



## Mater Virtual Academy Charter Middle/High School

17300 NW 87TH AVE, Hialeah, FL 33015

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

63%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

81%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

### 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**

Mater Virtual Academy Middle/ High School, with immeasurable expectations for success in the classroom, in the community, and for the future, partner with teachers, administrators and staff, to create a challenging curriculum, moral values, loyalty and teamwork for a community of learners who are the successful leaders of tomorrow and epitomize the characteristics of truth, honor, and change.

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

Mater Virtual Academy Middle/ High School will be a campus where students learn from teachers who are passionate about their subjects and consider it a privilege to pass knowledge to the minds of our students.

#### School Environment

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

Mater Virtual Academy Middle/ High School values every student and is committed to the safety and education of each individual in the school. In the classroom differentiated instruction allows for individual learning styles to be addressed. All teachers at Mater Virtual Academy Middle/ High School have an "open door" policy and are available to address student needs not only during class but also before and after school. In addition teachers e-mail addresses are posted on the Mater Virtual Academy Middle/ High School web site allowing for easy communication.

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

Student safety is a priority at Mater Virtual Academy Middle/ High School. Our well trained administration, teachers, staff and security team are on duty before, during and after classroom hours in order to maintain a safe environment on campus.

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

The Mater Virtual Academy Middle/ High School, Code of Student Discipline, is published and enforced by all teachers and school staff. This includes, but is not limited to the use of the positive behavioral support system, verbal warnings for first offenses, phone calls to parents for continued offenses and detentions and suspensions for more serious offenses.

##### **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**

Our trained student services professionals are assigned to ensure that the needs of each student are being met including educational needs as well as social-emotional needs. Our student services department also has an open door policy so that student concerns can be dealt with in a timely and efficient manner.



**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**

Prior state-wide assessment scores, Interim Assessment data, teacher grades, student attendance, and suspensions are all analyzed through a collaborative effort amongst administrators, team leaders, and teachers to better tailor a differentiated approach to assess each students needs.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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
	6	7	8	9	
Attendance below 90 percent	0	0	0	1	1
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	1	0	1	2
Level 1 on statewide assessment	1	0	1	1	3

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

Indicator	Grade Level				Total
	6	7	8	9	
Students exhibiting two or more indicators	1	1	1	1	4

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

- Administration will make surer to provide additional time for each teacher's office hours in order for students who have been identified as possible level one's and two's will have additional time for targeted instruction.
- Reading-Language Arts departments will develop a monthly rotation amongst the Reading-Language Arts computer labs throughout the academic school day where students will be invited to attend face-to face sessions with reading interventionist.
- All students who scored a Level 1 or 2 in the FCAT 2.0 2014 Administration, will take an Intensive Reading course utilizing the Florida Virtual IR Course.
- Teachers will set goals with students who scored a Level 1 or 2 in Reading or Mathematics on the State Wide Standardized Assessment, and will differentiate instruction based on data completed from interim assessments and other data sources. Parents will be informed of these findings and what the teacher is doing to help their child fill in the gaps and overcome their deficiencies.
- Administration and Guidance Counselors will contact the parents or guardians of students who have not demonstrated sufficient progress and develop plans to intervene.

## 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**

Parents have limited understanding of student data (Baseline, Mid-Year, and FCAT) and how it affects teaching and learning. Parents also have a limited understanding of the Student Code of Conduct. Through SAC meetings, the school website, Connect-Ed and teacher phone calls parents will be kept informed of assessment data and the Student Code of Conduct.

**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**

Communication is vital between all parties involved in our students educational process. A fluent and open line of communication through SAC meetings, the school website, Connect-Ed and teacher phone calls, parents will be kept informed of assessment data and the Student Code of Conduct.

## 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
Jimenez, Francisco	Principal

#### **Duties**

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

Effective leadership is vital, therefore, in building our team we have considered the following:

- Principal will ensure commitment to the school mission and vision and allocate resources which will provide for maximum student achievement. Additionally, the principal will extend and report on meeting goals to the leadership team at the grade level, subject area, intervention group and ensure that problem solving strategies are being utilized. Finally, the principal will meet to review consensus, infrastructure, and implementation of all resources allocated. Meetings are conducted virtually and traditionally as needed.

**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 school's Leadership Team, seeks to proactively enforce the school's mission and vision through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

The Leadership Team uses the Problem Solving process to set goals, monitor academic and behavioral data to evaluate progress towards those goals three times a year. Additionally, we utilize student data including test scores to fill in gaps and enhance current initiatives to improve student performance. This includes but is not limited to professional development, supplemental materials, additional teaching assistants to provide tutoring as needed.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Francisco Jimenez	Principal
Matthew Beiule (EESAC Chair)	Teacher
Rocio Rodriguez	Education Support Employee
Silvina Macho	Teacher
Jesus Perez	Parent
Sophia Perez	Student
Arianna Brizo	Student
Luis Vasquez	Business/Community
Monica Brizo	Parent

#### 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*

Our SAC Committee continually ensures the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students, especially those not meeting AMO standards including the lowest 25% subgroup and the Economically Disadvantaged subgroup.

