



# I Preparatory Academy

1500 BISCAYNE BLVD STE 129, Miami, FL 33132

<http://iprep.dadeschools.net>

## School Demographics

### School Type

Combination

### Title I

No

### Free/Reduced Price Lunch

62%

### Alternative/ESE Center

No

### Charter School

No

### Minority

85%

## School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

iPreparatory Academy's mission is to ensure that students develop an understanding of the expectations for careers and post-secondary education requirements, through the use of innovative teaching strategies coupled with technology and hands on experience.

##### Provide the school's vision statement

iPreparatory Academy's vision is to provide a safe, supportive, and dynamic learning environment with a rigorous, technology-rich curriculum emphasizing real-world experiences, ultimately producing students who have acquired the necessary skills and knowledge to become responsible, successful citizens.

#### School Environment

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

The faculty and staff at iPrep Academy believe in a three-pronged approach to building relationships between teachers and students which incorporates cultural awareness as a main ingredient. First the faculty acknowledges and is aware that learners from different cultures may have a particular learning style that is best suited for them. For example, research points to the fact that both Hispanic and African-American students come from traditions of working together for a common goal, while many European-American and Asian-American students may be influenced strongly by cultural traditions where the individual strives for success on their own. Our faculty is aware of these cultural differences and we strive to incorporate these differing learning styles into our daily classroom activities.

Second, iPrep Academy's faculty strongly believes that a student's education should branch out beyond the school walls. We wholeheartedly participate in our district's Cultural Passport field trips which introduce students to cultural activities in the arts most of which has an ethnic flair. A trip to the Alvin Ailey Dance show, a tour of Little Haiti, Little Havana and Wynwood with the Urban Parks of Greater Miami and a visit to the Holocaust Memorial illustrate our goal of introducing our students to ideas and practices of other cultures.

Finally, iPrep's faculty collaborates between subject areas on school projects which infuse multiculturalism into the curriculum resulting in building relationships between not only the faculty but with the students as well. This year the 9th grade English and World History classes will work on a project concerning the Holocaust.

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

iPrep Academy is located within the building that houses the district offices of Miami-Dade County Public Schools. By virtue of this fact the building has a security guard posted at a desk located at the main entrance of the school. These guards are in place at their posts before, during and after school. The students are familiar with them and feel comfortable in approaching them if there is an issue concerning security. The other main entrance of the building also has a posted security guard. The school also has several sets of security doors in which a code is required to gain entrance. We have a roving security guard that routinely peruses the campus. We also have security cameras that are monitored on a daily basis by district personnel.



The school performs fire and emergency situation drills regularly so that students know exactly where to evacuate in case of a fire.

The faculty at iPrep Academy have very good relationships overall with the students so that students feel comfortable asking faculty members for help.

iPrep Academy has a very accessible counselor who explains very clearly to students the ways that she can be contacted. She willingly accepts multiple student appointments on a daily basis.

We also have district personnel in the health services field that we can call on to help us with any situation that might require additional professional guidance.

**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**

Parents are required to go over The Miami-Dade County Public School Student Code of Conduct with their children and submit verification to the school that they have completed this requirement. The faculty at iPrep reinforces the concepts of what constitutes model student behavior along with the accompanying core values affiliated with these positive behaviors. We also go over the consequences, as put forth by the district, for each tier of negative student behaviors.

Studies have shown that model student behavior improves when students know what is expected of them at school, believe they have the academic and social skills to achieve, are recognized and praised for doing good work or behaving appropriately and feel that there is someone at school who seems to care about them as people.

At iPrep Academy we strive to reward positive student behavior instead of punishing negative behavior in the hopes that students will believe that there is someone at school who encourages their development. Some of our rewards for positive behavior include praise, class field trip, certificates, SPOT success program, "Do the Right Thing" program and shout outs on the school announcements. The faculty also introduces a Personal Time Management tool to students which assists them in analyzing how they spend their time in any given school week. The student can then hopefully become more productive by managing their time more effectively.

**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**

Students at iPrep have the opportunity to be mentored by community and business leaders. iPrep participates in the "Women of Tomorrow" program. This program pairs at-risk young women with distinguished professional and successful women mentors who are dedicated to improving the self-esteem and future adult lives of teenage women. The Women of Tomorrow mentors meet with their mentees on a monthly basis to help motivate, counsel, and empower young women to live up to their potential.

For the first time this year a Gay-Straight Alliance group has been started at iPrep which can give students a sense of acceptance and security while at school.

Our school counselor has a student assessment system in place for identifying student needs.

Agreements with school community agencies are in place to provide student-family support. iPrep provides a schedule of family services such as parenting classes. iPrep emphasizes bullying and character education. A list of support services is provided and available to students.

iPrep Academy has a very accessible counselor who explains very clearly to students the ways that she can be contacted. She willingly accepts multiple student appointments on a daily basis.

We also have district personnel in the health services field that we can call on to help us with any situation that might require additional professional guidance.

A mentor/mentee program is in place that pairs incoming freshman students with 12th grade students which aids in the transition to high school as well as to a new learning environment.

The Honor Societies at iPrep offer peer tutoring on a daily basis.

## 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

iPrep's leadership team peruses student attendance and academic data on a bi-quarterly basis. Once a student has been identified as possibly at risk, implementation of the Response to Intervention protocols are established. The school counselor and assistant principal initiate individual counseling sessions with the targeted student. The parent of the student is called and if a parent conference is needed one is arranged. The student may be put on probation in case of academic problems. The counselor can, if applicable, coordinate student-family support services. District health services support personnel may also be asked to provide services depending on the particular issue with the student. The school's National Honor Society provides free tutoring to students before and after school everyday. Teachers reintroduce Time Management tips to the student via the Tijme Management tool the student completed at the beginning of the year.

Early Warning Indicators include:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. Course failure in English Language Arts or mathematics
3. A Level 1 on the statewide, standardized assessments in English Language Arts or mathematics
4. Grade 9 students with >1 absence within the first 20 days of school.
5. Students with a GPA of 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	11	
Attendance below 90 percent	1	3	7	11
One or more suspensions	0	0	0	
Course failure in ELA or Math	1	3	1	5
Level 1 on statewide assessment	0	0	1	1
Grade 9 students who miss any days within the first 20 days of school	5	0	0	5
Students with a GPA of less than 2.0	1	1	0	2
Course failure in 2 or more subjects	1	3	1	5

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

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	1	3	2	6

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

1. Counselor/student conferences.
2. Counselor/teacher/parent/student conferences
3. Teacher/student conferences

4. Tutoring offered by National Honor Societies before and after school Monday-Friday.
5. FLVS facilitators work one-on-one with students falling behind pace in FLVS classes.
6. Implementation of Response to Intervention protocols.
7. Consultations with district personnel in health services if applicable.
8. Warning/Probation letters sent home.
9. SCMR forms--Student Case Management Referral
10. weekly monitoring of at risk student grades by counselor
11. Intervention classes offered

## 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?

No

#### **PIP Link**

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

#### **Description**

1. iPrep Academy would like to increase membership in our PTSA.
2. iPrep Academy would like to increase the number of parental involvement opportunities. We are implementing a social media initiative in order to teach the parents how to use the available technology in order to monitor their child's progress. We are planning a Connected Parents Workshop where parents will be taught how to log in to the MDCPS portal in order to access student grades and how to block websites that they do not want their children to view. Other topics of technological concern will also be handled at the workshop. We are attempting to reach parents where they are by conducting a technology survey which asks the parents to identify the ways in which they feel most comfortable in receiving communications from the school. We are hoping that by reaching out to the parents in this way we will be able increase parent involvement at our school.
3. iPrep Academy would like to increase parent attendance at parent involvement opportunities.

