

A word cloud graphic featuring various terms related to education and community. The most prominent words are 'students', 'school', 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'community', 'goals', 'mission', 'vision', 'public', 'and', 'career', 'college', 'and', 'career', 'goals', 'strategic', 'public', 'and', 'mission', 'vision'. Other words include 'instruction', 'environment', 'supportive', 'problem solving', 'step', 'zero', 'planning', 'building', 'relationships', 'achievement', 'and', 'increased', 'needs', 'assessment', 'ambitious', 'strategies', 'resources', 'effective', 'leadership', '8-Step', 'solving', 'public', 'and', 'mission', 'vision'.

2014-15 School Improvement Plan

Imater Preparatory Academy High School

651 WEST 20TH ST, Miami, FL 33010

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

82%

Alternative/ESE Center

No

Charter School

Yes

Minority

100%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a challenging educational environment through a curriculum devoted to promoting and nurturing creative and critical thinking skills and individual artistic expression through a balance of tradition and innovation, and values diverse approaches to art making and design.

Provide the school's vision statement

Our vision is to provide a structured, creative environment that enable students to ask questions, solve problems and take risks as they gain the knowledge, skills, and attitudes necessary for meaningful and productive lives as artists, designers, and citizens of the world. iMater is a collaborative teaching and learning environment that encourages students to develop meaningful interactions across the visual & performing arts and other disciplines.

- Support curriculum integration where students use appropriate, real world technologies that foster high achievement, independent problem solving and global participation.
- Support on-going, timely professional development where staff learns to integrate technology into the curriculum, manage data technologies, and explore new technologies as they affect teaching and learning.
- Engage the community in technology partnerships through increased communication with stakeholders, shared resources, and work with institutions of high education, libraries and businesses.
- Support an infrastructure that includes up to date hardware, software and modern peripherals so that the curriculum can be easily integrated.
- Provide support systems such as personnel, operations, management, and other systems that support teaching and learning.

School Environment

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

At the time of enrollment parents are asked to fill out registration packets. It is in these packets that the parent identifies relevant information about the student's ethnicity, economic background, family make up, etc. Before the school year begins, orientation meetings are held giving the parents a time to get to know the school, and for us to better acquaint ourselves with them. Parent/teacher conferences are held quarterly giving the parent and teacher a time to discuss the student. In addition, "iMater Family Nights" offer parents and the school an opportunity to get to know the families in a less formal environment.

Building relationships between the teachers and students is vital. The teacher needs to understand that children come from different cultures and backgrounds. A teacher then needs to understand the value of the students' senses of belonging, which can be of greater value and build self worth for minority students. If the teacher demonstrates an understanding of the student's culture, it will provide a better understanding between the teacher and the student.

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

iMater creates an environment where students feel safe and respected before, during and after school. We establish a culture of inclusion and respect that welcomes all students. We reward/praise students when they show thoughtfulness and respect for peers, adults, and the school. We make sure students interact safely. We monitor bullying "hot spots" in and around the building. We enlist the help of all school staff. All staff keep an eye out for bullying. They also help set the tone at school. Teachers, security guards, cafeteria staff, office staff, and

others see and influence students every day. Messages reach kids best when they come from many different adults who talk about and show respect and inclusion. Teachers set a tone of respect in their classrooms. This means managing student behavior in the classroom well. Well-managed classrooms are the least likely to have bullying.

A safe and supportive school climate can help prevent bullying. Safety starts in the classroom. Students should also feel and be safe everywhere on campus—in the cafeteria, in the media center, in the rest rooms, and even on the bus. Everyone at iMater works together to create a climate where students feel safe and respected. acceptable.

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

iMater has a schoolwide behavioral system. We follow the Miami-Dade Student Code of Conduct. And we use Progressive Discipline Plan.

Orientation meetings are held at the beginning of the school year for parents and students. At this time our discipline policy is discussed and parents are asked to sign a Parent Contract acknowledging they are in agreement with our policies.

Before school starts, the administration meets with all teachers to go over our schoolwide behavioral system and discuss the importance of working as a team and being consistent.

The school's administration, along with the teachers explain our policies to the students during the first week of school. Each teacher is expected to explain their specific classroom rules to the students and send a Welcome Letter home to parents that is returned signed, (acknowledging the parents' acceptance of the policies and procedures).

iMater tries to create an environment where:

All students at the school are to treat others with respect, concern, caring, and fairness.

All students at the school display good citizenship and acknowledge responsibility for their behavior.

All students at the school attend all classes, arrive on time, and actively engage in tasks.

Teachers are expected to present a meaningful curriculum in a captivating manner.

Faculty has the right and duty to model and teach the principles of respect for others and responsibility for one's actions.

The faculty establishes and use behavioral consequences in an educational manner, helping students to appreciate the purpose of rules, the importance of making amends, and the taking of responsibility for improving their behavior.

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

iMater, in order to ensure that the social-emotional needs of all students are being met, provides activities that support a comprehensive program based on standards and benchmarks for students' skill development in areas such as personal, social, emotional, academic achievement, career/community awareness and health.

We provide individual and group counseling to help students deal with crisis intervention, transitional issues, and personal and family concerns. In addition, we consult and collaborate with parents/guardians and teachers to assist in developing appropriate strategies for improved student behavior and to promote and support student achievement.

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

iMater's Early Warning Indicators are the following:

- Attendance below 90 percent (excused and unexcused)
- One or more suspensions (indoor and outdoor)
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Students with a G.P.A. less than 2.0

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

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

Indicator	Grade Level		Total
	9	10	
Attendance below 90 percent	13	18	31
One or more suspensions	4	3	7
Course failure in ELA or Math	9	5	14
Level 1 on statewide assessment	40	26	66
Students with a G.P.A. less than 2.0	9	3	12

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance Below 90 Percent

This includes a combination of unexcused and excused absences. Even if notes have been submitted, iMater considers the total number of days absent to be excessive.

Counselors monitor student attendance. When they see a student's attendance is alarming, contact with the student as well as the parent is made and noted on the Student Information System as "Excessive Absences." If the child's attendance in any class drops below 90%, the child may lose credit for the class. That means the student may not be absent more than 9 days each semester. The student is out of compliance on the 10th absence.

Once the student drops below 75%, they must submit a written petition to the Attendance Review

Committee requesting that the committee consider awarding credit for the missed instructional time. If by the time the student is in the 2nd semester and he/she has 23 absences, they must write a letter to the school asking for credit restoration.

Credit restoration is based on the discretion of the committee, and the student's ability to complete any required assignments, etc.

One or More Suspensions

A suspension is a mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the student is not allowed to attend regular school lessons.

Suspensions may be indoor or outdoor depending on the severity of the infraction.

Suspension is usually a last resort. For every day discipline problems, other forms of punishment would be used.

A suspension is normally used for a Level III, IV, or V violations, which include (but is not limited to) assault, fighting, bullying, vandalism, theft, etc.

Before suspending any student, the student's parents or guardians are notified as to the reason for and the duration of the suspension. It is often mandatory that the student, his/her parents/guardians, the school counselor, and a school administrator have a meeting to discuss and evaluate the matter.

Course Failure in Either English Language Arts or Mathematics

Grades are important. Passing grades are a promotion requirement. In addition, they are a good indicator during the year of how well a student is learning. Progress Reports and Quarterly Report cards are early warning signals to both the school and the parents that a student's progress is in danger of failing and may require extra help and support. The Parent Portal and Student Portal are also good resources to keep the parents and students abreast of their academic progress.