##### *Development of this school improvement plan*

Our SAC Committee will ensure the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students, especially those not meeting AMO standards including the lowest 25% subgroup and the Economically Disadvantaged subgroup.

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

Our SAC Committee was appraised of all budgetary matters and their input was sought in matters concerning school safety and student achievement.

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

Our SAC funds allocation for this school year was a total of \$80.00 and it will be used towards the purchase of iX-L Mathematics program for all Math classes.

**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
Jimenez, Francisco	Principal

**Duties**

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

The LLT promotes literacy within the school in the following ways:

- The team will meet monthly to analyze and disaggregate data.
- Work on continuously reviewing and modifying our literacy efforts for the school year based on areas needing improvement.
- Will train faculty and staff on the school's literacy initiatives through professional development and department meetings.
- Use data available to LLT and teachers to evaluate ALL students and find ways to continuously improve their literacy.
- The LLT will coordinate with department chairs to ensure reading and writing strategies are employed in instruction in all classrooms.
- All teachers will promote reading and writing skills in their classrooms.
- At least one member of the LLT will attend all SAC meetings to report the LLT efforts to all stakeholders.
- Additionally, Mater Virtual Academy provides digital resources to students that connect with the content of their courses such as e-books, blogs and opportunities to share on Edmodo. In addition, curriculum is designed to include specific competencies such as creativity, communication, and media literacy as elements of authentic tasks in most courses.,

**Public and Collaborative Teaching**

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

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

To encourage a positive working relationship between teachers, Mater Virtual Academy holds planning sessions and meetings on the grade-level and subject area level to ensure that teachers are working collaboratively on their vertical and horizontal planning.

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

Minimum hiring criteria include: Bachelor's degree or higher in the required field with Florida Professional Teaching Certificate; satisfactory evaluations from current or previous administrators, excellent communication skills, verbal and written, competency and/or experienced in 21st Century technology; which includes word processing, spreadsheet and presentation software; competency in navigating Internet browsers; and a minimum of 3 references/letters of recommendation for which all are verified. Teachers are selected from existing teachers from our various successful schools. Teachers incorporated into a virtual learning community that promotes collegiality and active exchanges of ideas. Initial PD: 3 day in service and 15 hour online session, including but not limited to LMS, SIS, Policies/ Procedures, Florida Standards Alignment, Literacy, Data Driven Decision Making and Rtl. Ongoing PD: teachers are required to maintain certification through six semester hours of credited college course work during each renewal period and participate in approximately one virtual education model per month.

Teachers are also required to participate in a professional learning community group of choice. Current PLC groups in place are Social Networking, Gamification and Motivation, Live Session Instruction, Universal Design for Learning and Web 2.0

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

New teachers at Mater Virtual Academy are paired with an academic coach who guides those individuals with the Best Practices to instruct virtual educational students. Individuals must participate in weekly professional learning communities, coaching and planning sessions, and meet with the school's administrator to discuss student progress.

Mentor teachers are required to have outstanding teacher evaluations, knowledge in using data to drive instruction and differentiation, exhibit good virtual classroom management and organizational skills and be effective communicators. Mentor teachers are usually paired with same content area teachers.

Communication between the mentor teacher and the new teacher is on going-usually once a week or so at the beginning of the year and usually tailors off to once a month as the new teacher begins to exhibit mastery of her teaching abilities in a virtual setting.

Pre-Observation Meetings: they occur to discuss lesson plans, pacing guides, student -parent- and colleague communications, grade books and any other questions or concerns the beginning teachers has.

Observation and Post Observation Meetings: Informal (ASSESS) and Formal (IPEGS) observations are conducted and results are shared with Beginning Teacher to help her teaching techniques and her students success in the course been taught.

## **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***

Due to the new design and increased rigor of the Florida Standards Assessments (FSA), Mater Virtual Academy ensures its core instructional programs and materials are in place to support and increase student achievement in core curricular areas. The purchasing of new textbooks and software programs aligned to the new Florida standards provide educators and students the right tools necessary to increase student achievement. Furthermore, professional development, team planning, and horizontal curriculum planning are vital components to further enhance the instructional approach.

Mater Virtual Academy has partnered with FLVS and K-12 schools to provide us with the approved research-based virtual curriculum content, which has already been aligned with Florida's Next

Generation Standards under Section 1003.41 of the Florida Statutes. Course development spring from the Florida and Next Generation Standards and strives to meet all national standards as well. All courses utilize the research and methods as advocated by leading educational researchers while also addressing 21st Century learning goals.

