co-teaching while implementing different strategies and best practices.

New Teachers/Mentors

Marilyn Diaz, Lori Leon/Lucy Caballero

Yleana Rodriguez/ Karla Lopez

Yunia Sablon/Maria T. Alejo

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school has ensured to accomplish this goal by getting access to Core instructional programs that include Reading Plus, Edgenuity, i-Ready and Gizmos. The school's priority is that every student has critical English Language Arts skills in order to meet the demands of College and Career. The teachers are also utilizing supplemental resources and websites to meet the individual needs of students while improving their teaching approaches. CPALMS constitutes one of the main websites recommended to be utilized by teachers to become more knowledgeable on the new Florida Standards. New instructional materials that correlate with the Florida Standards have been purchased this school year. For the extended learning day different resources aligned to the Florida Standards have been purchased from Triumph Learning. Some of these resources are: Common Core Coach, Common Core Performance, Common Core Support Coach, and Buckle Down to the Common Core. The students will also use the Reading Plus Program that is currently aligned to the new standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers will be assessing students periodically to monitor their progress and areas of need. Based on students' needs the teachers will develop monthly focus calendars to expose students to secondary benchmarks. Teachers will also differentiate instruction while doing rotational centers on a daily basis to provide students with individualized supplemental resources based on their needs. Students were placed in Intensive Reading and/or Intensive Mathematics classes based on their levels on state assessments to provide them with additional instruction based on their academic needs. Students will also be assessed on the FAIR to periodically monitor their progress. Students placed in Tier 2 and Tier 3 interventions will receive 30 to 45 minutes additional time daily with a specialized intervention teacher that will provide them with resources and strategies to achieve proficiency levels. Intervention teachers will monitor students' progress on a weekly basis. All students will have an extended learning hour on a daily basis. Students will also have Saturday Academy starting in January through April. Teachers in all grade levels are incorporating ESOL strategies in their daily lessons to help students become English proficient.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

The school uses supplemental instructional materials to target the needs of individual learners, while being exposed to different instructional strategies, some of the ELA, Science and Social Studies strategies are : think aloud, think-pair-share, Pause and Wonder, QAR Questions, Writing Questions, Read Alouds, Turn and Talk, Note Taking, Character Sorts, Writing Journals, Buddy Reading, Story Retelling, DRTA, research-based learning, Graphic Organizers and Story Maps, Readers Theater, Stop and Think,modeling, concept maps, and Literature Circles.

Some of the Mathematics strategies that will be incorporated are: Problem Solving Process, Visual Vocabulary, Reasoning abstractly and Quantitatively, demonstrations and modeling, constructing viable arguments and critique the reasoning of others, interactive lecture demonstrations, guided discovery problems,process-oriented guided inquiry approach, high quality problem sets, apply math in other content areas, think-practice-integrate, make connections, graphic organizers, and think-pair-shair.

Supplemental Materials that will be used for the Extended Learning Day:

9th-10th Grade Common Core Coach I

9th Grade Common Core Coach Composition I

10th Grade Common Core Coach Composition 2

9th Grade Common Core Coach World Literature

10th Grade Common Core Coach American Literature

Biology-Florida Coach EOC Biology I

Biology-Florida Coach Jumpstart Biology I

Algebra I-Common Core Coach

Strategy Rationale

Research shows that extending instructional time for the students who need it most can improve student learning and effectively close the achievement gap for students that are performing below grade level and/or not meeting grade level standards. Supplemental Resources aligned to the New Florida Standards will be used to expose students to additional instructional strategies and best practices based on their individual needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Parra, Nataly, nparra@dadeschools.net

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

Data will be collected at the end of each lesson/unit. Data will be disaggregated and analyzed with the students and future goals will be set. Data will be discussed in grade level meetings to evaluate effectiveness of instructional strategies.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Charter High School of the Americas has established different strategies to support incoming and outgoing cohorts of students in transition. Appropriate screening, diagnostics, progress monitoring, and outcome measures are used to set goals, targets for the year, and differentiate instruction to meet the various needs of students. Middle School students transitioning to High School will be provided with a list of elective courses that will be offered. Group meetings with with school counselor will be held to explore High School transition issues and concerns. Middle School and High School teachers from Lincoln-Marti Charter Schools, Little Havana and Charter High School of the Americas will meet to discuss academic and developmental assistance to better support learners through the transition process. Orientation meetings will be held in the summer to aid middle school students in transitioning to High School. Families will be able to meet the High School teachers and familiarize themselves with the graduation requirements and school campus. The school also maintains a database to identify and meet with at-risk students to discuss graduation options, credit recovery programs and ensure enrollment in recommended programs. Counselors also meet with high school students to discuss graduation requirements and the importance of monitoring their GPA throughout the year. All students are highly encouraged to enroll in Honors courses as an opportunity to prepare for post-secondary preparation. Students are also encouraged to utilize the College Board tutorials for remediation and SAT preparation. Students have the opportunity to take the PSAT to help them prepare for the SAT. Counselors also meet on an annual basis with students to distribute credit histories, recommend interventions and course recovery options. Students will continue to be provided with waivers in order to assist with the financial burden of the examination. Seniors will be taken to State Universities to experience college campus life. Guest speakers from various local universities will be invited to our campus to provide students will information on admission requirements, study programs, scholarships, and dual enrollment programs. Seniors will be required to submit a senior exit portfolio. This portfolio includes a description and reflection of their Service Learning Project. Students in High School will be involved in an ongoing project to better prepare them for career readiness. The project involves developing a cover letter, resume, references, and letters of recommendations.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Charter High School of the Americas offers the opportunity to all students to apply and integrate courses that help them to recognize a relationship between subjects relevant to their futures. Students are encouraged to take elective courses that are aligned within an area that may be relevant to the students' future studies. Additionally, core content departments are encouraged to work in alignment with electives and vocational courses in order for students to see the relationship between concepts being taught and real world experiences and situations. As part of the curriculum all 9th grade students will receive instruction in academic and career planning to help them be prepared for their career development and post-secondary endeavors. School Counselors at Charter High School of the Americas will meet with students in a whole group and one-to-one setting to discuss subject selection and career choices throughout the school year as well as future goals. The CAP advisor will also conduct several workshops throughout the school year for both parents and students to help them be prepared for the demands and requirements of Colleges and Universities. Other strategies to support College and Career Awareness include:

- College Presentations throughout the school year
- College Fair for students to obtain information about different schools
- Career Day to learn about different jobs and fields of study
- College Workshop presentations to prepare students about college essays, applications, scholarships and resumes
- Financial Aid Presentation for parents and students to help them prepare for the FAFSA

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

All students entering Charter High School of the Americas will gain an understanding of business and industry workforce requirements by acquiring ready to work and other industry certifications. Students' readiness for postsecondary opportunities will be strengthened with the integration of academic, career, technical education components and a coherent sequence of courses. Our school will also promote CTE awareness through activities such as Academic/Career Fairs, Open House and activities with feeder pattern schools. On an annual basis, the school surveys the students to see what their career future expectations are. This allows the school to develop a curriculum plan based on the relevance to the students' future. These courses allow the students to experience the different responsibilities of each field.