**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**

Community partnerships are essential to iPrep's magnet theme. As a career and leadership academy, students are required to take part in an Executive Internship program during their junior and senior year. Community partners work with iPrep by mentoring students for an entire school year. Some partners are University of Miami Medical Center, Miami International Book Fair, Miami Seaquarium, Miami-Dade County Parks and Recreation department, WLRN, Macias Advertising, and Aventura Medical Center to name a few. The internships help to give students first hand knowledge of the workplace expectations and helps to expose them to a variety of experiences not found in a traditional school day. Our magnet lead teacher, Laura Hernandez, reaches out via telephone and site visitations to local community members in order to organize internships for the students. She nurtures and adds to these relationships yearly by keeping the lines of communication open thereby increasing not only student achievement via the internships but also cementing our relationship with the community. iPrep routinely receives many local visitors from various community backgrounds who come to observe the school and its practices. We have people visit with business, education and the arts backgrounds who are interested in our environment and how we are assisting our students in increasing student

achievement. From these visits we are, many times, able to negotiate and obtain capital and human resources for future school projects. Our EESAC Committee membership includes people from the local community who are able to apprise us of possible resources and opportunities as well for our students. Our EESAC Committee meets 4 times yearly.

**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
Nasr, Layda	Assistant Principal
Villucci, Molly	Teacher, K-12
Hernandez, Laura	SAC Member
Pedroso, Beatrice	Guidance Counselor
Arnold, Gersie	Other

**Duties**

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

Tier 1(Leadership Team)

- Administrator Layda Nasr will schedule and facilitate regular Response to Intervention meetings, insure attendance of team members, insure follow up of action steps and allocate resources; In addition to Layda Nasr, the school’s Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
- School reading, math, science, and behavior specialists—Molly Villucci, Laura Hernandez, Gersie Arnold
- Special education personnel –Jennifer Mendez
- School guidance counselor-Trish Pedroso
- School psychologist-Lissette Ruiz
- School social worker-Lavanda Simpkins
- Member of advisory group, community stakeholders, parents-Sandi Pena(parent), Vivien Tirse (EESAC educational support), Patty Vogel (community stakeholder)
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically once per grading period to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team-Layda Nasr, Molly Villucci, Trish Pedroso, Christine Machado, and Jennifer Mendez- will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

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

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**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 use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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

#### Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed 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 are implemented (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact on 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 II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school

focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

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

#### Nutrition Programs

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

the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

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

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring industry certifications.

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Alberto Carvalho	Principal
Layda Nasr	Principal
Laura Hernandez	Teacher
Molly Villucci	Teacher
Lisa Hauser	Teacher
Annette Decius	Parent
Sandi Pena	Parent
Vivian Tirse	Education Support Employee
Patty Vogel	Business/Community
Felicia Brunson	Business/Community
Ericka Koenigsberg	Student
Jordi Pedroza	Student
Ketha Otis	Parent
Gerald Flournoy	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*

There is an EESAC meeting at the beginning of the year in which the committee members review, discuss and eventually approve the School Improvement Plan for the coming school year. There are 3 implementation periods accompanied by 2 periods of reflection and realignment. The time frame is as follows:

Period 1--9/18/14-11/26/14

Reflection/Realignment period--11/17/14-11/26/14

Period 2--12/1/14-2/27/15

Reflection/Realignment period--2/17/14-2/27/14

Period 3--3/2/15-7/5/15

At the EESAC meetings throughout the year the data results from testing will be shown, discussed

and analyzed so that during the reflection and realignment periods the School Improvement Plan can be modified through a process of consensus building within the EESAC committee. The first reflection and realignment period will be after the fall interim assessments results have been posted.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

iPrep Academy is located in the district offices of Miami-Dade County Public Schools and has the Superintendent of Miami-Dade County Public Schools, Mr. Alberto Carvalho, as its principal. Because of these unique circumstances the EESAC Committee at our school does not have the authority to plan the school's annual budget. The planning of our budget is completed by the Office of Instructional Technology who has been given this authority by Mr. Carvalho.

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

We used some of the EESAC funds last year to buy items that were used for positive reinforcement in our Blended Learning Communities. We wanted to reward students who consistently stayed on pace in their Florida Virtual School classes. We spent \$400 on this incentive. Teachers can ask for funds through a request to the EESAC. These funds can be used for student incentives.

***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
Hernandez, Laura	SAC Member
Nasr, Layda	Assistant Principal
Villucci, Molly	Teacher, K-12
Pedroso, Beatrice	Guidance Counselor

**Duties**

***Describe how the LLT promotes literacy within the school***



The LLT will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions in order to infuse the Common Core standards into the curriculum. Multi-disciplinary teams of teachers will develop lessons that provide students with opportunities for research and incorporate writing throughout. The students will go to the Miami International Book Fair where they will attend author lectures.

## 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**

iPrep staff actively participate in Professional Learning Communities (PLC) at the school level. In the PLCs they share best practices and collaborate to ensure that the magnet theme is infused throughout the curriculum. Through the PLC format the staff has also planned to implement cross curricular collaborative projects. The 9th grade English and World History classes will collaborate on a project concerning the Holocaust. Technology such as iMovie, Garageband and Evernote will also be infused into the various collaborative projects. The 10th grade English and Chemistry classes will collaborate on a project concerning the the book called Napoleon's Buttons. The 9th grade English and Geometry classes will collaborate on a book entitled Flatlands. Each project not only includes the infusion of various types of technology but will also require a written portion that infuses the Common core Standards in literacy. iPrep's PLC meet twice a month to collaborate and plan future projects as well as to share best practices.

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

1. All teachers will be trained to implement technology in the 21st century classroom
2. Provide technology and tech support for teachers
3. All staff will be recognized for exceptional performance throughout the year
4. Opportunities to attend national educational technology conferences
5. Opportunities to collaborate on a global scale

Administration, corporate trainers, select staff, PTSA, District Support Personnel, EESAC

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

iPrep Academy plans to implement a Professional Learning Community focusing on the goal of instructional best practices-particularly in the area of technology. Newly arrived teachers at iPrep and those teachers that have been at the school prior will participate in the Professional Learning Community. Veteran iPrep teachers will observe classes of those newly hired teachers twice each month of the school year. Twice each month after school there will be meetings of the PLC where the focus will be a lesson study. The new teachers will each present a lesson to the group that they have taught and suggestions will be made by the group members for improvement. Our new first year science teacher is paired with the Chemistry teacher who is a veteran teacher. They meet after school in order to discuss curriculum strategies and how well they are working.