Courses are structured into modules and lessons. Each module contains essential idea with accompanying expectations and assignments. Modules pose an essential question to the student that connects the content to larger, conceptual understandings and to real world application. Units outline a central idea that spans all the lesson objectives for that unit, forming relationships among the lessons and their objectives thus enabling students to master content and meet the Next Generation and Florida Standards.

Mater Virtual Academy courses are maintained by FLVS and K12 and are further aligned using the DOE's Quick Connect software application to access the Next Generation and Florida Standards and retrieve the most up-to-date information on standards, course codes, and course descriptions. Thus, successful completion of a Mater Virtual Academy course reflects mastery of the applicable Next Generation and Florida Standards for the specific course as well as benchmarks subsequently tested on the Florida Standards Assessments (FSA) and any applicable End-of-Course (EOC) assessments.

### 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***

The proper use of data will enable the departments and individual instructors to identify the strengths and weakness of each individual student or view the students' progression by class periods. District baseline, fall, winter and post baseline assessments will be given to each student throughout the school year. Teachers will analyze the data, team plan with other subject area teachers, and communicate with the administration the interpretation of the data to ensure that progress is being made and students are making learning gains. Moreover, teachers will incorporate a data chat log for each individual student. The data chat will open a line of communication and act as a source of motivation between the teacher and students. Students will view their progression or digression through the school year. Identifying their own strengths and deficiencies allows students to become accountable for their performance. In addition, teachers will identify the questions that students score the lowest on the assessments and allow students to work on addressing those questions.

Mater Virtual Academy uses the following different types of assessments found within the FLVS and K12 courses to determine students' skill levels, evaluate performance, and develop educational plans. These include:

- Assessment within the curriculum (formal and informal)
- Formal Evaluations:
  - quick checks- brief online assessment that provides automatic feedback for students/teachers.
  - quizzes- short online assessments that provide automatic feedback for students/teachers.
  - course assessments- written compositions, lab reports, short answer paragraphs, essays, book responses, etc.
  - graded discussion- teacher monitored class discussions in which students post thoughts, ideas, and reactions on a designated discussion board.
  - discussion-based assessments- integrated into all courses such to ensure mastery of the content; these assessments allow students to respond orally to questions provided by the teacher during a telephone conversation.
  - collaboration projects- mandatory assessments in many of our courses where students must collaborate with their peers in order to meet 21st Century Skills Requirements.
  - tests- module tests cover material from all lessons within a specific module. They are online assessments that contain a variety of question types and are weighted more heavily than quizzes towards the student's final grades.
  - segment exams- substantial end-of-semester assessments that provide students and teachers with

more comprehensive information about a student's understanding of the instructional material.  
-- end of course exams--comprehensive exams that may occur at the end of the required secondary course based on state guidelines and regulations.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Students are able to utilize open laboratory time and/or teacher office hours to receive tutoring and course support.

### **Strategy Rationale**

Strategies and interventions are in place to target each learner in each of the academic disciplines. Data driven instruction is utilized in all areas. In addition, review sessions are available to all in need.

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

- Core Academic Instruction

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

Jimenez, Francisco, fjimenez@dadeschools.net

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

The principal will collect attendance sheets on class meeting days to determine which students have been participating and have shown improvement through assessments in reading, mathematics, and science courses.

## **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**

Mater Virtual Academy is working in conjunction with other Mater school's to provide their students a connection to the physical school building. This is done to ease anxiety and support incoming students with transitioning from a traditional school environment to a virtual setting. Moreover, the school employs new student orientation nights, welcome back parent night, and open house for students and/or parents. The meeting provides the students and/or parents the ability to view the school's facilities and more information on the school's daily infrastructure such as the instructional pacing, meeting with teachers and testing requirements. In addition, the availability of counselor to students supports the transitional process. Furthermore, vertical teaming allows teachers to transition their students academic needs towards next school year.

### **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**

The school's counselor meets with each student on an individual basis. During these meetings, students are advised of their current academic standing. In addition, these students are advised about their college plans and how the schools curricula will support their post secondary educational goals.

Mater Virtual Academy students in 7th or 8th grade are required to enroll in the Career and Exploration and Decision course to they can get a jump start in their planning for college and to make them aware of career choices and their requirements. It is also possible to accomplish this requirement by enrolling in a course that embeds the Career and Exploration Decision course component.

Mater Virtual Academy students in High School have the opportunity to enroll in any or all of these courses that help prepare students for college. They are:

- Math for College Readiness
- Computing for College and Careers
- Reading for College Readiness

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

Courses are correlated to the Common Core curricula and the the Sunshine State Standards. Students are encouraged to enroll in four consecutive years of Language Arts, Math, Science, and Social Studies. According to the literature, students that enroll in these courses throughout their high school careers have a higher success rate at the post secondary level when compared to their peers.