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

Charter High School of the Americas offers all students the opportunity to explore and become more prepared for their academic endeavors; through skill development and practical work experiences. Students are taught academic concepts as they acquire hands-on experience and skills by designing and building inquiry based projects. We also encourage the advancement of the intermediate and CTE curriculum by using Project Based Learning with our current students. Our school provides counseling services to all students in order to select the appropriate program, as well as the correct course sequence to take. Students will also be provided with various opportunities to become more involved in competitions that focus on STEM related topics, such as, SECME, Future cities, Science Fair and the Fairchild Challenge. The school counselor will help students register to take the SAT and ACT. Colleges and Universities will also be invited to visit the school to provide parents and students with information on how to apply for different academic programs and/or scholarships.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Charter High School of the Americas is preparing all students for post-secondary transition by offering the mandated courses to comply with the State's graduation requirements. We are also encouraging students to take Honor classes to challenge them. Teachers are also encouraging students to take Advanced courses while recommending learners to meet with the guidance counselor to discuss these classes and their post-secondary educational plans. We are also planning to offer Dual Enrollment classes to our students, to provide them with the opportunity to earn more college credits during their high school years. Charter High School of the Americas will consistently hold student/parent conferences to discuss their future goals and graduation requirements.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Charter High School of the Americas will improve writing skills across all content areas and grade levels in order to achieve proficiency levels on state standardized assessments.
- G2.** Charter High School of the Americas will use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase and/or improve their attendance, performance, and behavior.
- G3.** Charter High School of the Americas will use the district programs to get students acquainted with getting involved in all STEM and CTE areas.
- G4.** Charter High School of the Americas is a Title 1 school that will adhere to the Parental Involvement Plan to comply with all district and state applicable statutes, regulations, requirements and procedures.

Strategic Goals Detail

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

G1. Charter High School of the Americas will improve writing skills across all content areas and grade levels in order to achieve proficiency levels on state standardized assessments. 1a

G045648

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	60.0
4-Year Grad Rate (At-Risk)	40.0
Algebra I EOC Pass Rate	91.0
Geometry EOC Pass Rate	82.0
Bio I EOC Pass	82.0
CELLA Listening/Speaking Proficiency	44.0
CELLA Writing Proficiency	30.0

Resources Available to Support the Goal 2

- Write it Out!
- Write Source 9th-10th
- Common Core Coach Algebra 1
- Common Core Coach Geometry
- EOC Coach Biology 1
- Florida Coach Jump Start Biology 1
- Common Core Coach American Literature 1
- Common Core Coach World Literature 1
- Common Core Coach American Literature & Informational Texts Composition 1
- Common Core Coach American Literature & Informational Texts Composition 2
- Prep Algebra 1 Workbook/Practice Book
- Everglades Algebra 1 EOC
- Prep Geometry Workbook/ Practice Book
- Everglades FL Geometry EOC Math
- Algebra 2 Gold with Power Algebra
- Prentice Hall Biology
- Prentice Hall Chemistry
- McDougal Interactive Reading/Writing Critical 9th-10th
- McDougal Interactive Reading/Writing Strategy 9th-10th
- McDougal Grammar for Writing Literature 9th-10th
- Edge B 9th Grade
- Edge Interactive Practice Book B 9th Grade
- Edge B Practice Book Grammar & Writing 9th Grade
- Edge C 10th Grade

- Edge Interactive Practice Book C 10th Grade
- Edge C Practice Book Grammar & Writing 10th Grade
- McGraw-Hill World History & Geography 10th Grade
- McGraw-Hill World History Note Taking Activity Book
- Novel: The House on Mango Street by Sandra Cisneros 9th Grade
- Novel: The Hobbit by J.R.R Tolkien 9th Grade
- Novel: The Odyssey by Homer 9th Grade
- Novel: Romeo Juliet by W. Shakespeare 9th Grade
- Novel: In the Time of the Butterflies by Julia Alvarez 10th Grade
- McGraw-Hill Algebra 1 Student Edition Textbook
- McGraw-Hill Algebra 1 Homework/Practice Workbook
- McGraw-Hill Algebra 2 Student Edition Textbook
- McGraw-Hill Algebra 2 Homework/Practice Workbook
- McGraw-Hill Geometry Homework/Practice Workbook
- McGraw-Hill Geometry Student Edition Textbook

Targeted Barriers to Achieving the Goal **3**

- Students have difficulties dissecting texts, citing and finding evidence to support their writing and organizing/structuring their ideas in a logical progression. English Language Learners lack grade level vocabulary to elaborate on specific topics. Students are also struggling with the usage of conventions, which hinders them from developing well written and coherent responses.
- Students have difficulties analyzing, interpreting and communicating mathematical concepts. They are also having difficulties evaluating sources of information and the validity of information itself. Students lack conceptual understanding of mathematical concepts that are required to formulate their responses.
- Students have difficulties elaborating well written responses to support their scientific findings. They are also lacking basic comprehension skills which hinder them from understanding high order scientific questions. Learners have difficulties understanding and incorporating scientific terminology in their lab reports and their scientific conclusions.
- Students have difficulties interpreting primary and secondary sources of information and using multimedia sources to examine opposing points of view on a variety of Social Studies issues. They are also lacking basic understanding of Social Studies vocabulary to construct well written responses.

Plan to Monitor Progress Toward G1. 8

On a weekly basis, students will be assessed to monitor for progress toward meeting the school goal. The Leadership Team will discuss students' academic progress by reviewing students' data.

Person Responsible

Nataly Parra

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data from weekly assessments

G2. Charter High School of the Americas will use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase and/or improve their attendance, performance, and behavior. **1a**

G046016

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
Dropout Rate	5.0
College Readiness Mathematics	70.0
Attendance Below 90%	15.0
Truancy rate	15.0
Discipline incidents	7.0
One or More Suspensions	7.0
2+ Behavior Referrals	7.0
Students exhibiting two or more EWS indicators (Total)	5.0
On-time Progression to Grade 10	5.0
GPA below 2.0 - H.S.	5.0
Level 1 - All Grades	20.0
2+ Course Failures - Grade 09	5.0

Resources Available to Support the Goal **2**

- Blackboard Connect Messages
- Attendance Bulletin
- Reading Plus
- Truancy Manual
- Edge
- Attendance Procedures Manual
- Attendance Tracking Report
- COGNOS-DM
- Student Grade Report
- SAT/ ACT/ PERT Bell Ringers
- Pearson Series
- Gizmos
- Grade level conferences, attendance/ behavior contracts, and attendance incentives
- Everglades Algebra 1 & Geometry

Targeted Barriers to Achieving the Goal **3**

- Students have difficulties understanding cognitive models of writing that emphasize higher order planning and revising processes such as goal setting, idea generation and evaluation. Students need to have many positive opportunities to develop writing skills in a variety of formats in order to strengthen their vocabulary and communication skills. For ELLs, this is particularly important. Depending on their writing skill level in their first language and their English language abilities,

writing may be frustrating. Students need to engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer.