## 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***

All textbook materials purchased by Miami-Dade County Public Schools are correlated to the new Florida Standards. Teachers routinely access the district web sites for their respective subjects in order to review the current standards. Teachers cite the standards in their lesson plans. The administration spot checks lesson plans in order to determine if standards have been incorporated. During the Professional Learning Community meetings teachers read and discuss standards of subjects other than their own in order to determine any correlations to their own subject's standards. This could lead to developing future cross curricular projects.

**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***

Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. During faculty and EESAC meetings the data is analyzed and strategies are discussed as to their effectiveness. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. iPrep Academy has policies and procedures in place for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.

Lesson plans will be monitored to ensure that reading strategies are being incorporated in each classroom. Classroom walkthroughs will also take place. Teachers continue to incorporate and include questions related to the benchmarks in which the district has traditionally performed poorly. Skill weaknesses and targeted benchmarks are shared with the respective teacher and instructional strategies pertaining to overall weaknesses are discussed. The iPrep model lends itself to students with diverse needs. All students have access to a learning experience that suits their personal style, whether through IEP accommodations or not, students have access to the resources they need to meet student achievement goals.

***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:** Before School Program

**Minutes added to school year:** 10,000

iPrep Academy provides a Before School program to students in order to enhance and review student skills in the core subject areas. This program is implemented at the beginning of the school year on Monday-Friday and is approximately 60 minutes in length per day.

**Strategy Rationale**

Cooperative learning has been a mainstay in American public education since the 1980s. Peer tutoring is one incarnation of cooperative learning that has been proven to help students learn. In other words, students do learn from each other.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Nasr, Layda, lmnasr@dadeschools.net

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

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

**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**

iPrep's Key Club sponsors a mentoring activity where the upper classmen are assigned individually to 9th grade students. The upper class mentors then give tips and advice to the lower classmen concerning how to be successful at iPrep.

AP students at iPrep, at the end of the year, write letters of advice to the incoming students where they discuss how to be successful in the class as well as positives and negatives of the class.

Early warning indicators for incoming 9th graders are monitored by the school's leadership staff at the very beginning of the school year in order to be able to offer support programs to those 9th graders who might be in need of assistance.

**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**

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

Students also research post-secondary schools and universities and then apply to them during their

junior and senior year.. Students research and apply for financial aid, scholarships and grants. Students research careers that align with their interests and strengths. Students develop an education plan that is in-line with their career goals. We have a College Fair and a College Tour to introduce students to prospective colleges.

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

iPrep Academy offers Industrial certifications in Microsoft Office including Microsoft Word, PowerPoint and Excel. The school will also be offering certifications in Adobe and PhotoShop.

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

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

***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***

Students at iPrep take the PERT test in order to determine eligibility for Dual Enrollment. This year we have approximately 20 students enrolled in Dual Enrollment classes at Miami-Dade College or Florida International University. All iPrep Academy students are currently enrolled in a college prep curriculum where only Honors and Advanced Placement courses are offered. 100% of our students have completed Algebra I prior to the 9th grade. One 11th grade student earned a 2 on the 10th grade FCAT while another 11th grade student earned a 1 on the 10th grade FCAT. This is out of a student population of approximately 108 students currently at the 11th and 12th grade levels. This represents .02% of our current 11th and 12th grade population. These 2 students are currently enrolled in an Intensive Reading class in order to prepare to take the Fall FCAT 2.0 Reading Retake test. iPrep Academy also offers Level 3 or higher classes in Mathematics. We currently offer Pre-Calculus, Calculus, AP Calculus AB and BC.

## 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.** Our goal for the 2014-2015 school year is to decrease the number of students who display the early warning systems indicators of excessive absences and poor academic performance by providing interventions and strategies that will lead to greater success for those students identified as at risk.
- G2.** To increase student achievement by improving core instruction in all content areas.
- G3.** Our STEM goals for the 2014-2015 school year are to increase the number of STEM-related experiences for students as well as to increase the number of STEM-related internships for the 11th and 12th graders.
- G4.** Our goal for the 2013-2014 school year is to increase the number of students enrolling in and successfully completing accelerated CTE courses and corresponding CTE exams.
- G5.** Our goal for the 2014-2015 school year is to increase parents in attendance at parent engagement opportunities by launching a Social Media Initiative whereby the school attempts to reach out to parents in a variety of ways with the end result being that the parents feel more comfortable in attending more school events due to our attempts at communicating to them and with them.

## 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.** Our goal for the 2014-2015 school year is to decrease the number of students who display the early warning systems indicators of excessive absences and poor academic performance by providing interventions and strategies that will lead to greater success for those students identified as at risk. 1a

G050369

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90% Grade 09	1.0
Attendance Below 90% Grade 10	3.0
Attendance Below 90% Grade 11	12.0
1+ Absences First 20 Days - Grade 09	10.0
Truancy rate	6.0
4-Year Grad Rate (Standard Diploma)	100.0

**Resources Available to Support the Goal** 2

- MDCPS District personnel
- Literacy Leadership Team
- Leadership Team
- High expectations for learning communicated to students by staff
- Technology supplied to students by the school (iPads, iPods, MacBooks)
- Tutoring by National Honor Societies before and after school
- FLVS teachers offer live lessons to reinforce difficult course concepts
- Skills-based intervention classes offered at the school level

**Targeted Barriers to Achieving the Goal** 3

- Students arrive at our school from a variety of Miami-Dade County Public Schools where they have had disparate experiences with varying academic expectations and it is sometimes difficult for students to transition to our program where the academic exceptions are exceptionally high.

**Plan to Monitor Progress Toward G1.** 8

Progress reports, interim assessment fall and winter test scores,FCAT Retake test scores, PSAT scores, FSA scores, EOC scores, attendance reports from grade book will be collected by the leadership team in order to monitor effective proress toward the goal.

**Person Responsible**

Layda Nasr

**Schedule**

Biweekly, from 9/30/2014 to 11/26/2014

**Evidence of Completion**

Progress reports, interim assessment fall and winter test scores,FCAT Retake test scores, PSAT scores, FSA scores, EOC scores, attendance reports from grade book, leadership team agenda, meeting sign in sheets

**G2. To increase student achievement by improving core instruction in all content areas. 1a**

G050019

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	96.0
AMO Reading - African American	94.0
AMO Reading - Hispanic	95.0
AMO Reading - ED	93.0
AMO Math - All Students	100.0
AMO Math - Hispanic	100.0
AMO Math - ED	100.0
Geometry EOC Pass Rate	100.0
ELA/Reading Gains	78.0
FSA - English Language Arts - Proficiency Rate	96.0
ELA/Reading Lowest 25% Gains	78.0
Bio I EOC Pass	97.0

**Resources Available to Support the Goal 2**

- iPads, Promethean Boards, Smart Boards, Reading Plus, iPods, MDCPS District Office personnel, school-based literacy leadership team, school-based Faculty Senate, high expectations for learning communicated to students by staff, FLVS, Khan Academy, MathExcel online content, teacher-created video tutorials, Discovery Learning, local physical environmental resources , Reading Plus, Essay Smart, ClassZone.com

**Targeted Barriers to Achieving the Goal 3**

- Evidence of the Gradual Release of Responsibility Model (GRRM) is not present.