Quarterly Parent/Teacher Conferences are held where parents are given the opportunity to discuss their child's progress with their teachers. In addition to Progress Reports, failure notices are also sent home quarterly to advise parents of possible failure. Counselors also meet with students and notify parents of student progress. Tutoring is also offered giving students the opportunity to get the extra help they may need.

In the event that a student fails an academic course, the opportunity to get extra help during academic summer school is offered at no charge to parents where the student is able to make up the failing grade.

Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

The results of the Florida Statewide Standardized Assessments reflect the students' proficiency or deficiency when it comes to meeting the Common Core Learning Standards.

Based on the previous year's assessment data, any student scoring a Level 1 or 2 in Reading or Mathematics is placed in an Intensive Reading and/or Mathematics class in addition to their regular classes.

After school tutoring is also offered to Level 1 and 2 students. This instruction targets the benchmarks the students have yet mastered.

Students with a G.P.A. less than 2.0

A student's Grade Point Average is important. In order to graduate in the state of Florida, students must have a minimum G.P.A. of 2.0.

At the beginning of every school year counselors visit all grade levels and discuss graduation requirements with all students. Quarterly Parent/Teacher Conferences are held where parents are given the opportunity to discuss their child's progress with their teachers. In addition to Progress Reports, failure notices are also sent home quarterly to advise parents of possible failure. Counselors also meet with students and notify parents of student progress. Tutoring is also offered giving students the opportunity to get the extra help they may need.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/48719>.

Description

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

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

iMater takes great pride in developing relationships in its efforts to promote and support student learning. These relationships have created a true sense of community awareness

amongst all of its stakeholders. The relationships have benefited the schools through school based fundraising, intrinsic support for its teachers and staff, extrinsic and intrinsic rewards for its students and a reciprocal benefit for these organizations in terms of exposure to the community.

As evidenced in several instances, these organizations have assisted the schools in support of its student learning. These organizations have teamed up with their respective schools and provided them with incentives for the students. In addition many of these organizations have partnered with our schools to enhance our fundraising efforts.

iMater prides itself in an open-door policy where stakeholders can communicate directly with school administrators to enhance our programs. Through special events, such as Career Day, we are continuously soliciting the participation of stakeholders to enhance the community-school relation. As part of the iMater parent contract, we require each family to complete a minimum of 30 annual volunteer hours. This requirement promotes stakeholder involvement by taking an active role in their child's overall educational process. Part of the registration process involves the identification of parent employment and skills. We use this information to enhance their involvement in the school community.

Furthermore, as a Title 1 school, we employ a Community Involvement Specialist (CIS) to serve as a liaison between the school, the parent, and the community. The CIS serve as a bridge between the home and the school. They assist in promoting and conducting parent educational workshops. The CIS assists school-site personnel in planning, implementing, and administering educational support.

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
Marty, Judith	Principal
Santalo, Teresa	Assistant Principal
Gorriz, Edward	Assistant Principal
Reyes, Esther	Teacher, K-12
Andreu, Sonia	Instructional Coach
Crotts, Carla	Teacher, K-12
Costa, Gretel	Teacher, K-12
Almaguer, Barbara	Teacher, K-12
Zulueta, Melissa	Teacher, K-12
Alegret, Krystal	Teacher, K-12
Matos, Wilmer	Teacher, K-12
Chirinos, Erika	Guidance Counselor
De La Cruz, Barbara	Guidance Counselor
Perez, Maria Jeannette	Teacher, K-12

Duties

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

The iMater Preparatory Academy High School's Leadership team is comprised of various members of the administration, department chairs, program specialist, and instructional coaches.

Administrators: Ensure commitment, allocate resources, provide a common vision for the use of data based decision-making, conduct classroom walk-throughs, ensure implementation of intervention support and documentation, ensure adequate professional development, and communicate with stakeholders.

Department Chairs: (Language Arts, Mathematics, Science, Social Science, Electives, ESE, ESOL, Testing and Student Services): Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other faculty and staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities. Engage in classroom observations of their department to assure implementation of our school improvement efforts.

Program Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching and consultations.

ESOL Chairperson: Articulates the vision for a developmentally appropriate program that builds from basic literacy skills to high school-level. Addresses communication and cultural issues with international students and their parents. Responsible for ensuring that teachers within the department are given access to tools and resources that enable each student to be optimally challenged, thoroughly engaged, and appropriately supported in the process of learning.

Instructional Coach - Reading: Provides guidance on K-12 Comprehensive Research-based Reading Plan. Facilitates and supports data collection activities and data analysis. Provides professional development and technical assistance to teachers regarding database instructional planning. Supports the implementation of Tier I, Tier II, and Tier III intervention plans.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social Success.

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 Leadership Team meets bi-monthly to discuss how data-driven instruction is impacting the performance of our students and our faculty. During these meetings, the team reviews standardized data, classroom based assessments as well as formal and informal observations to:

- Progress monitor data that will identify students who are meeting/exceeding benchmarks, are at moderate risk or at high risk for not meeting standards;
- Monitor the effectiveness of the educational programs (i.e., Reading Plus, Achieve 3000, Triumph Learning, etc.);
- Evaluate school-wide professional development plan and allocate relevant resources;
- Share effective practices;
- Evaluate implementation of the School Improvement Plan;
- Facilitate decision-making regarding building consensus among stakeholders, increasing infrastructure efficacy and make decisions regarding implementation of instructional programs.

Title I, Part A

iMater Preparatory Academy High School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs and Saturday Tutoring). Title I funds will be used to employ key Title One personnel such as paraprofessionals and a Community Involvement Specialist. Paraprofessionals will provide instructional support to students in the core areas as well as provide small group tutoring during the instructional day. A Community Involvement Specialist will support and solicit family involvement of children being served in activities funded by Title I. The funds will also be used to provide support for an after-school tutoring and Saturday tutoring program for Reading

Math, Writing, Science and Social Science. Title I funds will also be used to purchase supplemental materials and technology for core subjects such as Reading, Math, Science, and Social Science in order to improve instructional focus. Other components that are integrated into the school-wide program will include an extensive Parental Program that requires parents to complete volunteer hours. Opportunities will be created for parents become involved through the Parent Academy and will offer workshops on education and social issues.

Title II

The Miami-Dade 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

Title III

iMater Preparatory Academy High School will receive Title III funds to supplement and enhance the programs English Language Learners (ELL) and immigrant students by providing funds to implement and provide tutoring programs.

Title X- Homeless

In cases of homeless students, the Title I Community Involvement Specialist will gather resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act, eliminating barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

iMater Preparatory Academy High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Student Services Department will coordinate drug and violence prevention activities such as Red Ribbon Week and Anti-Bullying presentations that will support prevention of violence and drug awareness in and around the school. These programs will help to prevent the use of tobacco, alcohol, and drugs. And will foster a safe, drug-free learning environment supporting student achievement. iMater Preparatory Academy High School will offer a non-violence and anti-drug program to students that incorporates field trips, community service, and guest speakers. 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.

District Policy Against Bullying and Harassment

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of 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

iMater Preparatory Academy High School will adhere to and implement the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, will be taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, will follow 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 become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

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

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

The Career and Research Course taken in the 8th grade will provide students with a job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during an interview.