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

The school will implement various strategies to improve the post secondary performance of it's graduates:

1. All junior and senior level students will receive instruction on the SAT/ACT prior to the exam.
2. Students will meet with the schools counselor to discuss and plan their courses to align with their post secondary plans.
3. Students will have access to both Advanced Placement courses and Dual Enrollment courses.
4. Every teacher will emphasize reading as a fundamental skill for success at the post secondary level.
5. Students in need of remediation will receive additional instruction to improve their academic needs.

***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***

All students are expected to be college and career ready by the time they leave high school. By attending extra preparation courses in SAT/ACT sessions, students will be better prepared to take college entrance exams. Through our College Ready Initiative Committee, consisting at this time of the principal, the counselors and the core course teachers, we will monitor student data reports on SAT and ACT results and meet accordingly to discuss how we can best meet the needs of these students and make adjustments as needed. This will better prepare our students for the post-secondary level.

The link provided above only has data up to the 2012 school year. Mater Virtual Academy opening year was thye 2013-2014 school year.



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Our goal is to increase writing strategies in all core content areas in order to increase student achievement.
- G2.** Reduce the percentage of students labeled at-risk by monitoring their daily school attendance, their behaviors, and monitoring their academic performance on a quarterly basis to ensure adequate academic progress.
- G3.** Our goal this year is to provide additional opportunities for student exposure to STEM and CTE related experiences.
- G4.** Our goal is to increase parent participation in school wide activities so that all stakeholders are informed of new educational opportunities at the school.

## 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 is to increase writing strategies in all core content areas in order to increase student achievement. 1a

G050751

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	80.0

**Resources Available to Support the Goal** 2

- Highly Qualified Personnel, District Pacing Guides, District adopted curricular materials, Baseline/Interim Assessment Data, FSA English Language Arts Exam and FSA Writing Exam.

**Targeted Barriers to Achieving the Goal** 3

- An area of deficiency as noted on the FCAT Writing administration was the student's lack of support in writing conventions. Students are in need of additional writing skills that can be incorporated across the curriculum. Writing is not being used in all content areas.

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

The data will be collected and reviewed throughout the year to determine progress towards the goal. The data will include district writing post assessment, district interim assessment results, bi weekly informal assessments and monthly formal assessments. Administrative/faculty meetings will be conducted monthly to discuss gathered data and the effectiveness of the strategy in relation to the data.

**Person Responsible**

Francisco Jimenez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Leadership team meeting agendas, Year at a Glance Reports, Interim Reports.

**G2.** Reduce the percentage of students labeled at-risk by monitoring their daily school attendance, their behaviors, and monitoring their academic performance on a quarterly basis to ensure adequate academic progress. **1a**

G050752

**Targets Supported** **1b**

Indicator	Annual Target
Attendance rate	90.0
2+ Behavior Referrals	2.0
Students exhibiting two or more EWS indicators (Total)	2.0

**Resources Available to Support the Goal** **2**

- Attendance Reports
- Progress Reports
- Report Cards
- Counselor
- Principal
- Springboard
- Reading Plus
- Teacher communication with students and parents

**Targeted Barriers to Achieving the Goal** **3**

- Students not identified early enough to target deficiencies in Attendance, Behavior, and Academic Performance.

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

Principal collects via counselor weekly student grades, attendance and behavior.

**Person Responsible**

Francisco Jimenez

**Schedule**

Weekly, from 9/12/2014 to 6/4/2015

**Evidence of Completion**

Weekly progress reports that include grades, attendance and behavioral issues will be reported to Counselor by teachers which will then share with principal.

**G3.** Our goal this year is to provide additional opportunities for student exposure to STEM and CTE related experiences. 1a

G050755

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	10.0

**Resources Available to Support the Goal** 2

- Highly qualified mathematics and science instructional staff, lab based courses, Florida STEM Tips, [www.stem.dadeschools.net](http://www.stem.dadeschools.net), Online courses(Virtual)-technology based. Ongoing Professional Development to all STEM/CTE related courses.

**Targeted Barriers to Achieving the Goal** 3

- An anticipated barrier is providing an array of hands on experiences and rigorous program for students in a Virtual setting while integrating STEM/CTE components and exposing the students to STEM experiences such as the STEM expo, School/District/State Fairs, Fairchild Challenge, and clubs.

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

Administration will meet quarterly with the STEM teachers and discuss the effectiveness of the strategy and why it is or not working.

**Person Responsible**

Francisco Jimenez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Meeting agendas, student work, and participation in STEM related experiences through registration forms.

**G4.** Our goal is to increase parent participation in school wide activities so that all stakeholders are informed of new educational opportunities at the school. 1a

G050201

**Targets Supported** 1b

Indicator	Annual Target
Students in tenth grade exhibiting two or more EWS indicators	2.0

**Resources Available to Support the Goal** 2

- Connect Ed messages, Curriculum Fair, College Fair, Open House Attendance, Parent Workshops, Virtual meetings, Phone call and emails.