**Plan to Monitor Progress Toward G2. 8**

fall and winter interim assessment results

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

**Evidence of Completion**

student Evernote portfolios, lesson plans, teacher reflections, teacher observations, administrative feedback, student essays

**G3.** Our STEM goals for the 2014-2015 school year are to increase the number of STEM-related experiences for students as well as to increase the number of STEM-related internships for the 11th and 12th graders. 1a

G046563

**Targets Supported** 1b

Indicator	Annual Target
Postsecondary Enrollments	95.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- iPrep faculty and staff lack contacts to STEM-related companies in the region.

**Plan to Monitor Progress Toward G3.** 8

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

**Person Responsible**

Layda Nasr

**Schedule**

Weekly, from 9/2/2014 to 11/26/2014

**Evidence of Completion**

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



**G4.** Our goal for the 2013-2014 school year is to increase the number of students enrolling in and successfully completing accelerated CTE courses and corresponding CTE exams. 1a

G046565

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- CTE teacher is not certified with industry certification

**Plan to Monitor Progress Toward G4.** 8

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

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

**G5.** Our goal for the 2014-2015 school year is to increase parents in attendance at parent engagement opportunities by launching a Social Media Initiative whereby the school attempts to reach out to parents in a variety of ways with the end result being that the parents feel more comfortable in attending more school events due to our attempts at communicating to them and with them. 1a

G046569

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	60.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Parents may not feel comfortable in contacting the school to ask for help in monitoring their child's academic progress due to the fact that they may feel their skills in technology are poor.

**Plan to Monitor Progress Toward G5.** 8

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

**Person Responsible**

Molly Villucci

**Schedule**

Weekly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Keep a log which documents parent participation

## 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.** Our goal for the 2014-2015 school year is to decrease the number of students who display the early warning systems indicators of excessive absences and poor academic performance by providing interventions and strategies that will lead to greater success for those students identified as at risk. **1**

 G050369

**G1.B2** Students arrive at our school from a variety of Miami-Dade County Public Schools where they have had disparate experiences with varying academic expectations and it is sometimes difficult for students to transition to our program where the academic exceptions are exceptionally high. **2**

 B126187

**G1.B2.S1** Implementation of Response to Intervention protocols. **4**

 S138129

### Strategy Rationale

This is a multi-tiered program where at risk students are recognized and targeted early. Interventions, depending on the tier, are implemented and monitored by the leadership team and results of the interventions are evaluated for effectiveness.

### Action Step 1 **5**

The leadership team will target potential at risk students at the beginning of the school year by using the early warning systems indicators with primary emphasis on attendance.

#### Person Responsible

Layda Nasr

#### Schedule

Weekly, from 9/15/2014 to 11/26/2014

#### Evidence of Completion

meeting agenda, sign in sheets, list of potential at risk students

### Action Step 2 5

The grades and attendance of potential at risk students will be monitored weekly by guidance counselor.

**Person Responsible**

Beatrice Pedroso

**Schedule**

Weekly, from 10/15/2014 to 11/26/2014

***Evidence of Completion***

Grade book progress reports

### Action Step 3 5

Conferences with teachers, students, parents and guidance counselor will be implemented in order to discuss intervention strategies.

**Person Responsible**

Beatrice Pedroso

**Schedule**

Biweekly, from 9/15/2014 to 11/26/2014

***Evidence of Completion***

Pupil Progression Plans

### Action Step 4 5

Leadership team will meet to discuss success of intervention strategies and possible revisions to the strategies.

**Person Responsible**

Layda Nasr

**Schedule**

Biweekly, from 10/8/2014 to 11/26/2014

***Evidence of Completion***

Pupil Progression Plans, meeting agendas, sign in sheets

### Action Step 5 5

Positive reinforcement will be utilized to reward good attendance by students. Those students with good behavior will have their names read on the Friday Firebird.

#### **Person Responsible**

Layda Nasr

#### **Schedule**

Weekly, from 10/13/2014 to 11/26/2014

#### **Evidence of Completion**

Friday Firebird video segment, list of students with good attendance

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

Leadership team will discuss success of interventions on a biweekly basis and make revisions if needed. Assistant Principal will solicit feedback from the teachers to ensure effectiveness of intervention strategies

#### **Person Responsible**

Layda Nasr

#### **Schedule**

Biweekly, from 9/15/2014 to 11/26/2014

#### **Evidence of Completion**

grade book progress reports, meeting agenda, sign in sheets, parent sign in sheets

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

The grade book will be monitored on a weekly basis by the assistant principal and guidance counselor for at risk student grades and attendance

#### **Person Responsible**

Layda Nasr

#### **Schedule**

Weekly, from 9/30/2014 to 11/26/2014

#### **Evidence of Completion**

Grade book reports on grades and attendance, student files

**G2.** To increase student achievement by improving core instruction in all content areas. 1

G050019

**G2.B5** Evidence of the Gradual Release of Responsibility Model (GRRM) is not present. 2

B125293

**G2.B5.S1** English/Language Arts: Gradual Release of Responsibility 4

S137179

### Strategy Rationale

Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

### Action Step 1 5

English/Language Arts: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.

#### Person Responsible

Molly Villucci

#### Schedule

On 10/1/2014

#### Evidence of Completion

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

### Action Step 2 5

English/Language Arts: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by the skill categories of Vocabulary, Reading Application, Literary Analysis (Fiction/Non-Fiction) and Informational Text/Research Process. Students will analyze, in essay form, why they missed what they did per question.

#### Person Responsible

Layda Nasr

#### Schedule

Monthly, from 9/25/2014 to 11/26/2014

#### Evidence of Completion

classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios

### Action Step 3 5

English/Language Arts: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

#### **Person Responsible**

Layda Nasr

#### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

#### **Evidence of Completion**

classroom visitation logs, student data, data chats

### Action Step 4 5

English/Language Arts: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

#### **Person Responsible**

Molly Villucci

#### **Schedule**

On 10/22/2014

#### **Evidence of Completion**

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

### Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.

#### **Person Responsible**

Layda Nasr

#### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

#### **Evidence of Completion**

Classroom visitation logs, teacher observations. administrative feedback, implementation plan, student Evernote portfolios

## Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.

### **Person Responsible**

Layda Nasr


### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

### **Evidence of Completion**

Classroom visitation logs, teacher observations. administrative feedback, implementation plan, student Evernote portfolios

## G2.B5.S2 Writing: Gradual Release of Responsibility 4

 S137193

### **Strategy Rationale**

Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

## Action Step 1 5

Writing: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.

### **Person Responsible**

Molly Villucci

### **Schedule**

On 10/1/2014

### **Evidence of Completion**

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings



## Action Step 2 5

Writing: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by skill category. Students will analyze, in essay form, why they missed what they did per question.