Other

Coordination and Integration: Parent Academies involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This will impact our goal to empower parents and build their capacity for involvement. We will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit them to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey distributed to schools by Title I Administration, will be completed by parents/families annually in May. The Survey's results will be used to assist with revising our Title I parental documents for the following school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Judith Marty	Parent
Patricia Robinson	Teacher
Carla Crotts	Teacher
Jannelle Gazzola	Teacher
Esther Reyes	Education Support Employee
Daniel Arritola	Student
Yanisley Chao	Parent
Danay Rodriguez	Parent
Mercedes Perez	Parent
Valeria Hooper	Parent
Janet Durante	Parent
Dexsi Linares	Parent
Maritza Quezada	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

The Educational Excellence School Advisory Council (EESAC) meets to review and analyze the 2013-2014 school data. The areas of improvement in Reading, Mathematics, and Science are identified as well as strategies to increase achievement are also discussed. In addition, the EESAC discusses the necessary resources needed.

to increase student learning gains in all grade levels. The team identifies the lowest 25% in each grade level and discusses additional interventions needed for student achievement.

Development of this school improvement plan

The primary objectives of the EESAC is to create (develop) the S.I.P., utilizing input of all stakeholders - including faculty, staff, parents, students, and community/business representatives. The secondary function of EESAC is to monitor the implementation of the strategies and goals of the S.I.P., and to make any changes deemed necessary by the committee, in order to make the best possible plan for students gains. The EESAC uses allocated state funds based on student F.T.E. These funds are used to provide students with materials and other items that will enhance or facilitate student achievement.

Preparation of the school's annual budget and plan

F.T.E., Title 1, Title 3, and implementation grant monies are all utilized when preparing the school's annual budget. In preparation, the EESAC gathers data from the previous academic year and creates a budget to assist students in need of remediation.

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

Tutoring: \$18,150.00
Professional Development: \$3,000.00
Educational Software: \$13,250.00
Honor Roll and Reading Plus Incentives: \$1,015

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

In Compliance

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Marty, Judith	Principal
Santalo, Teresa	Assistant Principal
Gorriz, Edward	Assistant Principal
Reyes, Esther	Teacher, K-12
Andreu, Sonia	Teacher, K-12
Crotts, Carla	Teacher, K-12
Costa, Gretel	Teacher, K-12
Almaguer, Barbara	Teacher, K-12
Zulueta, Melissa	Teacher, K-12
Alegret, Krystal	Teacher, K-12
Perez, Maria Jeannette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

One of the major initiatives of the LLT is to aid the Response to Intervention (RtI) Team in the development of a new Instructional Focus Calendar (IFC). The calendar is based on the Common Core standards. The LLT's purpose is to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum and across subject areas. The LLT fosters reading leadership in faculty and staff members by providing mentoring, lesson studies, and model classrooms for novice or struggling teachers. Recognizing and affirming teachers' successes in the area of literacy is a top priority, as well as promoting a positive culture of reading and literacy throughout the school campus and community. Activities are planned to help promote our literacy focus: literacy week, a book fair with a parent night, and the initiation of a book club.

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

iMater tries to foster collaborative relationships among novice and veteran teachers. From Day 1, new and beginning teachers are assigned a mentor or buddy. They are matched up based on similar grade level/subject area. They meet at least weekly, and if they are teaching the same grade/subject they also plan together. This "integrated professional culture" helps new teachers feel like their needs are recognized and that all teachers share responsibility for student success.

In addition, beginning teachers are provided coverage (at least twice a year) where they are then able to visit other teachers and learn/share best practices.

Department meetings are also held monthly. This is another opportunity where novice and veteran teachers come together to discuss student assessment data, lesson planning, and share strategies.

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

iMater Charter Middle School establishes and implements processes to recruit, employ, retain, mentor, and develop and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:

RECRUITMENT PROCESS

- Employs teachers to match the criteria needed, offers comparable salaries to other local districts, and uses equivalent pay scales based on years of experience and degrees earned;
- Partners with local universities to attract qualified graduates and participates in their job fairs;
- Provides the opportunity to apply on-line at the school's website: www.imater.org
- Locates qualified candidates on sites such as Teachers-Teachers.com and Teachers.net;
- Advertises on local web-based newspapers;
- Partners with the Spanish Ministry of Education to assist with the hiring of highly qualified dual language educators;
- Recruits international teachers through Education Partner International LLC; and
- Actively hosts job fairs at select Mater school locations

EMPLOYMENT PROCESS

- Resumes are reviewed and applicants are prequalified according to job description, state certification, federal guidelines and other criteria;
- Candidates are contacted for an initial interview;
- The initial interview may consist of a panel made up of a designated administrator, subject department chair, and a support staff member (e.g. reading coach, math coach, etc.);
- On successful completion of an initial interview, select candidates meet with the principal for a second interview;
- Principals may not employ an individual who is not qualified for certification or does not meet highly qualified

status if another applicant has applied who meets the requirement; and

- The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.

RETAINMENT PROCESS

- Offers annual salaries in line with other local districts, a 401-K Plan which offers matching funds, tuition reimbursement, and a full medical package that includes medical, vision and dental benefits;
- Offers paid life insurance and disability plan;
- Provides teachers the ability to receive and accrue sick days;
- Offers educational assistance/tuition reimbursement which encourages personal development through formal education so employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs with the School.
- Rewards Instructional personnel and administrators Merit Award Pay (MAP) following Florida Department of Education guidelines;
- Boosts teach morale through positive feedback, staff gatherings and social events, and a "Teacher Appreciation Week";
- Encourages optional professional development opportunities; and
- Conducts walkthroughs, Midyear Reviews, Yearly Observations, and Summative Evaluations, conducted to assist the teacher with their professional growth.

MENTORING PROCESS

- Beginning/New Teacher Orientation is held before the commencement of each school year; beginning teachers, teachers new to the school, and those in need of improvement are assigned mentors. These individuals assist with their acculturation to the school's mores and are accessible to aid with any school related or other issues.
- All faculty and staff, as part of the continuous improvement process, are offered professional growth opportunities to further enhance their individual professionalism.

DEVELOPMENT OF STAFF

- Faculty members will complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for person targeted professional growth, including the identification of strategies for obtaining specified goals, and a time frame in which it can occur. These IPDPs are then reviewed by an administrator, and therein an opportunity exists for additional recommendations to be made as well as there is an opportunity to discuss and commit to said plan; and
- Observation of new and challenged teachers by veteran teachers may be conducted and support strategies will be implemented as applicable;
- Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals;
- Teachers will meet with administrators periodically to interpret data from district and/or state assessments. Quantitative and qualitative data will be used to help plan and improve classroom instructions by targeting students' weak areas;
- Faculty meetings will be held monthly by school administrators to discuss day-to-day school activities in order to facilitate support, and encourage communication;
- Department meetings will be held monthly to discuss any concerns within the department, and to keep abreast of current trends in the particular subject area;
- Team meetings may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs;

EVALUATION OF FACULTY

- The administrative team will each conduct a minimum of 15 walkthroughs daily to provide feedback on objective, setting, grade level appropriateness of lessons, use of higher-order questioning, appropriate use of resources; on-task behavior, as well as classroom management;
- Each teacher will be formally observed a minimum of once in the school year using the Instructional

Performance Evaluation and Growth System (IPEGs) which focuses on 8 Standards: (1)Learner Progress, (2)Knowledge of Learners, (3)Instructional Planning, (4)Instructional Delivery, (5)Assessment, (6)Communication, (7)Professionalism, and (8)Learning Environment. Number of observations will be based on number of years of teaching experience.