**Targeted Barriers to Achieving the Goal** 3

- The hours at which the events occur may not be compatible with the parents work schedule. Additionally, parents have limited knowledge of volunteer opportunities and school events .

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

Parents accessing the meeting information in a timely manner.

**Person Responsible**

Francisco Jimenez

**Schedule**

Quarterly, from 8/9/2014 to 4/6/2015

**Evidence of Completion**

The number of log ins from parents to the posted video and recordings of the meeting.

## 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 is to increase writing strategies in all core content areas in order to increase student achievement. **1**

 G050751

**G1.B1** An area of deficiency as noted on the FCAT Writing administration was the student's lack of support in writing conventions. Students are in need of additional writing skills that can be incorporated across the curriculum. Writing is not being used in all content areas. **2**

 B127244

**G1.B1.S1** Teachers will implement evidence based writing and extended responses as part of an instructional framework to support students in the production of coherent writing. Students will have a Constructed Response Journals where they will cite evidence, note observations, highlight main points, create graphic organizers, etc. to promote understanding in the specific curricular area. **4**

 S139288

### Strategy Rationale

Writing that requires analysis and application, fosters critical thinking and other higher order thinking skills. Research studies have indicated that the process of analytic writing allows students to make connections, think critically, and organize thoughts that in turn will help them further compare and evaluate texts using clear and relevant evidence and incorporate problem solving into writing across the curriculum.

### Action Step 1 **5**

Reading teachers will use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Person Responsible

Francisco Jimenez

#### Schedule

Biweekly, from 9/2/2014 to 6/4/2015

#### Evidence of Completion

Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015

## Action Step 2 5

English Language Arts teachers will incorporate process writing strategies in order to provide opportunities to become effective writers in different genres of evidence based, analytical writing-opinion and argumentative writing.

### **Person Responsible**

Francisco Jimenez

### **Schedule**

Biweekly, from 9/2/2014 to 6/4/2015

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

Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015

## Action Step 3 5

Mathematics teachers will use problem use a problem of the day with a written response. Students must write the problem of the day and solve for accuracy. Once the problem has been solved, students are required to explain the process of how they derived at their solution to the problem. A teacher made rubric will help students know what is expected of their response.

### **Person Responsible**

Francisco Jimenez

### **Schedule**

Biweekly, from 9/2/2014 to 6/4/2015

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

Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015

#### Action Step 4 5

Science teachers will provide students with a bell ringer for them to respond to in a written format. A teacher made rubric will help students know what is expected of their response. Science teachers will integrate writing by providing students opportunities to create lab reports, annotate observations, write research, and create scientific brochures and materials.

##### **Person Responsible**

Francisco Jimenez

##### **Schedule**

Biweekly, from 9/2/2014 to 6/4/2015

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

Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015

#### Action Step 5 5

Social Science teachers will also use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.,

##### **Person Responsible**

Francisco Jimenez

##### **Schedule**

Biweekly, from 9/2/2014 to 6/4/2015

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

Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015



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

Monitor student performance and writing assignments across the curriculum as well review lesson plans to monitor the fidelity of the implementation of the strategy.

#### **Person Responsible**

Francisco Jimenez

#### **Schedule**

Biweekly, from 9/2/2014 to 6/4/2015

#### **Evidence of Completion**

Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015

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

Monitor student progress by providing monthly through writing assessment and student writing assignments in specific content areas.

#### **Person Responsible**

Francisco Jimenez

#### **Schedule**

Monthly, from 9/2/2014 to 6/4/2015

#### **Evidence of Completion**

Formative Assessments: Class assignments and mini-assessments. Summative Assessments: District Pre and Post Writing Assessments and FSA ELA 2015

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

Interim assessment results will indicate student growth throughout the school year as it pertains to the process writing in argumentative and opinion pieces.

#### **Person Responsible**

Francisco Jimenez

#### **Schedule**


#### **Evidence of Completion**

Formative Assessments: Class assignments, mini- assessments, lesson plans, samples of student work, student/teacher chats. Summative Assessments: FSA ELA 2015


**G2.** Reduce the percentage of students labeled at-risk by monitoring their daily school attendance, their behaviors, and monitoring their academic performance on a quarterly basis to ensure adequate academic progress. **1**

 G050752

**G2.B1** Students not identified early enough to target deficiencies in Attendance, Behavior, and Academic Performance. **2**

 B127254

**G2.B1.S1** Counselors will meet on a monthly basis to discuss attendance, graduation status and monitor grades. Counselor will contact parent to communicate findings. **4**

 S139297

### **Strategy Rationale**

Monthly meetings with students and parents will encourage students to perform better in all subject areas and helps to keep them accountable and parents involved.