### **Person Responsible**

Layda Nasr

### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

### **Evidence of Completion**

classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios, student generated essays

## Action Step 3 5

Writing: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

### **Person Responsible**

Layda Nasr

### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

### **Evidence of Completion**

classroom visitation logs, student data, data chats

## Action Step 4 5

Writing: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

### **Person Responsible**

Molly Villucci

### **Schedule**

On 10/15/2014

### **Evidence of Completion**

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

**Plan to Monitor Fidelity of Implementation of G2.B5.S2** 6

Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

***Evidence of Completion***

classroom visitations logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2** 7

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

***Evidence of Completion***

classroom visitation logs, teacher observations, administrative feedback, implementation plan, Student Evernote portfilios

**G2.B5.S3 Mathematics: Gradual Release of Responsibility** 4

S137197

**Strategy Rationale**

Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

**Action Step 1** 5

Math: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.

**Person Responsible**

Molly Villucci

**Schedule**

On 10/1/2014

**Evidence of Completion**

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

**Action Step 2** 5

Math: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by the skill categories of Two-Dimensional Geometry, Three-Dimensional Geometry and Trigonometry and Discrete Mathematics. Students will analyze, in essay form, why they missed what they did per question.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

**Evidence of Completion**

classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios, student generated essays

### Action Step 3 5

Math: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

#### **Person Responsible**

Layda Nasr

#### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

#### **Evidence of Completion**

classroom visitation logs, student data, data chats

### Action Step 4 5

Math: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities. [copy]

#### **Person Responsible**

Molly Villucci

#### **Schedule**

On 10/15/2014

#### **Evidence of Completion**

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

### Plan to Monitor Fidelity of Implementation of G2.B5.S3 6

Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.

#### **Person Responsible**

Layda Nasr

#### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

#### **Evidence of Completion**

classroom visitation logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios

**Plan to Monitor Effectiveness of Implementation of G2.B5.S3 7**

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.

**Person Responsible**

Layda Nasr


**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

**Evidence of Completion**

classroom visitation logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios

**G2.B5.S4 Science: Gradual Release of Responsibility 4**

 S137204

**Strategy Rationale**

Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

**Action Step 1 5**

Science: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting. [copy]

**Person Responsible**

Molly Villucci

**Schedule**

On 10/1/2014

**Evidence of Completion**

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

## Action Step 2 5

Science: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by the skill categories of Molecular and Cellular Biology, Classification, Heredity, Evolution and Organisms, Populations and Ecosystems. Students will analyze, in essay form, why they missed what they did per question.

### **Person Responsible**

Layda Nasr

### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

### **Evidence of Completion**

classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios

## Action Step 3 5

Science: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

### **Person Responsible**

Layda Nasr

### **Schedule**

Monthly, from 9/25/2014 to 11/26/2014

### **Evidence of Completion**

classroom visitation logs, student data, data chats

#### Action Step 4 **5**

Science: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

**Person Responsible**

Molly Villucci

**Schedule**

On 10/15/2014

**Evidence of Completion**

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

#### Plan to Monitor Fidelity of Implementation of G2.B5.S4 **6**

Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

**Evidence of Completion**

classroom visitation logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios

#### Plan to Monitor Effectiveness of Implementation of G2.B5.S4 **7**

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

**Evidence of Completion**

classroom observations logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios

**G2.B5.S5 Social Science: Gradual Release of Responsibility** 4

S137210

**Strategy Rationale**

Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

**Action Step 1** 5

Social Science: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.

**Person Responsible**

Molly Villucci

**Schedule**

On 10/1/2014

**Evidence of Completion**

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

**Action Step 2** 5

Social Science: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by the skill categories of Late Nineteenth and Early 20th century (1860-1910, Global Military, Political and Economic Challenges (1890-1940) and The US and Defense off the International Peae (1940-present). Students will analyze, in essay form, why they missed what they did per question.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

**Evidence of Completion**

classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios



### Action Step 3 5

Social Science: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

***Evidence of Completion***

classroom visitation logs, student data, data chats

### Action Step 4 5

Social Science: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

**Person Responsible**

Molly Villucci

**Schedule**

On 10/15/2014

***Evidence of Completion***

agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings

### Plan to Monitor Fidelity of Implementation of G2.B5.S5 6

Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

***Evidence of Completion***

classroom visitation logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios

**Plan to Monitor Effectiveness of Implementation of G2.B5.S5 7**

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.

**Person Responsible**

Layda Nasr

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

**Evidence of Completion**

classroom observations logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios

**G3.** Our STEM goals for the 2014-2015 school year are to increase the number of STEM-related experiences for students as well as to increase the number of STEM-related internships for the 11th and 12th graders. 1

 G046563

**G3.B4** iPrep faculty and staff lack contacts to STEM-related companies in the region. 2

 B127152

**G3.B4.S1** iPrep faculty and staff need to collaborate on ways to develop contacts with STEM-related companies in our region. 4

 S139176

**Strategy Rationale**

iPrep Faculty and staff need to research names of STEM-related companies in our region and then develop networking strategies in order to develop contacts with these companies.

**Action Step 1 5**

Faculty and staff will research STEM-related companies and contacts in our region and compile a list that is to be posted to Google drive or Edmodo.

**Person Responsible**

Laura Hernandez

**Schedule**

On 11/26/2014

**Evidence of Completion**

list of STEM-related companies in our region, names of contact people at STEM-related companies

## Action Step 2 5

Faculty and staff will collaborate on networking strategies to reach these STEM-related companies.

### **Person Responsible**

Laura Hernandez

### **Schedule**

Monthly, from 10/13/2014 to 11/26/2014

### ***Evidence of Completion***

Edmodo posts or Google Docs which reflect strategies in which to reach these STEM-related companies, posted plans to invite them to visit iPrep, posted plans to visit the STEM-related companies, creation of iWork presentations explaining iPrep's concept and our need for STEM-related internships

## Action Step 3 5

Plans to contact STEM-related companies will be decided upon by the faculty and implementation will begin.

### **Person Responsible**

Laura Hernandez

### **Schedule**

Biweekly, from 10/13/2014 to 11/26/2014

### ***Evidence of Completion***

iWork presentation, signed agreements with STEM-related companies offering our students internships, telephone logs of contacts with people at companies, pictures/videos of networking sessions

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

The lead magnet teacher will follow up on notes from meetings and make sure that ideas are being followed up on. The lead teacher will discuss with staff what actions have implemented that were decided on in meetings.

**Person Responsible**

Laura Hernandez

**Schedule**

Biweekly, from 10/13/2014 to 11/26/2014

***Evidence of Completion***

meeting notes, lists of possible companies in the STEM-related fields in our region, notes taken from faculty conferences

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

The lead teacher will compile a list of companies that have agreed to offer STEM-related internships to our students and begin to organize the internships for them.