Staffing responsibilities lie with Teresa Santalo, Vice Principal.

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

Mentee Name: Jonathan Fish

Mentor Name: Gretel Costa

Rationale for Pairing: Ms. Costa has been a teacher for the past 5 years. She is the Department Chair for the science department. She has excellent classroom management. Her classroom is located near Mr. Fish's classroom.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

Mentee Name: Monique Salazar

Mentor Name: Gretel Costa

Rationale for Pairing: Ms. Costa has been a teacher for the past 5 years. She is the Department Chair for the science department. She has excellent classroom management. Her classroom is located near Dr. Salazar's classroom.

Planned Mentoring Activities: Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. The mentee and mentor will meet a minimum of once a week and the mentor is responsible for keeping a log of those meetings. The mentee will be responsible for creating a "Beginning teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and make comments and suggestions to assist the beginning teacher.

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

Imater Preparatory Academy High School ensures its core instructional programs and materials are aligned to Florida's standards in several ways. The primary way we ensure this is by utilizing textbooks and resources that are aligned to Florida's standards such as SpringBoard for ELA and Mathematics. Our school also creates ongoing opportunities for teachers to unpack the Florida standards and to plan and discuss curriculum that aligns to the standards. These meetings provide opportunities for growth in instructional practice, curriculum, and the standards. Further, continuous monitoring by the administration ensures that the faculty is on task and working towards teaching to the Florida standards.

Instructional Strategies

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

Data is used in a variety of ways to provide and differentiate instruction to meet the diverse needs of students. Students who scored FCAT Levels 1 and 2 receive intensive reading and mathematics classes to fill in the gaps.

and reinforce basic skills.

In addition, software tutorials such as Reading Plus, Math IXL, and Achieve 3000 are used in as supplemental resources. Reading Plus is aligned to the Common Core standards. With this reading intervention, students have the opportunity to engage with complex texts. This program not only tracks student performance but also provides educators with actionable prompts to help even the most struggling reader progress through the program. The instructional components in Reading Plus scaffold comprehension tasks.

Math IXL is aligned to the Common Core State Standards, providing comprehensive coverage of math concepts and applications. Math IXL provides unlimited practice problems specifically tailored to each required standard. Student progress is tracked and proficiency scored reports are generated. These reports allow the teachers to evaluate student aptitude and identify troubled areas.

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: 5,160

All students will benefit from the before tutoring programs offered at iMater Academy Middle School. The before tutoring program will remediate all students not meeting high standards in core subjects. Teachers will begin tutoring as early as 6:30 a.m. to offer assistance to students needing remediation.

Strategy Rationale

Our hope is to create additional opportunities outside the regular school day. Students will have the opportunity to not only use the computer labs but also have teacher assisted instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reyes, Esther, estherreyes@dadeschools.net

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

Data will be collected quarterly after each administration of the Interim Assessment. Classroom teachers will meet by subject area and analyze the growth and areas of concern. Instructional decisions based on data will be made at the time. Instructional focus calendars will be adjusted to meet the needs of the students. Students who show areas of concern will be encouraged to attend the before school tutoring program.

Strategy: Weekend Program

Minutes added to school year: 1,920

Students in Level 3,4, and 5 will benefit from our Saturday tutoring program offered at iMater Academy Middle School. The Saturday tutoring program will provide enrichment to these students already meeting high standards in core subjects.

Students who will be taking and End of Course Assessment will also benefit from this supplementary Saturday tutoring program.

Strategy Rationale

Our hope is to create additional opportunities outside the regular school day. Our goal is to maintain or exceed high achievement for these students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reyes, Esther, estherreyes@dadeschools.net

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

Data will be collected quarterly after each administration of the Interim Assessment. Classroom teachers will meet by subject area and analyze the growth and areas of concern. Instructional decisions based on data will be made at the time. Instructional focus calendars will be adjusted to meet the needs of the students. Students who show areas of concern will be encouraged to attend the before school tutoring program.

Strategy: After School Program

Minutes added to school year: 5,160

Level 1 and 2 students will benefit from the after school tutoring programs offered at iMater Academy Middle School. The after school tutoring program will remediate all students not meeting high standards in core subjects. Teachers will begin tutoring immediately after school to offer assistance to students needing remediation.

Strategy Rationale

Our hope is to create additional opportunities outside the regular school day. Students will have the opportunity to not only use the computer labs but also have teacher assisted instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reyes, Esther, estherreyes@dadeschools.net

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

Data will be collected quarterly after each administration of the Interim Assessment. Classroom teachers will meet by subject area and analyze the growth and areas of concern. Instructional decisions based on data will be made at the time. Instructional focus calendars will be adjusted to meet the needs of the students. Students who show areas of concern will be encouraged to attend the after school tutoring program.

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

iMater Preparatory Academy High School employs various strategies to support incoming and outgoing cohorts of students in transition from one school level to another. There is a collaborative process that takes place with grade levels, content areas, and feeder schools.

A New Student Orientation is held prior to the beginning of the school year to inform students and parents about policies and procedures. In addition, counselors familiarize students with academic requirements and expectations for grade level advancement/graduation.

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 iMater Academy Student Services Department conducts presentations to all students by class and grade level explaining the challenges and benefits of enrolling in advanced courses which will lead to advanced placement and dual degree options. They further assist students in the completing Subject Selection Forms. Counselors follow the Student Progression Plan to assure that students are enrolled in courses that align with students' future career goals.

After taking the Critical Thinking, Career & Research course in 8th grade, the student is aware of the steps he/she will need to successfully complete their high school career and continue with their post-secondary education plan.

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

iMater Preparatory Academy High School is working towards providing technical and career education programs in Arts, A/V Technology and Communication through its digital design, t.v. production and introduction to information technology courses. This school year, iMater has initiated a Health Sciences program in collaboration with City of Hialeah Fire Rescue Department.

iMater is in the process of partnering with local businesses in order to improve academic performance by providing rigorous and relevant curriculum opportunities.

Business/computer teachers are in the process of obtaining the necessary certifications approved by the Florida Department of Education and Miami-Dade County Public Schools to provide educational excellence that ensure all students graduate with world-class academic standards, technological skills, and industry-recognized credentials necessary to pursue their personal, post-secondary and career aspirations.

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 has increased its efforts to provide more Advanced Placement and Dual Enrollment courses in order to prepare the students for post-secondary career opportunities. In addition, the school is working to promote and keep the technical courses in the Arts, A/V Technology and Communication as well as Health Science programs.

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

iMater Academy Preparatory Academy High School is in its second year of inception and has not received a High School Feedback Report. Upon receipt of such report a comprehensive analysis of the number of students successfully passing the English Language Assessment, End of Course exams, PSAT's and SAT/ACT's will be analyzed and strategies will be put in place to further improve post graduation success.