### **Action Step 1** **5**

Students will be required to attend Saturday schools and /or after school sessions to prepare for college entrance exams.

#### **Person Responsible**

Francisco Jimenez

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Formative Assessment: Counselor log and school data analysis. Summative Assessment: 2014-2015 SAT, ACT and PERT results.

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

SAT, ACT, and PERT scores will be collected. Teacher meetings conducted to review formative assessments and adjust instruction as needed. In addition, administration will analyze student data and continue making recommendations for improvement.

**Person Responsible**

Francisco Jimenez

**Schedule**

Quarterly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

Formative Assessment: Counselor logs and school data analysis. Summative Assessment: 2014-2015 SAT, ACT, and PERT results.

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

The principal and the school counselor along with the teachers will monitor student data on grades, behavior and attendance and meet once a month to discuss school wide plan and make adjustments as needed.

**Person Responsible**

Francisco Jimenez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

Formative Assessment: Teacher grade books, Counselor logs and meeting logs with parents and students. Summative Assessment: 2014-2015 SAT, ACT, and PERT results as well as attendance report and behavior report on report cards.


**G3.** Our goal this year is to provide additional opportunities for student exposure to STEM and CTE related experiences. **1**

 G050755

**G3.B1** An anticipated barrier is providing an array of hands on experiences and rigorous program for students in a Virtual setting while integrating STEM/CTE components and exposing the students to STEM experiences such as the STEM expo, School/District/State Fairs, Fairchild Challenge, and clubs. **2**

 B127264

**G3.B1.S1** Administration and STEM/CTE teachers will monitor progress of courses as well as provide students with increased opportunities for authentic hands on activities that integrate Science, Technology, Engineering and Mathematics. **4**

 S139306

### **Strategy Rationale**

Exposing students to STEM/CTE related experiences will increase student achievement in STEM curriculum and enhance career and college readiness.

### **Action Step 1 **5****

Identify STEM/CTE objectives and schedule school instructional focus calendars in Mathematics and Science. Offer a variety of AP STEM related courses that incorporate lab and research based activities. Communicate with parents and students about all the STEM activities or opportunities available to them. Provide continuous professional development as it pertains to all STEM/CTE courses.

#### **Person Responsible**

Francisco Jimenez

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Formative Assessment: student participation in lab classes, registration forms STEM related experiences Summative Assessment: 2015 FCAT 2.0 Science Assessment

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

Ensure that all students are taking Science and Math Courses including AP and Dual Enrollment courses with inclusive lab requirements as well as the promotion of STEM related experiences available.

**Person Responsible**

Francisco Jimenez

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Formative Assessment: student participation in lab required courses, AP and Dual Enrollment courses and registration forms for community STEM related experiences.  
Summative Assessment: 2015 FCAT 2.0 Science Assessment

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

Math and Science teachers will monitor effectiveness of their programs and ensure that progress is being documented to indicate student progress.

**Person Responsible**

Francisco Jimenez

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Formative Assessment: student participation in lab classes, mini-assessments, and formal assessments. Summative Assessment: 2015 FCAT 2.0 Science Assessment

**G4.** Our goal is to increase parent participation in school wide activities so that all stakeholders are informed of new educational opportunities at the school. 1

G050201

**G4.B1** The hours at which the events occur may not be compatible with the parents work schedule. Additionally, parents have limited knowledge of volunteer opportunities and school events . 2

B125755

**G4.B1.S1** Administration will work with the counselor to provide parents with communication alternatives, including phone calls, emails, school's website, letters sent home, and alternative times to be able to communicate. 4

S137623

### Strategy Rationale

Providing parents a wide variety of communication options to keep them up to date with school activities and resources.

### Action Step 1 5

Monitor parent involvement and attendance during events, SAC meetings, workshops and even non-traditional ways of being involved as a parent.

#### Person Responsible

Francisco Jimenez

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Meeting logs-including non-traditional ways of communication, Meeting agendas, parent sign in logs.

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will work with the counselor to provide parents with communication alternatives and interventions needed to support their child.

#### Person Responsible

Francisco Jimenez

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Meeting logs-including non-traditional ways of communication, Meeting agendas, parent sign in logs.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Conduct parent surveys to identify areas of need and make adjustments.

**Person Responsible**

Francisco Jimenez

**Schedule**

Annually, from 2/2/2015 to 6/4/2015

**Evidence of Completion**

Meeting logs-including non-traditional ways of communication, Meeting agendas, parent sign in logs.