**Person Responsible**

Laura Hernandez

**Schedule**

On 11/26/2014

***Evidence of Completion***

list of number of STEM-related companies that have been contacted and list of STEM-related internships that have been offered to iPrep students, list of STEM-related companies that have been visited

**G4.** Our goal for the 2013-2014 school year is to increase the number of students enrolling in and successfully completing accelerated CTE courses and corresponding CTE exams. 1

G046565

**G4.B2** CTE teacher is not certified with industry certification 2

B115485

**G4.B2.S1** CTE teacher attends professional development sessions during fall and winter for training in certification skills 4

S127082

### Strategy Rationale

Teacher must be certified in CTE area in order to legally teach the course to students.

### Action Step 1 5

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

#### Person Responsible

Layda Nasr

#### Schedule

Biweekly, from 8/18/2014 to 11/26/2014

#### Evidence of Completion

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

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

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

#### Person Responsible

Layda Nasr

#### Schedule

Weekly, from 8/18/2014 to 11/26/2014

#### Evidence of Completion

industrial certification field is added to teacher certificate

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

industrial certification is added to teacher's certificate

**G5.** Our goal for the 2014-2015 school year is to increase parents in attendance at parent engagement opportunities by launching a Social Media Initiative whereby the school attempts to reach out to parents in a variety of ways with the end result being that the parents feel more comfortable in attending more school events due to our attempts at communicating to them and with them. 1

 G046569

**G5.B2** Parents may not feel comfortable in contacting the school to ask for help in monitoring their child's academic progress due to the fact that they may feel their skills in technology are poor. 2

 B125335

**G5.B2.S1** Instituting Social Media Initiative with the goal of increasing parent participation not only in school activities but also in their child's academic progress. 4

 S137218

**Strategy Rationale**

A Social Media Initiative will be implemented where we will be communicating with parents through various forms of Social Media (Twitter, Facebook, Remind 101, ConnectEd and the Internet) with the goal of increasing parent participation and ultimately student achievement.

**Action Step 1 5**

Distribute Technology Survey

**Person Responsible**

Molly Villucci

**Schedule**

On 10/17/2014

**Evidence of Completion**

Collected Technology surveys from students

### Action Step 2 5

Compile results from technology survey into spreadsheet and then analyze the ways in which parents feel most comfortable in receiving communications from the school.

**Person Responsible**

Laura Hernandez

**Schedule**

Daily, from 9/29/2014 to 10/17/2014

**Evidence of Completion**

Student intern will compile technology results survey into spreadsheet

### Action Step 3 5

Meet with Social Media student intern to discuss which upcoming school events need to be publicized and in which mediums.

**Person Responsible**

Laura Hernandez

**Schedule**

Weekly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

meeting agenda, meeting notes

### Action Step 4 5

Hold a Connected parents Workshop with the goal of assisting parents on how get onto the MDCPS portal and how to block sites that they do not want their children on

**Person Responsible**

Molly Villucci

**Schedule**

On 10/30/2014

**Evidence of Completion**

parent sign in sheet

### Action Step 5 5

The school website will be updated in design and content and parents will be encouraged to use the site as a central place where all information and activities can be viewed.

**Person Responsible**

Laura Hernandez

**Schedule**

Biweekly, from 10/13/2014 to 11/26/2014

**Evidence of Completion**

record of number of people visiting web site, logs of parent involvement at iPrep events

### Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Feedback from weekly meetings will be held with the Social Media Committee, parent feedback

**Person Responsible**

Layda Nasr

**Schedule**

Weekly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

meeting sign in sheets, meeting agendas, feedback from committee members

### Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Effective implementation will be monitored through feedback by the lead teacher and the parents to ensure all needs are being met.

**Person Responsible**

Laura Hernandez

**Schedule**

Weekly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

parent sign in sheets at Connected Parent Workshop, weekly meeting agendas, feedback from parents and Social Media Committee

## 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
G4.B2.S1.A1	CTE teacher attends professional development sessions during fall and winter for training in certification skills	Nasr, Layda	8/18/2014	issuance of master plan points and industrial certification is placed onto teaching certificate	11/26/2014 biweekly
G2.B5.S1.A1	English/Language Arts: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.	Villucci, Molly	10/1/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/1/2014 one-time
G2.B5.S2.A1	Writing: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.	Villucci, Molly	10/1/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/1/2014 one-time
G2.B5.S3.A1	Math: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.	Villucci, Molly	10/1/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/1/2014 one-time
G2.B5.S4.A1	Science: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting. [copy]	Villucci, Molly	10/1/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/1/2014 one-time
G2.B5.S5.A1	Social Science: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.	Villucci, Molly	10/1/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/1/2014 one-time
G5.B2.S1.A1	Distribute Technology Survey	Villucci, Molly	9/15/2014	Collected Technology surveys from students	10/17/2014 one-time
G1.B2.S1.A1	The leadership team will target potential at risk students at the beginning of the school year by using the early warning systems indicators with primary emphasis on attendance.	Nasr, Layda	9/15/2014	meeting agenda, sign in sheets, list of potential at risk students	11/26/2014 weekly
G3.B4.S1.A1	Faculty and staff will research STEM-related companies and contacts in our region and compile a list that is to be posted to Google drive or Edmodo.	Hernandez, Laura	10/13/2014	list of STEM-related companies in our region, names of contact people at STEM-related companies	11/26/2014 one-time
G2.B5.S1.A2	English/Language Arts: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by the skill categories of Vocabulary, Reading Application, Literary Analysis (Fiction/Non-Fiction) and Informational Text/Research Process. Students will analyze, in essay form, why they missed what they did per question.	Nasr, Layda	9/25/2014	classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios	11/26/2014 monthly
G2.B5.S2.A2	Writing: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test	Nasr, Layda	9/25/2014	classroom visitation logs, lesson plans, student data, data chats, teacher	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by skill category. Students will analyze, in essay form, why they missed what they did per question.			observations, Student Evernote portfolios, student generated essays	
G2.B5.S3.A2	Math: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by the skill categories of Two-Dimensional Geometry, Three-Dimensional Geometry and Trigonometry and Discrete Mathematics. Students will analyze, in essay form, why they missed what they did per question.	Nasr, Layda	9/25/2014	classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios, student generated essays	11/26/2014 monthly
G2.B5.S4.A2	Science: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by the skill categories of Molecular and Cellular Biology, Classification, Heredity, Evolution and Organisms, Populations and Ecosystems. Students will analyze, in essay form, why they missed what they did per question.	Nasr, Layda	9/25/2014	classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios	11/26/2014 monthly
G2.B5.S5.A2	Social Science: Implement the Gradual Release Responsibility Model during classroom instruction. Students will "own" their test results data. Students will create charts, using Smart Art graphics program, comparing their scores on the fall and winter interim assessments. The scores will be broken down by the skill categories of Late Nineteenth and Early 20th century (1860-1910, Global Military, Political and Economic Challenges (1890-1940) and The US and Defense off the International Peae (1940-present). Students will analyze, in essay form, why they missed what they did per question.	Nasr, Layda	9/25/2014	classroom visitation logs, lesson plans, student data, data chats, teacher observations, Student Evernote portfolios	11/26/2014 monthly
G5.B2.S1.A2	Compile results from technology survey into spreadsheet and then analyze the ways in which parents feel most comfortable in receiving communications from the school.	Hernandez, Laura	9/29/2014	Student intern will compile technology results survey into spreadsheet	10/17/2014 daily
G1.B2.S1.A2	The grades and attendance of potential at risk students will be monitored weekly by guidance counselor.	Pedroso, Beatrice	10/15/2014	Grade book progress reports	11/26/2014 weekly
G3.B4.S1.A2	Faculty and staff will collaborate on networking strategies to reach these STEM-related companies.	Hernandez, Laura	10/13/2014	Edmodo posts or Google Docs which reflect strategies in which to reach these STEM-related companies, posted plans	11/26/2014 monthly