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 be used by registered users to 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.** To increase student achievement by improving core instruction through writing across the curriculum.
- G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.
- G3.** To increase the participation and performance of students enrolled in STEM and CTE initiatives by utilizing the resources provided by iMater Academy and Miami-Dade County Public Schools.
- G4.** To build a strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

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. To increase student achievement by improving core instruction through writing across the curriculum. 1a

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	78.0
CELLA Listening/Speaking Proficiency	49.0
CELLA Reading Proficiency	34.0
CELLA Writing Proficiency	34.0
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
Math Gains	58.0
Math Lowest 25% Gains	77.0
Algebra I EOC Pass Rate	55.0
Geometry EOC Pass Rate	50.0
Bio I EOC Pass	53.0

Resources Available to Support the Goal 2

- Data from FCAT 2.0 and EOC
- Pearson/Prentice Hall Mathematics Series (used for Algebra 1 and Geometry)
- Miller and Levine Textbooks (used for Biology)
- Enrichment Tutoring provided for all students enrolled in Algebra 1, Geometry, and/or Biology
- Technology: Math IXL, Brain Pop, Gizmos, and Discovery Education
- SpringBoard Textbook for ELA classes

Targeted Barriers to Achieving the Goal 3

- Students showed deficiency in the Algebra 1 EOC Reporting Category: Functions, Linear Equations & Inequalities; Reporting Category: Polynomials; and Reporting Category: Rationals, Radicals, Quadratics, and Discrete Mathematics
- Students showed deficiency in the Geometry EOC Reporting Category: Two-Dimensional Geometry; Reporting Category: Three-Dimensional Geometry; and Reporting Category: Trigonometry and Discrete Mathematics
- Students are not motivated to attend tutoring.

- Students showed deficiency in the Biology EOC Reporting Category: Molecular and Cellular Biology; Reporting Category: Classification, Heredity, and Evolution; and Reporting Category: Organisms, Populations, and Ecosystems
- Limited teacher knowledge of effective strategies to implement the new ELA and Mathematics Florida Standards.
- ELA standards with a focus on writing, is required across the curriculum.

Plan to Monitor Progress Toward G1. 8

Assessment data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Interim Assessment Data, EOC data, and administrative walk-throughs

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1a

Targets Supported 1b

G052

Indicator	Annual Target
Attendance Below 90%	15.0
One or More Suspensions	3.0
GPA below 2.0 - H.S.	5.0
Level 1 - All Grades	25.0
Students exhibiting two or more EWS indicators (Total)	

Resources Available to Support the Goal 2

- Miami-Dade County's Student Code of Conduct
- Interim Assessment Data
- 2014 FCAT Statewide Assessment Data
- Attendance Reports
- Plasco Hero Incident Management Program

Targeted Barriers to Achieving the Goal 3

- Students with attendance below 90 percent are absent from class, which decreases their student academic development.
- The school has a high population of English Language Learners limiting proficiency and success in ELA mathematics courses and statewide assessments.
- Student with behavior problems affect the learning environment and may also lose instructional time.

Plan to Monitor Progress Toward G2. 8

District attendance reports will be analyzed to monitor progress towards student attendance and tardies.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

District attendance reports

Plan to Monitor Progress Toward G2. 8

Interim and statewide assessment reports will be collected and evaluated to determine ELL progress towards the goal.

Person Responsible

Esther Reyes

Schedule

Quarterly, from 10/27/2014 to 6/5/2015

Evidence of Completion

Interim and Statewide Assessment Data

Plan to Monitor Progress Toward G2. 8

Reports will be reviewed to determine the number and type of behavior incidents that have occurred.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

Suspension reports, Referrals, and Plasco Hero Incident Management Program reports

G3. To increase the participation and performance of students enrolled in STEM and CTE initiatives by utilizing the resources provided by iMater Academy and Miami-Dade County Public Schools. 1a

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	50.0
College Readiness Mathematics	50.0
4-Year Grad Rate (Standard Diploma)	80.0

Resources Available to Support the Goal 2

- Curriculum Bulletin
- Master Schedule
- Counselor's management of student placement
- Tutoring (remedial, enrichment, & EOC)

Targeted Barriers to Achieving the Goal 3

- The school has a high population of English Language Learners.
- Students not motivated to attend after school and/or EOC tutoring.
- The school needs teachers with more CTE industry certifications, which limits student participation in CTE initiatives.

Plan to Monitor Progress Toward G3. 8

Interim Assessment Data, EOC data, quarterly and final grades will be reviewed to determine progress.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Interim Assessment Data, EOC data, and Final Grades

G4. To build a strong, continuing family and community involvement in all aspects of school programs and activities support of measurable improvement in student achievement. 1a

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	15.0

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for the 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. To increase student achievement by improving core instruction through writing across the curriculum. **1**

 G052

G1.B1 Students showed deficiency in the Algebra 1 EOC Reporting Category: Functions, Linear Equations & Inequalities; Reporting Category: Polynomials; and Reporting Category: Rationals, Radicals, Quadratics, and Discrete Mathematics **2**

 B132

G1.B1.S1 Lesson plans and administrative walk-throughs **4**

 S142

Strategy Rationale

Demonstrate that objective is being taught

Action Step 1 **5**

Administration will conduct walk-throughs to ensure targeted objectives are being taught.

Person Responsible

Teresa Santalo

Schedule

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

Evidence of Completion

Interim Assessment Data

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

Data analysis along with administrative walk-throughs will be used to monitor fidelity.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data from Interim Assessments and EOC will be interpreted

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

Assessment data will be used to monitor effectiveness.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Interim Assessment Data, EOC data, and administrative walk-throughs

G1.B2 Students showed deficiency in the Geometry EOC Reporting Category: Two-Dimensional Geometry; Reporting Category: Three-Dimensional Geometry; and Reporting Category: Trigonometry and Discrete Mathematics **2**

 B132

G1.B2.S1 Lesson plans and administrative walk-throughs **4**

 S144

Strategy Rationale

Demonstrate that objective is being taught

Action Step 1 **5**

Administration will conduct walk-throughs to ensure targeted objectives are being taught.

Person Responsible

Teresa Santalo

Schedule

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

Evidence of Completion

Interim Assessment Data

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

Data analysis along with administrative walk-throughs will be used to monitor fidelity.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data from Interim Assessments and EOC will be interpreted

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

Assessment data will be used to monitor effectiveness.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Interim Assessment Data, EOC data, and administrative walk-throughs

G1.B3 Students are not motivated to attend tutoring. 2

 B132

G1.B3.S1 Reward students that attend tutoring. 4

 S144

Strategy Rationale

If students are motivated, they are more likely to attend tutoring.

Action Step 1 5

Teachers and the school's administration will offer incentives to those students that attend tutoring.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/27/2014 to 4/10/2015

Evidence of Completion

Interim Assessment Data

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

Administrative walk-throughs will be conducted during tutoring sessions to support the fidelity of implementation.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/27/2014 to 4/10/2015

Evidence of Completion

Pre and post test results will be interpreted.

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

Student attendance and post test results will be used to monitor effectiveness.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Tutoring attendance rosters and pre and post test results.

G1.B4 Students showed deficiency in the Biology EOC Reporting Category: Molecular and Cellular Biology; Reporting Category: Classification, Heredity, and Evolution; and Reporting Category: Organisms, Populations, and Ecosystems

2

B132

G1.B4.S1 Provide ongoing professional development opportunities in the area of differentiated instruction in science classes. 4

S144

Strategy Rationale

Providing teachers with ongoing training will lead to better classroom instruction.

Action Step 1 5

Provide professional development opportunities on differentiated instruction in science class.