- Students often do not understand that unexcused absences can cause them to fall behind in courses and cause their GPA to drop. Students are not familiarized with the attendance regulations detailed on the Truancy Manual. Parents of Economically Disadvantaged Students are not able to afford health insurance coverage. Also, students may have health issues that keep them out of school regularly. Parents do not understand that attendance matters for success. Non-academic barriers to learning are hindering students' ability to be engaged in the classroom or to make the most of their academic learning time.
- Parents and students are not knowledgeable on the Student Code of Conduct. Some students' conditions and environments at home are not supporting them in being successful academically, socially, and emotionally. Some students lack the motivation to become active participants in their education and fail to see the relevance of established graduation requirements based on established cohorts. Some students are quick tempered, impulsive, and have difficulty seeing situations from another student's point of view. These students refuse to take responsibility for their actions and deny wrong doing.

Plan to Monitor Progress Toward G2. 8

On a weekly basis, students will be assessed to monitor for progress toward meeting the school goal. The Leadership Team will discuss students' academic progress by reviewing students' data.

Person Responsible

Nataly Parra

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data from weekly assessments

G3. Charter High School of the Americas will use the district programs to get students acquainted with getting involved in all STEM and CTE areas. 1a

G046470

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	40.0
Teachers with advanced degrees	30.0
College Readiness Reading	55.0
College Readiness Mathematics	60.0

Resources Available to Support the Goal 2

- Gizmos
- College Board
- Exploratorium
- NASA- Educators Website
- eGFI: Dream Up the Future
- National STEM Video Game Challenge
- Master Tools
- Edgenuity
- Kinetic City
- Florida Coach EOC Biology 1
- Jumpstart EOC Biology 1

Targeted Barriers to Achieving the Goal 3

- Students do not believe they will achieve the same grades in STEM subjects as they might in others. Their negative views and stereotypes about the success in STEM are hindering them from enrolling in courses related to Science, Technology, Engineering and Mathematics. Students perceive STEM courses are being challenging and difficult to achieve levels of proficiency.
- Some students do not have sufficient language acquisition to achieve proficiency levels on CTE Industry Exams. Also, students have limited exposure to CTE program requirements and prerequisites. ELL students still lack interpretation skills in CTE instruction. Students are only provided with limited resources pertaining to College and Career readiness and preparation.

Plan to Monitor Progress Toward G3. 8

Administration and the Leadership Team will monitor for progress towards meeting the goal by analyzing students' academic progress in STEM/CTE related courses, activities, and workshops.

Person Responsible

Nataly Parra

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Agendas and Sign-in Sheets of Biweekly Leadership Team meetings

G4. Charter High School of the Americas is a Title 1 school that will adhere to the Parental Involvement Plan to comply with all district and state applicable statutes, regulations, requirements and procedures. 1a

 G050652

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Charter High School of the Americas will improve writing skills across all content areas and grade levels in order to achieve proficiency levels on state standardized assessments. 1

G045648

G1.B1 Students have difficulties dissecting texts, citing and finding evidence to support their writing and organizing/structuring their ideas in a logical progression. English Language Learners lack grade level vocabulary to elaborate on specific topics. Students are also struggling with the usage of conventions, which hinders them from developing well written and coherent responses. 2

B112769

G1.B1.S1 Students will be exposed to daily pre-writing and collaborative writing activities. They will also utilize the RAFT writing strategy to respond to writing prompts that requires them to think of various perspectives. 4

S139239

Strategy Rationale

The more often students write, the more proficient they become as writers. RAFT is a writing strategy that has been proven to aid students in understanding their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written. Additionally, this strategy helps students focus on the audience they will address, the varied formats for writing and the topics they will be writing about.

Action Step 1 5

Students will be involved in daily pre-writing activities. They will be using graphic organizers to organize their ideas and brainstorm on a variety of topics. Learners will also be involved in peer review activities to aid in the development of their writing. Students will have writing journals and/or folders to practice their writing skills on a daily basis. They will also utilize the RAFT strategy to enhance their writing skills while considering multiple perspectives in order to write for different audiences.

Person Responsible

Karla Lopez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, rubrics, research projects, graphic organizers, and lessons plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration and the Reading Coach will conduct daily walkthroughs to monitor the fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.

Person Responsible

Karla Lopez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, rubrics, and classroom checklist(s)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

During grade level bi-weekly meetings, teachers will discuss students' academic progress and writing improvement. Teachers will analyze data from weekly assessments in order to discuss and incorporate writing best practices in daily lessons.

Person Responsible

Nataly Parra

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion


Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments

G1.B2 Students have difficulties analyzing, interpreting and communicating mathematical concepts. They are also having difficulties evaluating sources of information and the validity of information itself. Students lack conceptual understanding of mathematical concepts that are required to formulate their responses. 2

 B112770

G1.B2.S1 Students will be exposed to daily writing activities during the math classes to aid them in understanding mathematical concepts on a deeper level. They will also utilize a variety of writing strategies to better analyze and interpret math word problems. To better understand mathematical vocabulary concepts, students will be using concept definition maps and the 4 squares writing process.

4

 S139289

Strategy Rationale

A concept map is a visual organizer that can enrich students' understanding of a new concept. Concept maps aid students in developing a personal, in-depth understanding of key mathematical concepts and terms. Research has proven that by using graphic organizers, students think about the concept in several ways. Most concept map organizers engage students in answering questions. It also helps students to make meaningful connections between the main idea and other information. They're easy to construct and can be used within any content area.

Action Step 1 5

Students will use concept maps on a daily basis to organize their ideas on a variety of mathematical concepts. Students will be involved in quick writing activities to independently explain open ended or specific questions in their math journals.

Person Responsible

Sofia Solis

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, concept maps, rubrics, and concept maps

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

Administration will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.

Person Responsible

Sofia Solis

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, rubrics, classroom checklist(s)

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

During biweekly grade level meetings, teachers will discuss students' academic progress and improvement in elaborating written responses in their math journals. Teachers will analyze data from weekly assessments to discuss and incorporate best practices in daily math lessons.