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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
				to invite them to visit iPrep, posted plans to visit the STEM-related companies, creation of iWork presentations explaining iPrep's concept and our need for STEM-related internships	
G2.B5.S1.A3	English/Language Arts: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	classroom visitation logs, student data, data chats	11/26/2014 monthly
G2.B5.S2.A3	Writing: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	classroom visitation logs, student data, data chats	11/26/2014 monthly
G2.B5.S3.A3	Math: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	classroom visitation logs, student data, data chats	11/26/2014 monthly
G2.B5.S4.A3	Science: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	classroom visitation logs, student data, data chats	11/26/2014 monthly
G2.B5.S5.A3	Social Science: Identify model classrooms as support for the implementation of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	classroom visitation logs, student data, data chats	11/26/2014 monthly
G5.B2.S1.A3	Meet with Social Media student intern to discuss which upcoming school events need to be publicized and in which mediums.	Hernandez, Laura	10/2/2014	meeting agenda, meeting notes	11/26/2014 weekly
G1.B2.S1.A3	Conferences with teachers, students, parents and guidance counselor will be implemented in order to discuss intervention strategies.	Pedroso, Beatrice	9/15/2014	Pupil Progression Plans	11/26/2014 biweekly
G3.B4.S1.A3	Plans to contact STEM-related companies will be decided upon by the faculty and implementation will begin.	Hernandez, Laura	10/13/2014	iWork presentation, signed agreements with STEM-related companies offering our students internships, telephone logs of contacts with people at companies, pictures/videos of networking sessions	11/26/2014 biweekly
G2.B5.S1.A4	English/Language Arts: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.	Villucci, Molly	10/22/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/22/2014 one-time
G2.B5.S2.A4	Writing: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.	Villucci, Molly	10/15/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/15/2014 one-time
G2.B5.S3.A4	Math: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities. [copy]	Villucci, Molly	10/15/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/15/2014 one-time
G2.B5.S4.A4	Science: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.	Villucci, Molly	10/15/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/15/2014 one-time
G2.B5.S5.A4	Social Science: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.	Villucci, Molly	10/15/2014	agendas, sign-in sheets, teacher reflections, meeting agenda, Edmodo postings	10/15/2014 one-time

**Dade - 7581 - I Preparatory Academy - 2014-15 SIP**  
I Preparatory Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.A4	Hold a Connected parents Workshop with the goal of assisting parents on how get onto the MDCPS portal and how to block sites that they do not want their children on	Villucci, Molly	10/30/2014	parent sign in sheet	10/30/2014 one-time
G1.B2.S1.A4	Leadership team will meet to discuss success of intervention strategies and possible revisions to the strategies.	Nasr, Layda	10/8/2014	Pupil Progression Plans, meeting agendas, sign in sheets	11/26/2014 biweekly
G1.B2.S1.A5	Positive reinforcement will be utilized to reward good attendance by students. Those students with good behavior will have their names read on the Friday Firebird.	Nasr, Layda	10/13/2014	Friday Firebird video segment, list of students with good attendance	11/26/2014 weekly
G5.B2.S1.A5	The school website will be updated in design and content and parents will be encouraged to use the site as a central place where all information and activities can be viewed.	Hernandez, Laura	10/13/2014	record of number of people visiting web site, logs of parent involvement at iPrep events	11/26/2014 biweekly
G1.MA1	Progress reports, interim assessment fall and winter test scores,FCAT Retake test scores, PSAT scores, FSA scores, EOC scores, attendance reports from grade book will be collected by the leadership team in order to monitor effective proress toward the goal.	Nasr, Layda	9/30/2014	Progress reports, interim assessment fall and winter test scores,FCAT Retake test scores, PSAT scores, FSA scores, EOC scores, attendance reports from grade book, leadership team agenda, meeting sign in sheets	11/26/2014 biweekly
G1.B2.S1.MA1	The grade book will be monitored on a weekly basis by the assistant principal and guidance counselor for at risk student grades and attendance	Nasr, Layda	9/30/2014	Grade book reports on grades and attendance, student files	11/26/2014 weekly
G1.B2.S1.MA1	Leadership team will discuss success of interventions on a biweekly basis and make revisions if needed. Assistant Principal will solicit feedback from the teachers to ensure effectiveness of intervention strategies	Nasr, Layda	9/15/2014	grade book progress reports, meeting agenda, sign in sheets, parent sign in sheets	11/26/2014 biweekly
G2.MA1	fall and winter interim assessment results	Nasr, Layda	9/25/2014	student Evernote portfolios, lesson plans, teacher reflections, teacher observations, administrative feedback, student essays	11/26/2014 monthly
G2.B5.S1.MA1	Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	Classroom visitation logs, teacher observations. administrative feedback, implementation plan, student Evernote portfolios	11/26/2014 monthly
G2.B5.S1.MA1	Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.	Nasr, Layda	9/25/2014	Classroom visitation logs, teacher observations. administrative feedback, implementation plan, student Evernote portfolios	11/26/2014 monthly
G2.B5.S2.MA1	Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	classroom visitation logs, teacher observations, administrative feedback, implementation plan, Student Evernote portfilios	11/26/2014 monthly
G2.B5.S2.MA1	Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.	Nasr, Layda	9/25/2014	classroom visitations logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios	11/26/2014 monthly
G2.B5.S3.MA1	Effective implementation will be monitored by conducting walkthroughs	Nasr, Layda	9/25/2014	classroom visitation logs, teacher observations, administrative feedback,	11/26/2014 monthly