Person Responsible

Gretel Costa

Schedule

Every 2 Months, from 10/2/2014 to 4/30/2015

Evidence of Completion

Teachers will create lesson plans implementing differentiated instruction on Reporting Category: Classification, Heredity and Evolution; Reporting Category: Molecular and cellular Biology and Reporting Category: Organisms, Populations and Ecosystems.

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

Professional development sessions on differentiated instruction will be provided during teacher planning days and during Science Department meetings.

Person Responsible

Gretel Costa

Schedule

Every 2 Months, from 10/2/2014 to 4/30/2015

Evidence of Completion

Lesson plans will be collected during professional development sessions to show implementation of differentiated instruction.

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

Classrooms walkthroughs will be done to observe evidence of implementation of differentiated instruction.

Person Responsible

Edward Gorriz

Schedule

Monthly, from 10/2/2014 to 6/4/2015

Evidence of Completion

Observation checklist will be completed during walkthroughs.

G1.B4.S2 Introduce the use of Bio-blitz to increase student's knowledge of key vocabulary. 4

Strategy Rationale

Teaching key vocabulary as a game will motivate students to familiarize themselves with Biology's key concepts.

Action Step 1 5

Students will be tested on their vocabulary words at the beginning of class, every two weeks.

Person Responsible

Gretel Costa

Schedule

Biweekly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Students' vocabulary quizzes will be part of their nine weeks grade.

 S144

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Classroom walk-throughs and formal observations will be conducted.

Person Responsible

Edward Gorriz

Schedule

Monthly, from 10/2/2014 to 6/4/2015

Evidence of Completion

Observations checklist will be completed to monitor implementation of the use of Bio-Blitz.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Students will be given quarterly assessments that will target key vocabulary through Bio-Blitz.

Person Responsible

Gretel Costa

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

The improvement on the assessment will demonstrate if the strategy is being implemented with effectiveness.

G1.B4.S3 Provide Saturday school tutoring to all Biology students. 4

S144

Strategy Rationale

Teachers will use data driven instruction to review areas in which our students show deficiency.

Action Step 1 5

Saturday school tutoring for all Biology students.

Person Responsible

Edward Gorriz

Schedule

Weekly, from 11/1/2014 to 5/9/2015

Evidence of Completion

Attendance roster for weekly Saturday school.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

The students will be given progress monitoring assessments throughout the tutoring period.

Person Responsible

Gretel Costa

Schedule

Every 2 Months, from 11/8/2014 to 5/16/2015

Evidence of Completion

The students' scores on the assessments will demonstrate if the strategy was implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

A post-assessment will be given to the students on the last day of Saturday tutoring.

Person Responsible

Gretel Costa

Schedule

On 5/9/2015

Evidence of Completion

The students' post assessment will demonstrate the effectiveness of the implementation.

G1.B4.S4 Implementation of educational software: Achieve 3000. 4

S144

Strategy Rationale

Additional supplement using technology to reinforce skills taught in class.

Action Step 1 5

Implementation of educational software: Achieve 3000.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

Administrative walk-throughs to verify implementation of educational software and monthly analysis of software data reports.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Conduct classroom walk-throughs followed by feedback and discussion.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

Lesson plans and teacher observations will be verified for implementation of educational software.

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Data collection from various assessments will be analyzed.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

Data from the district Interims and EOC will be reviewed to verify effectiveness of the educational software.

G1.B5 Limited teacher knowledge of effective strategies to implement the new ELA and Mathematics Florida Standards. 2

B132

G1.B5.S1 Teachers will receive professional development on the Florida Standards. 4

S142

Strategy Rationale

Professional development will offer teachers effective teaching strategies through SpringBoard.

Action Step 1 5

Teachers will receive professional development through CPALMS to implement effective teaching strategies for the Florida Standards.

Person Responsible

Esther Reyes

Schedule

On 10/31/2014

Evidence of Completion

Attendance roster will be collected.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Conduct classroom walk-throughs followed by feedback and discussion.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans and teacher observations will be verified for implementation of strategies.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Data collection from various assessments will be analyzed.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Data from the district Interims and FSA will be reviewed to verify effectiveness of the newly learned teacher strategies.

G1.B5.S2 Implementation of educational software: Reading Plus and Math IXL. 4

S144

Strategy Rationale

Additional supplement using technology to reinforce skills taught in class.

Action Step 1 5

Implementation of educational software: Reading Plus and Math IXL.

Person Responsible

Teresa Santalo

Schedule

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

Evidence of Completion

Administrative walk-throughs to verify implementation of educational software and monthly analysis of software data reports.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Conduct classroom walk-throughs followed by feedback and discussion.

Person Responsible

Teresa Santalo

Schedule

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

Evidence of Completion

Lesson plans and teacher observation will be verified for implementation of educational software.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Data collection from various assessments will be analyzed.

Person Responsible

Teresa Santalo

Schedule

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

Evidence of Completion

Data from the district Interims and FSA will be reviewed to verify effectiveness of the educational software.

G1.B6 ELA standards with a focus on writing, is required across the curriculum. 2

 B132

G1.B6.S1 Content area teachers will reinforce writing in their subject area. 4

 S144

Strategy Rationale

By using writing in all subject areas, the school's literacy and writing skills will be enhanced.

Action Step 1 5

DBQ's will be used in all content area classes.

Person Responsible

Esther Reyes

Schedule

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

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Lesson plans will be checked as well as walk-throughs conducted.

Person Responsible

Teresa Santalo

Schedule

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

Evidence of Completion

Lesson plans and student work samples

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Assessment data will be reviewed to monitor the effectiveness of implementation.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher-made assessments, Interim assessments, and State-wide assessments

G2. To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1

G052

G2.B1 Students with attendance below 90 percent are absent from class, which decreases their student academic development. 2

B132

G2.B1.S1 Identify students on a weekly basis with three or more unexcused absences. 4

S144

Strategy Rationale

Targeting students early will help to eliminate a possible increase in student absences.

Action Step 1 5

Counselor will contact the student and parent to address excessive absences and discuss a plan to reduce absences.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

The attendance report will be collected weekly and reviewed to monitor student attendance.violation

Action Step 2 5

Using the Plasco Hero Tardy Program we will be able to monitor excessive tardiness as well as uniform violations.

Person Responsible

Edward Gorriz

Schedule

On 6/4/2015

Evidence of Completion

The tardy and/or uniform violation report will be collected weekly and reviewed to monitor student violations.

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

Homeroom teachers will take attendance every morning in the Pinnacle grade book.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

Attendance reports will be generated daily by the registrar.

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

Tardy Center will be operating every morning to monitor student arrival.

Person Responsible

Edward Gorriz

Schedule

Daily, from 10/1/2014 to 6/4/2015

Evidence of Completion

Tardy reports will be generated weekly.

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

Attendance committee will review student weekly attendance and tardies to identify high-risk students.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

The attendance and tardy reports will be collected and reviewed weekly.

G2.B2 The school has a high population of English Language Learners limiting proficiency and success in ELA and mathematics courses and statewide assessments. 2

B132

G2.B2.S1 Provide after-school ELA and mathematics tutoring for English Language Learners. 4

S144

Strategy Rationale

To enhance students' knowledge in their ELA and mathematics courses and statewide assessment.

Action Step 1 5

After-school tutoring in ELA and mathematics

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/27/2014 to 4/10/2015

Evidence of Completion

Weekly after-school attendance roster

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

The students will be given progress monitoring assessments throughout the tutoring period.