**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.B1.S1.A1	Monitor parent involvement and attendance during events, SAC meetings, workshops and even non-traditional ways of being involved as a parent.	Jimenez, Francisco	8/18/2014	Meeting logs-including non-traditional ways of communication, Meeting agendas, parent sign in logs.	6/4/2015 quarterly
G1.B1.S1.A1	Reading teachers will use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Jimenez, Francisco	9/2/2014	Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015	6/4/2015 biweekly
G2.B1.S1.A1	Students will be required to attend Saturday schools and /or after school sessions to prepare for college entrance exams.	Jimenez, Francisco	8/18/2014	Formative Assessment: Counselor log and school data analysis. Summative Assessment: 2014-2015 SAT, ACT and PERT results.	6/4/2015 monthly
G3.B1.S1.A1	Identify STEM/CTE objectives and schedule school instructional focus calendars in Mathematics and Science. Offer a variety of AP STEM related courses that incorporate lab and research based activities. Communicate with parents and students about all the STEM activities or opportunities available to them. Provide continuous professional development as it pertains to all STEM/ CTE courses.	Jimenez, Francisco	8/18/2014	Formative Assessment: student participation in lab classes, registration forms STEM related experiences Summative Assessment: 2015 FCAT 2.0 Science Assessment	6/4/2015 monthly
G1.B1.S1.A2	English Language Arts teachers will incorporate process writing strategies in order to provide opportunities to become effective writers in different genres of evidence based, analytical writing-opinion and argumentative writing.	Jimenez, Francisco	9/2/2014	Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015	6/4/2015 biweekly
G1.B1.S1.A3	Mathematics teachers will use problem use a problem of the day with a written response. Students must write the	Jimenez, Francisco	9/2/2014	Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work,	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	problem of the day and solve for accuracy. Once the problem has been solved, students are required to explain the process of how they derived at their solution to the problem. A teacher made rubric will help students know what is expected of their response.			formal observations (IPEGS) Summative Assessments: FSA ELA 2015	
G1.B1.S1.A4	Science teachers will provide students with a bell ringer for them to respond to in a written format. A teacher made rubric will help students know what is expected of their response. Science teachers will integrate writing by providing students opportunities to create lab reports, annotate observations, write research, and create scientific brochures and materials.	Jimenez, Francisco	9/2/2014	Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015	6/4/2015 biweekly
G1.B1.S1.A5	Social Science teachers will also use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.,	Jimenez, Francisco	9/2/2014	Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015	6/4/2015 biweekly
G1.MA1	The data will be collected and reviewed throughout the year to determine progress towards the goal. The data will include district writing post assessment, district interim assessment results, bi weekly informal assessments and monthly formal assessments. Administrative/faculty meetings will be conducted monthly to discuss gathered data and the effectiveness of the strategy in relation to the data.	Jimenez, Francisco	8/18/2014	Leadership team meeting agendas, Year at a Glance Reports, Interim Reports.	6/4/2015 monthly
G1.B1.S1.MA1	Monitor student progress by providing monthly through writing assessment and student writing assignments in specific content areas.	Jimenez, Francisco	9/2/2014	Formative Assessments: Class assignments and mini-assessments. Summative Assessments: District Pre and Post Writing Assessments and FSA ELA 2015	6/4/2015 monthly
G1.B1.S1.MA2	Interim assessment results will indicate student growth throughout the school year as it pertains to the process writing in argumentative and opinion pieces.	Jimenez, Francisco		Formative Assessments: Class assignments, mini- assessments, lesson plans, samples of student work, student/ teacher chats. Summative Assessments: FSA ELA 2015	4/6/2015 quarterly
G1.B1.S1.MA1	Monitor student performance and writing assignments across the curriculum as well review lesson plans to monitor the fidelity of the implementation of the strategy.	Jimenez, Francisco	9/2/2014	Formative Assessments: Class assignments, mini- assessments. lesson plans, samples of student work, formal observations (IPEGS) Summative Assessments: FSA ELA 2015	6/4/2015 biweekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Principal collects via counselor weekly student grades, attendance and behavior.	Jimenez, Francisco	9/12/2014	Weekly progress reports that include grades, attendance and behavioral issues will be reported to Counselor by teachers which will then share with principal.	6/4/2015 weekly
G2.B1.S1.MA1	The principal and the school counselor along with the teachers will monitor student data on grades, behavior and attendance and meet once a month to discuss school wide plan and make adjustments as needed.	Jimenez, Francisco	8/18/2014	Formative Assessment: Teacher grade books, Counselor logs and meeting logs with parents and students. Summative Assessment: 2014-2015 SAT, ACT, and PERT results as well as attendance report and behavior report on report cards.	6/4/2015 quarterly
G2.B1.S1.MA1	SAT, ACT, and PERT scores will be collected. Teacher meetings conducted to review formative assessments and adjust instruction as needed. In addition, administration will analyze student data and continue making recommendations for improvement.	Jimenez, Francisco	9/29/2014	Formative Assessment: Counselor logs and school data analysis. Summative Assessment: 2014-2015 SAT, ACT, and PERT results.	6/4/2015 quarterly
G3.MA1	Administration will meet quarterly with the STEM teachers and discuss the effectiveness of the strategy and why it is or not working.	Jimenez, Francisco	8/18/2014	Meeting agendas, student work, and participation in STEM related experiences through registration forms.	6/4/2015 quarterly
G3.B1.S1.MA1	Math and Science teachers will monitor effectiveness of their programs and ensure that progress is being documented to indicate student progress.	Jimenez, Francisco	8/18/2014	Formative Assessment: student participation in lab classes, mini-assessments, and formal assessments. Summative Assessment: 2015 FCAT 2.0 Science Assessment	6/4/2015 quarterly
G3.B1.S1.MA1	Ensure that all students are taking Science and Math Courses including AP and Dual Enrollment courses with inclusive lab requirements as well as the promotion of STEM related experiences available.	Jimenez, Francisco	8/18/2014	Formative Assessment: student participation in lab required courses, AP and Dual Enrollment courses and registration forms for community STEM related experiences. Summative Assessment: 2015 FCAT 2.0 Science Assessment	6/4/2015 monthly
G4.MA1	Parents accessing the meeting information in a timely manner.	Jimenez, Francisco	8/9/2014	The number of log ins from parents to the posted video and recordings of the meeting.	4/6/2015 quarterly
G4.B1.S1.MA1	Conduct parent surveys to identify areas of need and make adjustments.	Jimenez, Francisco	2/2/2015	Meeting logs-including non-traditional ways of communication, Meeting agendas, parent sign in logs.	6/4/2015 annually
G4.B1.S1.MA1	Administration will work with the counselor to provide parents with communication alternatives and interventions needed to support their child.	Jimenez, Francisco	8/18/2014	Meeting logs-including non-traditional ways of communication, Meeting agendas, parent sign in logs.	6/4/2015 quarterly