Person Responsible

Nataly Parra

Schedule

Biweekly, from 9/1/2014 to 6/4/2015


Evidence of Completion

Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments

G1.B3 Students have difficulties elaborating well written responses to support their scientific findings. They are also lacking basic comprehension skills which hinder them from understanding high order scientific questions. Learners have difficulties understanding and incorporating scientific terminology in their lab reports and their scientific conclusions. 2

 B112772

G1.B3.S1 Students will be exposed to daily inquiry based writing activities during the science classes to aid them in mastering scientific concepts. They will also utilize a variety of writing strategies to formulate their lab reports and elaborate on their scientific findings. Learning logs, concept/vocabulary development, journalistic reporting, research reports, time sequence and QAR are some of the strategies that will be implemented to help students improve their academic performance. 4

 S139334

Strategy Rationale

Integrating new information with background knowledge is fundamental to science learning, and writing can help with this process. Writing about a science topic before learning the lesson summons prior knowledge, which is then easily incorporated with new science information. Research indicates that students being taught in an effective inquiry based learning environment improves their scientific skills and exhibits more positive attitude toward science. Inquiry-based lessons address key areas of science to help students to make real world connections and ignite the spark that may eventually lead students to a scientific goal.

Action Step 1 5

Students will be involved in writing activities in the Science classes. They will be conducting investigations, developing lab reports, research projects and elaborating daily journal responses. Students will demonstrate understanding of scientific concepts by writing their observations, reflections, questions, predictions and conclusions. Students will also develop vocabulary skills through daily writing practice.

Person Responsible

Kelly Maes

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, rubrics, and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.

Person Responsible

Kelly Maes

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, rubrics, classroom checklist(s)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

During biweekly grade level meetings teachers will discuss students' academic progress and improvement in elaborating written responses in their science journals and/or learning logs. Teachers will analyze data from weekly assessments to discuss and incorporate best practices in daily science lessons.

Person Responsible

Nataly Parra

Schedule

Biweekly, from 9/1/2014 to 6/4/2015


Evidence of Completion

Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments

G1.B4 Students have difficulties interpreting primary and secondary sources of information and using multimedia sources to examine opposing points of view on a variety of Social Studies issues. They are also lacking basic understanding of Social Studies vocabulary to construct well written responses. 2

 B112774

G1.B4.S1 Students will be exposed to daily writing activities during the social studies classes to aid them in understanding concepts on a deeper level. They will also utilize a variety of writing strategies to elaborate on various topics. To better understand vocabulary concepts, students will be using graphic organizers, timelines, strip stories, summarizing and word banks. 4

 S139368

Strategy Rationale

The process of writing is critical to the study of history. Research shows that writing is a fundamental intellectual activity, helps students learn history and clarifies learners' understanding of the subject. Graphic organizers allow students to create a graphical representation of events and/or display items sequentially to help them better understand growth, change, recurring events, cause and effect, and key events of historical/social significance.

Action Step 1 5

Students will utilize graphic organizers in daily lessons to organize their ideas on a variety of social studies/history concepts and/or events. Students will be involved in debates to express their views points and consider counter arguments. Learners will use writing journals to elaborate on specific topics and demonstrate understanding of social studies concepts and events.

Person Responsible

Karla Lopez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, rubrics, graphic organizers and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.

Person Responsible

Karla Lopez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, rubrics, classroom checklist(s)

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

During biweekly grade level meetings, teachers will discuss students' academic progress and improvement in elaborating written responses in their social studies journals. Teachers will analyze data from weekly assessments to discuss and incorporate best practices in daily social studies lessons.

Person Responsible

Nataly Parra

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments

G2. Charter High School of the Americas will use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase and/or improve their attendance, performance, and behavior. 1

G046016

G2.B1 Students have difficulties understanding cognitive models of writing that emphasize higher order planning and revising processes such as goal setting, idea generation and evaluation. Students need to have many positive opportunities to develop writing skills in a variety of formats in order to strengthen their vocabulary and communication skills. For ELLs, this is particularly important. Depending on their writing skill level in their first language and their English language abilities, writing may be frustrating. Students need to engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer. 2

B127345

G2.B1.S1 Students will be involved in daily writing activities to enhance their academic performance in all content areas. Students will utilize multiple graphic organizers to brainstorm and organize ideas on different topics. ELL students will be involved in collaborative writing activities to enhance their vocabulary skills. 4

S139468

Strategy Rationale

Research shows that graphic organizers are key in assisting students to improve academic performance. Graphic organizers offer an entry point into complex materials for visual learners, increase comprehension and retention, and can be used with all students. Peer interaction can play an important role in a student's vocabulary development.

Action Step 1 5

Students will utilize graphic organizers when completing daily pre-writing activities to organize their ideas and brainstorm on a variety of topics. Students will also be involved in peer review activities to aid in the development of their writing. Students will have writing journals and/or folders to practice their writing skills on a daily basis.

Person Responsible

Karla Lopez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, rubrics, research projects, graphic organizers, and lesson plans

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

Administration and the Reading Coach will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.

Person Responsible

Karla Lopez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Writing journals and/or folders, Rubrics, classroom checklist(s)

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

During grade level biweekly meetings, teachers will discuss students' academic progress and writing improvement. Teachers will analyze data from weekly assessments in order to discuss and incorporate writing best practices.

Person Responsible

Nataly Parra


Schedule

Weekly, from 9/1/2014 to 6/4/2015


Evidence of Completion

Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments

G2.B2 Students often do not understand that unexcused absences can cause them to fall behind in courses and cause their GPA to drop. Students are not familiarized with the attendance regulations detailed on the Truancy Manual. Parents of Economically Disadvantaged Students are not able to afford health insurance coverage. Also, students may have health issues that keep them out of school regularly. Parents do not understand that attendance matters for success. Non-academic barriers to learning are hindering students' ability to be engaged in the classroom or to make the most of their academic learning time. 2

 B127354

G2.B2.S1 Families and students will be provided with resources and information on truancy prevention. Students with perfect attendance will be recognized for their commitment to learning. Also, students that are showing improvement in their attendance will be rewarded. School personnel will work with families of students with excessive absences. 4

 S139483

Strategy Rationale

Research shows that attendance improves when schools engage students and parents in positive ways and when schools provide support for chronically absent students. Working with families in a way that can prevent attendance issues is critical. Successful school-family relationships will be underpinned by open and effective communication to prevent excessive absences.

Action Step 1 5

Students will be aware of school standards related to attendance by familiarizing themselves with truancy guidelines. Students' attendance and absences will be consistently monitored through a computerized attendance record-keeping system. Blackboard Connect messages will be programmed for all parents of absent students. Limited English-speaking parents will be provided with bilingual aides such as school attendance notification letters in the language that is appropriate to the family. Families of the students that cannot be reached by telephone will receive visits from the school counselor. Incentives and recognition will be provided to students with perfect attendance.

Person Responsible

Claudia Perez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Truancy guidelines, blackboard connect reports, bilingual letters and flyers and home visits reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The school's truancy committee will monitor for fidelity of implementation by meeting on a biweekly basis to discuss all truancy prevention activities that are being implemented school-wide.

Person Responsible

Sofia Solis

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Agendas and Sign-in Sheets of bi-weekly Truancy Committee meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration and the Leadership Team will monitor for effectiveness by analyzing attendance reports and making recommendations based on findings.