Person Responsible

Esther Reyes

Schedule

Quarterly, from 10/27/2014 to 4/10/2015

Evidence of Completion

The students' scores on the assessments will demonstrate if the strategy was implemented with fidelity.

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

A post-assessment will be given to the students during the last week of tutoring.

Person Responsible

Esther Reyes

Schedule

On 4/10/2015

Evidence of Completion

The students' post assessment will demonstrate the effectiveness of the implementation.

G2.B3 Student with behavior problems affect the learning environment and may also lose instructional time. 2

B132

G2.B3.S1 Teachers will follow a Progressive Discipline Plan and offer more positive reinforcement. 4

S144

Strategy Rationale

Motivating students, as well as responding to off-task behavior early on, should help limit behavior problems.

Action Step 1 5

Progressive Discipline Plan will be enforced.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

Suspension reports, Referrals, and Plasco Hero Incident Management Program reports

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

Reports will be reviewed to monitor the fidelity of implementation.

Person Responsible

Edward Gorriz

Schedule

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

Evidence of Completion

Suspension reports, Referrals, and Plasco Hero Incident Management Program reports

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

Administrative walk-throughs will be conducted to help maintain proper behavior.

Person Responsible

Teresa Santalo

Schedule

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

Evidence of Completion

Suspension reports, Referrals, and Plasco Hero Incident Management Program report

G3. To increase the participation and performance of students enrolled in STEM and CTE initiatives by utilizing the resources provided by iMater Academy and Miami-Dade County Public Schools. 1

G052

G3.B1 The school has a high population of English Language Learners. 2

B132

G3.B1.S1 Teachers will use more ESOL Strategies including “hands-on” learning experiences for LEP students to enhance their English language development, problem solving, and decision-making skills. 4

S144

Strategy Rationale

Providing additional assistance and opportunities for LEP students to learn through exploration will help them to succeed academically.

Action Step 1 5

Teachers will conduct more experiments in their science classrooms.

Person Responsible

Gretel Costa

Schedule

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

Evidence of Completion

Walk-throughs and lesson plans

Action Step 2 5

Teachers will use more ESOL Strategies in their classrooms.

Person Responsible

Esther Reyes

Schedule

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

Evidence of Completion

Walk-throughs and lesson plans

Action Step 3 5

Title III Tutoring will be provided to LEP students for Content Area subjects.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/27/2014 to 4/10/2015

Evidence of Completion

Weekly tutoring logs

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

Walk-throughs will be done during the regular school day as well as during after school tutoring.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/27/2014 to 4/10/2015

Evidence of Completion

Lessons plans (showing ESOL Strageies being used) and Tutoring Logs

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

Pre and Post tests will be given.

Person Responsible

Esther Reyes

Schedule

Monthly, from 10/27/2014 to 4/10/2015

Evidence of Completion

Interim Assessment data as well as pre and post test results

G3.B2 Students not motivated to attend after school and/or EOC tutoring. 2

B132

G3.B2.S1 Reward students that attend tutoring. 4

S144

Strategy Rationale

If students are motivated they are more likely to attend tutoring.

Action Step 1 5

Teachers and the school's administration will offer incentives to those students that attend tutoring.

Person Responsible

Esther Reyes

Schedule

Weekly, from 10/27/2014 to 4/10/2015

Evidence of Completion

Tutoring attendance rosters

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

Administrative walk-throughs will be conducted during tutoring sessions to support the fidelity of implementation.

Person Responsible

Esther Reyes

Schedule

On 4/10/2015

Evidence of Completion

Pre and post test results will be interpreted.

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

Student attendance and post test results will be used to monitor effectiveness.

Person Responsible

Teresa Santalo

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Tutoring attendance rosters and pre and post test results

G3.B3 The school needs teachers with more CTE industry certifications, which limits student participation in CTE initiatives. 2

B132

G3.B3.S1 Teachers are going to work towards CTE industry certifications to offer students the opportunity to obtain certifications. 4

S144

Strategy Rationale

Teachers will be able to teach CTE courses and students will therefore be able to take industry certification exams.

Action Step 1 5

Teachers will complete requirements allowing them to receive industry certification.

Person Responsible

Edward Gorriz

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Certifications

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers will be given a timeline to acquire certification.

Person Responsible

Teresa Santalo

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Industry certification certificates

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

More CTE courses will be offered during subject selection time.

Person Responsible

Erika Chirinos

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Subject selection forms and Curriculum Bulletin

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/Date
G1.B1.S1.A1	Administration will conduct walk-throughs to ensure targeted objectives are being taught.	Santalo, Teresa	8/18/2014	Interim Assessment Data	6/4/2015 weekly
G1.B2.S1.A1	Administration will conduct walk-throughs to ensure targeted objectives are being taught.	Santalo, Teresa	8/18/2014	Interim Assessment Data	6/4/2015 weekly
G1.B3.S1.A1	Teachers and the school's administration will offer incentives to those students that attend tutoring.	Reyes, Esther	10/27/2014	Interim Assessment Data	4/10/2016 weekly
G1.B4.S1.A1	Provide professional development opportunities on differentiated instruction in science class.	Costa, Gretel	10/2/2014	Teachers will create lesson plans implementing differentiated instruction on Reporting Category: Classification, Heredity and Evolution; Reporting Category: Molecular and cellular Biology and Reporting Category: Organisms, Populations and Ecosystems.	4/30/2016 every-2-mo