**Dade - 7581 - I Preparatory Academy - 2014-15 SIP**  
I Preparatory Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.			implementation plan, student Evernote portfolios	
G2.B5.S3.MA1	Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.	Nasr, Layda	9/25/2014	classroom visitation logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios	11/26/2014 monthly
G2.B5.S4.MA1	Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	classroom observations logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios	11/26/2014 monthly
G2.B5.S4.MA1	Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.	Nasr, Layda	9/25/2014	classroom visitation logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios	11/26/2014 monthly
G2.B5.S5.MA1	Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the application of the Gradual Release Responsibility Model.	Nasr, Layda	9/25/2014	classroom observations logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios	11/26/2014 monthly
G2.B5.S5.MA1	Fidelity of implementation of the Gradual Release Responsibility Model will be monitored through feedback provided by the assistant principal and teachers to ensure all needs are being met.	Nasr, Layda	9/25/2014	classroom visitation logs, teacher observations, administrative feedback, implementation plan, student Evernote portfolios	11/26/2014 monthly
G3.MA1	participate in Fairchild Challenge, SECME, Robotics Club, increase number of students in STEM-related Dual Enrollment classes, increase number of students in industrial certifications and multimedia classes, participate in district created STEM activities, increased enrollment in advanced STEM classes, increase in STEM-related internships.	Nasr, Layda	9/2/2014	increased number of STEM activities that students are involved in at iPrep thereby increasing test scores on state/local assessments, increased number of students in advanced STEM courses	11/26/2014 weekly
G3.B4.S1.MA1	The lead teacher will compile a list of companies that have agreed to offer STEM-related internships to our students and begin to organize the internships for them.	Hernandez, Laura	10/9/2014	list of number of STEM-related companies that have been contacted and list of STEM-related internships that have been offered to iPrep students, list of STEM-related companies that have been visited	11/26/2014 one-time
G3.B4.S1.MA1	The lead magnet teacher will follow up on notes from meetings and make sure that ideas are being followed up on. The lead teacher will discuss with staff what actions have implemented that were decided on in meetings.	Hernandez, Laura	10/13/2014	meeting notes, lists of possible companies in the STEM-related fields in our region, notes taken from faculty conferences	11/26/2014 biweekly
G4.MA1	Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses		Career-Themed registration confirmation and enrollment data, Instructional committee create expectations	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and monitoring timeline for integration of CCSS into CTE instruction Evaluation Tools: Reading data of CTE students measuring CCSS		
G4.B2.S1.MA1	observation of professional development activities as evidenced on the issuance of master plan points		industrial certification is added to teacher's certificate	one-time	
G4.B2.S1.MA1	observation of professional development activities as evidenced on the issuance of master plan points	Nasr, Layda	8/18/2014	industrial certification field is added to teacher certificate	11/26/2014 weekly
G5.MA1	Keep track of number of parent surveys that are returned and number of parents at each school-sponsored event	Villucci, Molly	10/2/2014	Keep a log which documents parent participation	11/26/2014 weekly
G5.B2.S1.MA1	Effective implementation will be monitored through feedback by the lead teacher and the parents to ensure all needs are being met.	Hernandez, Laura	10/2/2014	parent sign in sheets at Connected Parent Workshop, weekly meeting agendas, feedback from parents and Social Media Committee	11/26/2014 weekly
G5.B2.S1.MA1	Feedback from weekly meetings will be held with the Social Media Committee, parent feedback	Nasr, Layda	10/2/2014	meeting sign in sheets, meeting agendas, feedback from committee members	11/26/2014 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.** Our goal for the 2014-2015 school year is to decrease the number of students who display the early warning systems indicators of excessive absences and poor academic performance by providing interventions and strategies that will lead to greater success for those students identified as at risk.

**G1.B2** Students arrive at our school from a variety of Miami-Dade County Public Schools where they have had disparate experiences with varying academic expectations and it is sometimes difficult for students to transition to our program where the academic exceptions are exceptionally high.

**G1.B2.S1** Implementation of Response to Intervention protocols.

### PD Opportunity 1

The leadership team will target potential at risk students at the beginning of the school year by using the early warning systems indicators with primary emphasis on attendance.

#### Facilitator

RTI Action Network (a program of the National Center for Learning Disabilities)

#### Participants

Faculty/Staff

#### Schedule

Weekly, from 9/15/2014 to 11/26/2014

**G2.** To increase student achievement by improving core instruction in all content areas.

**G2.B5** Evidence of the Gradual Release of Responsibility Model (GRRM) is not present.

**G2.B5.S1** English/Language Arts: Gradual Release of Responsibility

### PD Opportunity 1

English/Language Arts: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.

#### Facilitator

Yolanda Muller

#### Participants

Faculty and Staff

#### Schedule

On 10/1/2014

## PD Opportunity 2

English/Language Arts: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

### Facilitator

David Palladino

### Participants

Faculty/Staff

### Schedule

On 10/22/2014

## G2.B5.S2 Writing: Gradual Release of Responsibility

## PD Opportunity 1

Writing: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.

### Facilitator

Yolanda Muller

### Participants

Faculty and Staff

### Schedule

On 10/1/2014

## PD Opportunity 2

Writing: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

### Facilitator

David Palladino

### Participants

Faculty/Staff

### Schedule

On 10/15/2014



## G2.B5.S3 Mathematics: Gradual Release of Responsibility

### PD Opportunity 1

Math: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.

#### Facilitator

Yolanda Muller

#### Participants

Faculty and Staff

#### Schedule

On 10/1/2014

### PD Opportunity 2

Math: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities. [copy]

#### Facilitator

David Palladino

#### Participants

Faculty/Staff

#### Schedule

On 10/15/2014

## G2.B5.S4 Science: Gradual Release of Responsibility

### PD Opportunity 1

Science: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting. [copy]

#### Facilitator

Yolanda Muller

#### Participants

Faculty and Staff

#### Schedule

On 10/1/2014

## PD Opportunity 2

Science: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

### Facilitator

David Palladino

### Participants

Faculty/Staff

### Schedule

On 10/15/2014

## G2.B5.S5 Social Science: Gradual Release of Responsibility

## PD Opportunity 1

Social Science: Provide professional development on the effective implementation of the Gradual Release Responsibility Model during a Professional Learning Community meeting.

### Facilitator

Yolanda Muller

### Participants

Faculty and Staff

### Schedule

On 10/1/2014

## PD Opportunity 2

Social Science: Provide additional support on the effective implementation of the Gradual Release Responsibility Model during professional learning communities.

### Facilitator

David Palladino

### Participants

Faculty/Staff

### Schedule

On 10/15/2014

**G3.** Our STEM goals for the 2014-2015 school year are to increase the number of STEM-related experiences for students as well as to increase the number of STEM-related internships for the 11th and 12th graders.

**G3.B4** iPrep faculty and staff lack contacts to STEM-related companies in the region.

**G3.B4.S1** iPrep faculty and staff need to collaborate on ways to develop contacts with STEM-related companies in our region.

**PD Opportunity 1**

Faculty and staff will collaborate on networking strategies to reach these STEM-related companies.

**Facilitator**

Patty Vogel from Apple

**Participants**

Faculty and staff

**Schedule**

Monthly, from 10/13/2014 to 11/26/2014

**G4.** Our goal for the 2013-2014 school year is to increase the number of students enrolling in and successfully completing accelerated CTE courses and corresponding CTE exams.

**G4.B2** CTE teacher is not certified with industry certification

**G4.B2.S1** CTE teacher attends professional development sessions during fall and winter for training in certification skills

**PD Opportunity 1**

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

**Facilitator**

Miami-Dade County Public Schools

**Participants**

Teacher of CTE course

**Schedule**

Biweekly, from 8/18/2014 to 11/26/2014

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0