Person Responsible

Nataly Parra


Schedule

Biweekly, from 9/1/2014 to 6/4/2015


Evidence of Completion

Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings

G2.B3 Parents and students are not knowledgeable on the Student Code of Conduct. Some students' conditions and environments at home are not supporting them in being successful academically, socially, and emotionally. Some students lack the motivation to become active participants in their education and fail to see the relevance of established graduation requirements based on established cohorts. Some students are quick tempered, impulsive, and have difficulty seeing situations from another student's point of view. These students refuse to take responsibility for their actions and deny wrong doing. **2**

 B127358

G2.B3.S1 A bullying and harassment team will support the school in maintaining a safe learning environment. The team will coordinate bullying prevention and intervention activities. Awareness, prevention and education will be reinforced school wide to promote an atmosphere in which bullying and harassment will not be tolerated. Parents and students will be provided with a copy of the Student Code of Conduct and will sign an acknowledgement of receipt and review. **4**

 S139487

Strategy Rationale

Research shows that involving parents and stakeholders in the prevention of bullying is an effective strategy in building and sustaining a positive and conducive learning environment. Parents need to be knowledgeable on the district policies on behavior to support and guide students.

Action Step 1 **5**

Students will be supervised at all times. Hot spot areas such as: cafeterias, hallways, and P.E. will be consistently monitored. Group counseling sessions will be coordinated to aid students in building their confidence and self esteem. A bully box will be placed in the library so that students feel secured in reporting incidents anonymously. Students will be provided with a bullying pledge to promote and support awareness and prevention. Parents and students will be provided with a copy of the Student Code of Conduct.

Person Responsible

Claudia Perez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

A bully box will be placed in library to allow students to anonymously report incidents. Homeroom teachers will file bullying pledge signatures and acknowledgement of receipt and review of the Student Code of Conduct

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Daily walkthroughs will be conducted to monitor for fidelity of implementation of assigned personnel in bullying "hot spot" areas. Members of the Bullying and Harassment Prevention Team will follow a schedule of assigned areas to supervise and monitor hallways, cafeterias, and computer labs before school hours. SCM referrals will be reviewed to analyze recurring behavior incidents.

Person Responsible

Claudia Perez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Schedule of assigned personnel and their designated areas. SCM referrals will be reviewed on a biweekly basis

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration and the Leadership Team will monitor for effectiveness by analyzing bullying incident reports and SCM referrals to discuss researched based best practices and preventative strategies being implemented.

Person Responsible

Nataly Parra

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

SCM referrals and bullying incident reports

G3. Charter High School of the Americas will use the district programs to get students acquainted with getting involved in all STEM and CTE areas. 1

G046470

G3.B1 Students do not believe they will achieve the same grades in STEM subjects as they might in others. Their negative views and stereotypes about the success in STEM are hindering them from enrolling in courses related to Science, Technology, Engineering and Mathematics. Students perceive STEM courses are being challenging and difficult to achieve levels of proficiency. 2

B127426

G3.B1.S1 Students will be exposed to daily hands-on STEM constructions in a different learning, non-evaluative environment to allow them to explore real-life investigations. Students will be provided with after-school based, hands-on STEM workshops involving constructions and tests of real-life engineering subsystems in a relaxed, non-evaluative atmosphere. A mentoring program will be provided for students featuring opportunities to meet and speak with practicing female and minority STEM professionals. 4

S139613

Strategy Rationale

Research shows that exposure to variant professionals and perspectives within the STEM program helps students engage with their coursework, provide them with networking and internships, explore future employment opportunities, and prepare them for continuing education. To support students' success in STEM courses, they need the opportunity to deeply explore the STEM disciplines in a non evaluative setting. Findings show evidence that true STEM education transforms the teaching and learning experience, connects learning to relevant regional career opportunities and economic growth clusters, gives students a leg up in college, and ultimately builds the next generation of problem solvers, innovators, inventors, collaborators and leaders. Science, technology, engineering, and math (STEM) skills are increasingly necessary to navigate an ever more complex world and a globalized economy. There is tremendous energy and momentum to improve these skills among our citizens and students so they can participate fully in contemporary society and the modern economy.

Action Step 1 5

Students will be given the opportunity of incorporating a creativity rubric into their projects based on real-life investigations and constructions. This encourages students to think outside the box. STEM education experiences will be incorporated to prioritize hands-on learning that will increase student engagement, interest, and achievement in the STEM fields. Guest speakers will provide students with personal experiences to enhance their understanding about STEM related courses and careers opportunities.

Person Responsible

Claudia Perez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Rubrics, constructions, and inquiry based real life-investigations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walkthroughs will be conducted to monitor for fidelity of implementation. The school counselor will monitor the STEM workshops involving constructions that are provided for students to ensure they are exposed to inquiry based learning.

Person Responsible

Claudia Perez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Schedule of STEM workshops

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration and the Leadership Team will monitor for effectiveness by analyzing the workshop schedules to ensure that there is an increase in the number of students involved in STEM related activities.

Person Responsible

Nataly Parra

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Agendas and Sign-in Sheets of Leadership Team meetings

G3.B2 Some students do not have sufficient language acquisition to achieve proficiency levels on CTE Industry Exams. Also, students have limited exposure to CTE program requirements and prerequisites. ELL students still lack interpretation skills in CTE instruction. Students are only provided with limited resources pertaining to College and Career readiness and preparation. 2

B127467

G3.B2.S1 Make sure that the school provides ELLs and their families with interpretation and translation services as needed, with respect to the CTE curriculum and safety protocols. Students will be provided with guidance from CTE advisors who are knowledgeable on the different resources that will be beneficial to prepare students for college and career environments. 4

S139685

Strategy Rationale

According to research, CTE provides a unique opportunity to engage students in a wide variety of subjects, incorporating academic, creative and technical skills, with the specific goal, nowhere else represented in education, of preparing students for all of life that comes after high school.

Action Step 1 5

The CTE curriculum that will be introduced to the students will be aligned with the Florida State Standards. Students will be exposed to various forms of writing in the CTE classes. Various forms of writing will be assessed in the CTE college courses such as research based writing, scientific narratives and citing evidence from valid sources. Students will be provided with multiple options for assessments in CTE programs, including assessments that do not rely on high-stakes standardized testing. Students will be equipped with resources and strategies that enable them to master grade level standards and be able to enroll in Advanced Placement courses.

Person Responsible

Karla Lopez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Research based projects, portfolios, journals, assessments, research papers

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Walkthroughs will be conducted to monitor the fidelity of implementation. The reading coach will monitor that resources are being used properly in the classroom setting.

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Classroom checklist, walkthrough reports.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration and the leadership team will monitor and discuss effectiveness by analyzing students' data, evaluating students' academic performance and their improvement.