## 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 is to increase writing strategies in all core content areas in order to increase student achievement.

**G1.B1** An area of deficiency as noted on the FCAT Writing administration was the student's lack of support in writing conventions. Students are in need of additional writing skills that can be incorporated across the curriculum. Writing is not being used in all content areas.

**G1.B1.S1** Teachers will implement evidence based writing and extended responses as part of an instructional framework to support students in the production of coherent writing. Students will have a Constructed Response Journals where they will cite evidence, note observations, highlight main points, create graphic organizers, etc. to promote understanding in the specific curricular area.

### PD Opportunity 1

Reading teachers will use written response journals in which students will be required to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Facilitator

Administration and teachers will be provided professional development opportunities through workshops, PLCs, and lesson studies to acquire various effective writing techniques to incorporate during instruction.

#### Participants

Teachers and Administration

#### Schedule

Biweekly, from 9/2/2014 to 6/4/2015

**G3.** Our goal this year is to provide additional opportunities for student exposure to STEM and CTE related experiences.

**G3.B1** An anticipated barrier is providing an array of hands on experiences and rigorous program for students in a Virtual setting while integrating STEM/CTE components and exposing the students to STEM experiences such as the STEM expo, School/District/State Fairs, Fairchild Challenge, and clubs.

**G3.B1.S1** Administration and STEM/CTE teachers will monitor progress of courses as well as provide students with increased opportunities for authentic hands on activities that integrate Science, Technology, Engineering and Mathematics.

### **PD Opportunity 1**

Identify STEM/CTE objectives and schedule school instructional focus calendars in Mathematics and Science. Offer a variety of AP STEM related courses that incorporate lab and research based activities. Communicate with parents and students about all the STEM activities or opportunities available to them. Provide continuous professional development as it pertains to all STEM/CTE courses.

#### **Facilitator**

Administrators and Math and Science teachers will be provided with ongoing professional development opportunities as it pertains to all STEM/CTE courses.

#### **Participants**

Administration and Math and Science Teachers

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**G4.** Our goal is to increase parent participation in school wide activities so that all stakeholders are informed of new educational opportunities at the school.

**G4.B1** The hours at which the events occur may not be compatible with the parents work schedule. Additionally, parents have limited knowledge of volunteer opportunities and school events .

**G4.B1.S1** Administration will work with the counselor to provide parents with communication alternatives, including phone calls, emails, school's website, letters sent home, and alternative times to be able to communicate.

### **PD Opportunity 1**

Monitor parent involvement and attendance during events, SAC meetings, workshops and even non-traditional ways of being involved as a parent.

#### **Facilitator**

Administrator

#### **Participants**

Parents, students, and virtual instructors

#### **Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 4:</b> Our goal is to increase parent participation in school wide activities so that all stakeholders are informed of new educational opportunities at the school.	45
<b>Grand Total</b>	<b>45</b>

Goal 4: Our goal is to increase parent participation in school wide activities so that all stakeholders are informed of new educational opportunities at the school.		
Description	Source	Total
B1.S1.A1 - Notes: EESAC Funds	School Improvement Funds	45
<b>Total Goal 4</b>		<b>45</b>