Person Responsible

Nataly Parra

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Agendas, sign-in sheets, biweekly Leadership Team meetings and students' data from biweekly assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Students will be involved in daily pre-writing activities. They will be using graphic organizers to organize their ideas and brainstorm on a variety of topics. Learners will also be involved in peer review activities to aid in the development of their writing. Students will have writing journals and/or folders to practice their writing skills on a daily basis. They will also utilize the RAFT strategy to enhance their writing skills while considering multiple perspectives in order to write for different audiences.	Lopez, Karla	9/1/2014	Writing journals and/or folders, rubrics, research projects, graphic organizers, and lessons plans	6/4/2015 daily
G1.B2.S1.A1	Students will use concept maps on a daily basis to organize their ideas on a variety of mathematical concepts. Students will be involved in quick writing activities to independently explain open ended or specific questions in their math journals.	Solis, Sofia	9/1/2014	Writing journals and/or folders, concept maps, rubrics, and concept maps	6/4/2015 daily
G1.B3.S1.A1	Students will be involved in writing activities in the Science classes. They will be conducting investigations, developing lab reports, research projects and elaborating daily journal responses. Students will demonstrate understanding of scientific concepts by writing their observations, reflections, questions, predictions and conclusions. Students will also develop vocabulary skills through daily writing practice.	Maes, Kelly	9/1/2014	Writing journals and/or folders, rubrics, and lesson plans	6/4/2015 daily
G1.B4.S1.A1	Students will utilize graphic organizers in daily lessons to organize their ideas on a variety of social studies/history concepts and/or events. Students will	Lopez, Karla	9/1/2014	Writing journals and/or folders, rubrics, graphic organizers and lesson plans	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	be involved in debates to express their views points and consider counter arguments. Learners will use writing journals to elaborate on specific topics and demonstrate understanding of social studies concepts and events.				
G2.B1.S1.A1	Students will utilize graphic organizers when completing daily pre-writing activities to organize their ideas and brainstorm on a variety of topics. Students will also be involved in peer review activities to aid in the development of their writing. Students will have writing journals and/or folders to practice their writing skills on a daily basis.	Lopez, Karla	9/1/2014	Writing journals and/or folders, rubrics, research projects, graphic organizers, and lesson plans	6/4/2015 daily
G2.B2.S1.A1	Students will be aware of school standards related to attendance by familiarizing themselves with truancy guidelines. Students' attendance and absences will be consistently monitored through a computerized attendance record-keeping system. Blackboard Connect messages will be programmed for all parents of absent students. Limited English-speaking parents will be provided with bilingual aides such as school attendance notification letters in the language that is appropriate to the family. Families of the students that cannot be reached by telephone will receive visits from the school counselor. Incentives and recognition will be provided to students with perfect attendance.	Perez, Claudia	9/1/2014	Truancy guidelines, blackboard connect reports, bilingual letters and flyers and home visits reports	6/4/2015 daily
G2.B3.S1.A1	Students will be supervised at all times. Hot spot areas such as: cafeterias, hallways, and P.E. will be consistently monitored. Group counseling sessions will be coordinated to aid students in building their confidence and self esteem. A bully box will be placed in the library so that students feel secured in reporting incidents anonymously. Students will be provided with a bullying pledge to promote and support awareness and prevention. Parents and students will be provided with a copy of the Student Code of Conduct.	Perez, Claudia	9/1/2014	A bully box will be placed in library to allow students to anonymously report incidents. Homeroom teachers will file bullying pledge signatures and acknowledgement of receipt and review of the Student Code of Conduct	6/4/2015 daily
G3.B1.S1.A1	Students will be given the opportunity of incorporating a creativity rubric into their projects based on real-life investigations and constructions. This encourages students to think outside the box. STEM education experiences will be incorporated to prioritize hands-on learning that will increase student engagement, interest, and achievement in the STEM fields. Guest speakers will provide students with personal experiences to enhance their understanding about STEM related courses and careers opportunities.	Perez, Claudia	9/1/2014	Rubrics, constructions, and inquiry based real life-investigations	6/4/2015 daily
G3.B2.S1.A1	The CTE curriculum that will be introduced to the students will be	Lopez, Karla	9/1/2014	Research based projects, portfolios, journals, assessments, research papers	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	aligned with the Florida State Standards. Students will be exposed to various forms of writing in the CTE classes. Various forms of writing will be assessed in the CTE college courses such as research based writing, scientific narratives and citing evidence from valid sources. Students will be provided with multiple options for assessments in CTE programs, including assessments that do not rely on high-stakes standardized testing. Students will be equipped with resources and strategies that enable them to master grade level standards and be able to enroll in Advanced Placement courses.				
G1.MA1	On a weekly basis, students will be assessed to monitor for progress toward meeting the school goal. The Leadership Team will discuss students' academic progress by reviewing students' data.	Parra, Nataly	9/1/2014	Data from weekly assessments	6/4/2015 weekly
G1.B1.S1.MA1	During grade level bi-weekly meetings, teachers will discuss students' academic progress and writing improvement. Teachers will analyze data from weekly assessments in order to discuss and incorporate writing best practices in daily lessons.	Parra, Nataly	9/1/2014	Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments	6/4/2015 biweekly
G1.B1.S1.MA1	Administration and the Reading Coach will conduct daily walkthroughs to monitor the fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.	Lopez, Karla	9/1/2014	Writing journals and/or folders, rubrics, and classroom checklist(s)	6/4/2015 daily
G1.B2.S1.MA1	During biweekly grade level meetings, teachers will discuss students' academic progress and improvement in elaborating written responses in their math journals. Teachers will analyze data from weekly assessments to discuss and incorporate best practices in daily math lessons.	Parra, Nataly	9/1/2014	Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments	6/4/2015 biweekly
G1.B2.S1.MA1	Administration will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.	Solis, Sofia	9/1/2014	Writing journals and/or folders, rubrics, classroom checklist(s)	6/4/2015 daily
G1.B3.S1.MA1	During biweekly grade level meetings teachers will discuss students' academic progress and improvement in elaborating written responses in their science journals and/or learning logs. Teachers will analyze data from weekly assessments to discuss and incorporate best practices in daily science lessons.	Parra, Nataly	9/1/2014	Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments	6/4/2015 biweekly
G1.B3.S1.MA1	Administration will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the	Maes, Kelly	9/1/2014	Writing journals and/or folders, rubrics, classroom checklist(s)	6/4/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.				
G1.B4.S1.MA1	During biweekly grade level meetings, teachers will discuss students' academic progress and improvement in elaborating written responses in their social studies journals. Teachers will analyze data from weekly assessments to discuss and incorporate best practices in daily social studies lessons.	Parra, Nataly	9/1/2014	Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments	6/4/2015 biweekly
G1.B4.S1.MA1	Administration will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.	Lopez, Karla	9/1/2014	Writing journals and/or folders, rubrics, classroom checklist(s)	6/4/2015 daily
G2.MA1	On a weekly basis, students will be assessed to monitor for progress toward meeting the school goal. The Leadership Team will discuss students' academic progress by reviewing students' data.	Parra, Nataly	9/1/2014	Data from weekly assessments	6/4/2015 weekly
G2.B1.S1.MA1	During grade level biweekly meetings, teachers will discuss students' academic progress and writing improvement. Teachers will analyze data from weekly assessments in order to discuss and incorporate writing best practices.	Parra, Nataly	9/1/2014	Agendas and sign-in sheets of grade level meetings and students' data from weekly assessments	6/4/2015 weekly
G2.B1.S1.MA1	Administration and the Reading Coach will conduct daily walkthroughs to monitor for fidelity of implementation. A classroom checklist will be used as a tool during the walkthroughs to monitor daily use of writing journals and descriptive feedback being provided to all learners.	Lopez, Karla	9/1/2014	Writing journals and/or folders, Rubrics, classroom checklist(s)	6/4/2015 daily
G2.B2.S1.MA1	Administration and the Leadership Team will monitor for effectiveness by analyzing attendance reports and making recommendations based on findings.	Parra, Nataly	9/1/2014	Agendas and Sign-in Sheets of Bi-weekly Leadership Team meetings	6/4/2015 biweekly
G2.B2.S1.MA1	The school's truancy committee will monitor for fidelity of implementation by meeting on a biweekly basis to discuss all truancy prevention activities that are being implemented school-wide.	Solis, Sofia	9/1/2014	Agendas and Sign-in Sheets of bi-weekly Truancy Committee meetings	6/4/2015 biweekly
G2.B3.S1.MA1	Administration and the Leadership Team will monitor for effectiveness by analyzing bullying incident reports and SCM referrals to discuss researched based best practices and preventative strategies being implemented.	Parra, Nataly	9/1/2014	SCM referrals and bullying incident reports	6/4/2015 biweekly
G2.B3.S1.MA1	Daily walkthroughs will be conducted to monitor for fidelity of implementation of assigned personnel in bullying "hot spot" areas. Members of the Bullying and Harassment Prevention Team will follow a schedule of assigned areas to supervise and monitor hallways, cafeterias, and computer labs before school hours. SCM referrals will be	Perez, Claudia	9/1/2014	Schedule of assigned personnel and their designated areas. SCM referrals will be reviewed on a biweekly basis	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reviewed to analyze recurring behavior incidents.				
G3.MA1	Administration and the Leadership Team will monitor for progress towards meeting the goal by analyzing students' academic progress in STEM/CTE related courses, activities, and workshops.	Parra, Nataly	9/1/2014	Agendas and Sign-in Sheets of Biweekly Leadership Team meetings	6/4/2015 biweekly
G3.B1.S1.MA1	Administration and the Leadership Team will monitor for effectiveness by analyzing the workshop schedules to ensure that there is an increase in the number of students involved in STEM related activities.	Parra, Nataly	9/1/2014	Agendas and Sign-in Sheets of Leadership Team meetings	6/4/2015 monthly
G3.B1.S1.MA1	Walkthroughs will be conducted to monitor for fidelity of implementation. The school counselor will monitor the STEM workshops involving constructions that are provided for students to ensure they are exposed to inquiry based learning.	Perez, Claudia	9/1/2014	Schedule of STEM workshops	6/4/2015 monthly
G3.B2.S1.MA1	Administration and the leadership team will monitor and discuss effectiveness by analyzing students' data, evaluating students' academic performance and their improvement.	Parra, Nataly	9/1/2014	Agendas, sign-in sheets, biweekly Leadership Team meetings and students' data from biweekly assessments.	6/4/2015 biweekly
G3.B2.S1.MA1	Walkthroughs will be conducted to monitor the fidelity of implementation. The reading coach will monitor that resources are being used properly in the classroom setting.		9/1/2014	Classroom checklist, walkthrough reports.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Charter High School of the Americas will improve writing skills across all content areas and grade levels in order to achieve proficiency levels on state standardized assessments.

G1.B1 Students have difficulties dissecting texts, citing and finding evidence to support their writing and organizing/structuring their ideas in a logical progression. English Language Learners lack grade level vocabulary to elaborate on specific topics. Students are also struggling with the usage of conventions, which hinders them from developing well written and coherent responses.

G1.B1.S1 Students will be exposed to daily pre-writing and collaborative writing activities. They will also utilize the RAFT writing strategy to respond to writing prompts that requires them to think of various perspectives.

PD Opportunity 1

Students will be involved in daily pre-writing activities. They will be using graphic organizers to organize their ideas and brainstorm on a variety of topics. Learners will also be involved in peer review activities to aid in the development of their writing. Students will have writing journals and/or folders to practice their writing skills on a daily basis. They will also utilize the RAFT strategy to enhance their writing skills while considering multiple perspectives in order to write for different audiences.

Facilitator

Karla Lopez, Reading Coach

Participants

9th & 10th English Language Arts Teachers

Schedule

Daily, from 9/1/2014 to 6/4/2015

G1.B2 Students have difficulties analyzing, interpreting and communicating mathematical concepts. They are also having difficulties evaluating sources of information and the validity of information itself. Students lack conceptual understanding of mathematical concepts that are required to formulate their responses.

G1.B2.S1 Students will be exposed to daily writing activities during the math classes to aid them in understanding mathematical concepts on a deeper level. They will also utilize a variety of writing strategies to better analyze and interpret math word problems. To better understand mathematical vocabulary concepts, students will be using concept definition maps and the 4 squares writing process.

PD Opportunity 1

Students will use concept maps on a daily basis to organize their ideas on a variety of mathematical concepts. Students will be involved in quick writing activities to independently explain open ended or specific questions in their math journals.

Facilitator

Sofia Solis

Participants

9th & 10th Math Teachers

Schedule

Daily, from 9/1/2014 to 6/4/2015

G1.B3 Students have difficulties elaborating well written responses to support their scientific findings. They are also lacking basic comprehension skills which hinder them from understanding high order scientific questions. Learners have difficulties understanding and incorporating scientific terminology in their lab reports and their scientific conclusions.

G1.B3.S1 Students will be exposed to daily inquiry based writing activities during the science classes to aid them in mastering scientific concepts. They will also utilize a variety of writing strategies to formulate their lab reports and elaborate on their scientific findings. Learning logs, concept/vocabulary development, journalistic reporting, research reports, time sequence and QAR are some of the strategies that will be implemented to help students improve their academic performance.

PD Opportunity 1

Students will be involved in writing activities in the Science classes. They will be conducting investigations, developing lab reports, research projects and elaborating daily journal responses. Students will demonstrate understanding of scientific concepts by writing their observations, reflections, questions, predictions and conclusions. Students will also develop vocabulary skills through daily writing practice.

Facilitator

Jessica Sulbaran

Participants

All science teachers

Schedule

Daily, from 9/1/2014 to 6/4/2015

G1.B4 Students have difficulties interpreting primary and secondary sources of information and using multimedia sources to examine opposing points of view on a variety of Social Studies issues. They are also lacking basic understanding of Social Studies vocabulary to construct well written responses.

G1.B4.S1 Students will be exposed to daily writing activities during the social studies classes to aid them in understanding concepts on a deeper level. They will also utilize a variety of writing strategies to elaborate on various topics. To better understand vocabulary concepts, students will be using graphic organizers, timelines, strip stories, summarizing and word banks.

PD Opportunity 1

Students will utilize graphic organizers in daily lessons to organize their ideas on a variety of social studies/history concepts and/or events. Students will be involved in debates to express their views points and consider counter arguments. Learners will use writing journals to elaborate on specific topics and demonstrate understanding of social studies concepts and events.

Facilitator

Karla Lopez

Participants

All social studies teachers

Schedule

Daily, from 9/1/2014 to 6/4/2015

G2. Charter High School of the Americas will use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase and/or improve their attendance, performance, and behavior.

G2.B1 Students have difficulties understanding cognitive models of writing that emphasize higher order planning and revising processes such as goal setting, idea generation and evaluation. Students need to have many positive opportunities to develop writing skills in a variety of formats in order to strengthen their vocabulary and communication skills. For ELLs, this is particularly important. Depending on their writing skill level in their first language and their English language abilities, writing may be frustrating. Students need to engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer.

G2.B1.S1 Students will be involved in daily writing activities to enhance their academic performance in all content areas. Students will utilize multiple graphic organizers to brainstorm and organize ideas on different topics. ELL students will be involved in collaborative writing activities to enhance their vocabulary skills.

PD Opportunity 1

Students will utilize graphic organizers when completing daily pre-writing activities to organize their ideas and brainstorm on a variety of topics. Students will also be involved in peer review activities to aid in the development of their writing. Students will have writing journals and/or folders to practice their writing skills on a daily basis.

Facilitator

Karla Lopez

Participants

All teachers

Schedule

Daily, from 9/1/2014 to 6/4/2015

G2.B2 Students often do not understand that unexcused absences can cause them to fall behind in courses and cause their GPA to drop. Students are not familiarized with the attendance regulations detailed on the Truancy Manual. Parents of Economically Disadvantaged Students are not able to afford health insurance coverage. Also, students may have health issues that keep them out of school regularly. Parents do not understand that attendance matters for success. Non-academic barriers to learning are hindering students' ability to be engaged in the classroom or to make the most of their academic learning time.

G2.B2.S1 Families and students will be provided with resources and information on truancy prevention. Students with perfect attendance will be recognized for their commitment to learning. Also, students that are showing improvement in their attendance will be rewarded. School personnel will work with families of students with excessive absences.

PD Opportunity 1

Students will be aware of school standards related to attendance by familiarizing themselves with truancy guidelines. Students' attendance and absences will be consistently monitored through a computerized attendance record-keeping system. Blackboard Connect messages will be programmed for all parents of absent students. Limited English-speaking parents will be provided with bilingual aides such as school attendance notification letters in the language that is appropriate to the family. Families of the students that cannot be reached by telephone will receive visits from the school counselor. Incentives and recognition will be provided to students with perfect attendance.

Facilitator

Claudia Perez, Counselor

Participants

All teachers

Schedule

Daily, from 9/1/2014 to 6/4/2015

G3. Charter High School of the Americas will use the district programs to get students acquainted with getting involved in all STEM and CTE areas.

G3.B1 Students do not believe they will achieve the same grades in STEM subjects as they might in others. Their negative views and stereotypes about the success in STEM are hindering them from enrolling in courses related to Science, Technology, Engineering and Mathematics. Students perceive STEM courses are being challenging and difficult to achieve levels of proficiency.

G3.B1.S1 Students will be exposed to daily hands-on STEM constructions in a different learning, non-evaluative environment to allow them to explore real-life investigations. Students will be provided with after-school based, hands-on STEM workshops involving constructions and tests of real-life engineering subsystems in a relaxed, non-evaluative atmosphere. A mentoring program will be provided for students featuring opportunities to meet and speak with practicing female and minority STEM professionals.

PD Opportunity 1

Students will be given the opportunity of incorporating a creativity rubric into their projects based on real-life investigations and constructions. This encourages students to think outside the box. STEM education experiences will be incorporated to prioritize hands-on learning that will increase student engagement, interest, and achievement in the STEM fields. Guest speakers will provide students with personal experiences to enhance their understanding about STEM related courses and careers opportunities.

Facilitator

Claudia Perez, Counselor

Participants

Science and Math teachers

Schedule

Daily, from 9/1/2014 to 6/4/2015

G3.B2 Some students do not have sufficient language acquisition to achieve proficiency levels on CTE Industry Exams. Also, students have limited exposure to CTE program requirements and prerequisites. ELL students still lack interpretation skills in CTE instruction. Students are only provided with limited resources pertaining to College and Career readiness and preparation.

G3.B2.S1 Make sure that the school provides ELLs and their families with interpretation and translation services as needed, with respect to the CTE curriculum and safety protocols. Students will be provided with guidance from CTE advisors who are knowledgeable on the different resources that will be beneficial to prepare students for college and career environments.

PD Opportunity 1

The CTE curriculum that will be introduced to the students will be aligned with the Florida State Standards. Students will be exposed to various forms of writing in the CTE classes. Various forms of writing will be assessed in the CTE college courses such as research based writing, scientific narratives and citing evidence from valid sources. Students will be provided with multiple options for assessments in CTE programs, including assessments that do not rely on high-stakes standardized testing. Students will be equipped with resources and strategies that enable them to master grade level standards and be able to enroll in Advanced Placement courses.

Facilitator

Karla Lopez, Reading Coach

Participants

All teachers.

Schedule

Daily, from 9/1/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Charter High School of the Americas will improve writing skills across all content areas and grade levels in order to achieve proficiency levels on state standardized assessments.	24,846
Goal 2: Charter High School of the Americas will use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase and/or improve their attendance, performance, and behavior.	6,911
Grand Total	31,757

Goal 1: Charter High School of the Americas will improve writing skills across all content areas and grade levels in order to achieve proficiency levels on state standardized assessments.

Description	Source	Total
B1.S1.A1 - Core instructional materials for English Language Arts	General Fund	11,746
B2.S1.A1 - Core instructional materials for Mathematics	General Fund	11,924
B3.S1.A1 - Core instructional materials for Science	General Fund	748
B4.S1.A1 - Core instructional materials	General Fund	428
Total Goal 1		24,846

Goal 2: Charter High School of the Americas will use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase and/or improve their attendance, performance, and behavior.

Description	Source	Total
B1.S1.A1 - Supplemental resources for English Language Arts	Title I Part A	3,962
B1.S1.A1 - Supplemental resources for Mathematics	Title I Part A	1,800
B1.S1.A1 - Supplemental resources for Science	Title I Part A	699
B2.S1.A1 - EESAC funds for students' attendance incentives	Other Federal	450
Total Goal 2		6,911