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/Date
G1.B4.S2.A1	Students will be tested on their vocabulary words at the beginning of class, every two weeks.	Costa, Gretel	9/5/2014	Students' vocabulary quizzes will be part of their nine weeks grade.	6/4/2015 biweekly
G1.B4.S3.A1	Saturday school tutoring for all Biology students.	Gorriz, Edward	11/1/2014	Attendance roster for weekly Saturday school.	5/9/2015 weekly
G1.B4.S4.A1	Implementation of educational software: Achieve 3000.	Gorriz, Edward	8/18/2014	Administrative walk-throughs to verify implementation of educational software and monthly analysis of software data reports.	6/4/2015 monthly
G1.B5.S1.A1	Teachers will receive professional development through CPALMS to implement effective teaching strategies for the Florida Standards.	Reyes, Esther	10/1/2014	Attendance roster will be collected.	10/31/2014 one-time
G1.B5.S2.A1	Implementation of educational software: Reading Plus and Math IXL.	Santalo, Teresa	8/18/2014	Administrative walk-throughs to verify implementation of educational software and monthly analysis of software data reports.	6/4/2015 monthly
G1.B6.S1.A1	DBQ's will be used in all content area classes.	Reyes, Esther	8/18/2014	Student work samples	6/4/2015 weekly
G2.B1.S1.A1	Counselor will contact the student and parent to address excessive absences and discuss a plan to reduce absences.	Gorriz, Edward	8/18/2014	The attendance report will be collected weekly and reviewed to monitor student attendance violations.	6/4/2015 weekly
G2.B2.S1.A1	After-school tutoring in ELA and mathematics	Reyes, Esther	10/27/2014	Weekly after-school attendance roster	4/10/2015 weekly
G2.B3.S1.A1	Progressive Discipline Plan will be enforced.	Gorriz, Edward	8/18/2014	Suspension reports, Referrals, and Plasco Hero Incident Management Program reports	6/4/2015 daily
G3.B1.S1.A1	Teachers will conduct more experiments in their science classrooms.	Costa, Gretel	8/18/2014	Walk-throughs and lesson plans	6/4/2015 monthly
G3.B2.S1.A1	Teachers and the school's administration will offer incentives to those students that attend tutoring.	Reyes, Esther	10/27/2014	Tutoring attendance rosters	4/10/2015 weekly
G3.B3.S1.A1	Teachers will complete requirements allowing them to receive industry certification.	Gorriz, Edward	8/18/2014	Certifications	6/5/2015 annually
G2.B1.S1.A2	Using the Plasco Hero Tardy Program we will be able to monitor excessive tardiness as well as uniform violations.	Gorriz, Edward	10/1/2014	The tardy and/or uniform violation report will be collected weekly and reviewed to monitor student violations.	6/4/2015 one-time
G3.B1.S1.A2	Teachers will use more ESOL Strategies in their classrooms.	Reyes, Esther	8/18/2014	Walk-throughs and lesson plans	6/4/2015 daily
G3.B1.S1.A3	Title III Tutoring will be provided to LEP students for Content Area subjects.	Reyes, Esther	10/27/2014	Weekly tutoring logs	4/10/2015 weekly
G1.MA1	Assessment data will be collected and reviewed throughout the year to determine progress toward the goal.	Santalo, Teresa	8/18/2014	Interim Assessment Data, EOC data, and administrative walk-throughs	6/5/2015 quarterly
G1.B1.S1.MA1	Assessment data will be used to monitor effectiveness.	Santalo, Teresa	8/18/2014	Interim Assessment Data, EOC data, and administrative walk-throughs	6/5/2015 quarterly
G1.B1.S1.MA1	Data analysis along with administrative walk-throughs will be used to monitor fidelity.	Santalo, Teresa	8/18/2014	Data from Interim Assessments and EOC will be interpreted	6/5/2015 quarterly
G1.B2.S1.MA1	Assessment data will be used to monitor effectiveness.	Santalo, Teresa	8/18/2014	Interim Assessment Data, EOC data, and administrative walk-throughs	6/5/2015 quarterly
G1.B2.S1.MA1	Data analysis along with administrative walk-throughs will be used to monitor fidelity.	Santalo, Teresa	8/18/2014	Data from Interim Assessments and EOC will be interpreted	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/Date
G1.B3.S1.MA1	Student attendance and post test results will be used to monitor effectiveness.	Santalo, Teresa	8/18/2014	Tutoring attendance rosters and pre and post test results.	6/5/2015 quarterly
G1.B3.S1.MA1	Administrative walk-throughs will be conducted during tutoring sessions to support the fidelity of implementation.	Reyes, Esther	10/27/2014	Pre and post test results will be interpreted.	4/10/2015 weekly
G1.B4.S1.MA1	Classrooms walkthroughs will be done to observe evidence of implementation of differentiated instruction.	Gorriz, Edward	10/2/2014	Observation checklist will be completed during walkthroughs.	6/4/2015 monthly
G1.B4.S1.MA1	Professional development sessions on differentiated instruction will be provided during teacher planning days, and during Science Department meetings.	Costa, Gretel	10/2/2014	Lesson plans will be collected during professional development sessions to show implementation of differentiated instruction.	4/30/2015 every-2-mo
G1.B5.S1.MA1	Data collection from various assessments will be analyzed.	Reyes, Esther	10/1/2014	Data from the district Interims and FSA will be reviewed to verify effectiveness of the newly learned teacher strategies.	6/4/2015 weekly
G1.B5.S1.MA1	Conduct classroom walk-throughs followed by feedback and discussion.	Reyes, Esther	10/1/2014	Lesson plans and teacher observations will be verified for implementation of strategies.	6/4/2015 weekly
G1.B6.S1.MA1	Assessment data will be reviewed to monitor the effectiveness of implementation.	Santalo, Teresa	8/18/2014	Teacher-made assessments, Interim assessments, and State-wide assessments	6/5/2015 quarterly
G1.B6.S1.MA1	Lesson plans will be checked as well as walk-throughs conducted.	Santalo, Teresa	8/18/2014	Lesson plans and student work samples	6/4/2015 weekly
G1.B4.S2.MA1	Students will be given quarterly assessments that will target key vocabulary through Bio-Blitz.	Costa, Gretel	8/18/2014	The improvement on the assessment will demonstrate if the strategy is being implemented with effectiveness.	6/1/2015 quarterly
G1.B4.S2.MA1	Classroom walk-throughs and formal observations will be conducted.	Gorriz, Edward	10/2/2014	Observations checklist will be completed to monitor implementation of the use of Bio-Blitz.	6/4/2015 monthly
G1.B5.S2.MA1	Data collection from various assessments will be analyzed.	Santalo, Teresa	8/18/2014	Data from the district Interims and FSA will be reviewed to verify effectiveness of the educational software.	6/4/2015 quarterly
G1.B5.S2.MA1	Conduct classroom walk-throughs followed by feedback and discussion.	Santalo, Teresa	8/18/2014	Lesson plans and teacher observation will be verified for implementation of educational software.	6/4/2015 weekly
G1.B4.S3.MA1	A post-assessment will be given to the students on the last day of Saturday tutoring.	Costa, Gretel	5/9/2015	The students' post assessment will demonstrate the effectiveness of the implementation.	5/9/2015 one-time
G1.B4.S3.MA1	The students will be given progress monitoring assessments throughout the tutoring period.	Costa, Gretel	11/8/2014	The students' scores on the assessments will demonstrate if the strategy was implemented with fidelity.	5/16/2015 every-2-mo
G1.B4.S4.MA1	Data collection from various assessments will be analyzed.	Gorriz, Edward	8/18/2014	Data from the district Interims and EOC will be reviewed to verify effectiveness of the educational software.	6/4/2015 monthly
G1.B4.S4.MA1	Conduct classroom walk-throughs followed by feedback and discussion.	Gorriz, Edward	8/18/2014	Lesson plans and teacher observations will be verified for implementation of educational software.	6/4/2015 monthly
G2.MA1	District attendance reports will be analyzed to monitor progress towards student attendance and tardies.	Gorriz, Edward	8/18/2014	District attendance reports	6/4/2015 monthly
G2.MA2	Interim and statewide assessment reports will be collected and evaluated to determine ELL progress towards the goal.	Reyes, Esther	10/27/2014	Interim and Statewide Assessment Data	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/Date
G2.MA3	Reports will be reviewed to determine the number and type of behavior incidents that have occurred.	Gorriz, Edward	8/18/2014	Suspension reports, Referrals, and Plasco Hero Incident Management Program reports	6/4/2015 quarterly
G2.B1.S1.MA1	Attendance committee will review student weekly attendance and tardies to identify high-risk students.	Gorriz, Edward	8/18/2014	The attendance and tardy reports will be collected and reviewed weekly.	6/4/2015 weekly
G2.B1.S1.MA1	Homeroom teachers will take attendance every morning in the Pinnacle grade book.	Gorriz, Edward	8/18/2014	Attendance reports will be generated daily by the registrar.	6/4/2015 daily
G2.B1.S1.MA3	Tardy Center will be operating every morning to monitor student arrival.	Gorriz, Edward	10/1/2014	Tardy reports will be generated weekly.	6/4/2015 daily
G2.B2.S1.MA1	A post-assessment will be given to the students during the last week of tutoring.	Reyes, Esther	4/6/2015	The students' post assessment will demonstrate the effectiveness of the implementation.	4/10/2015 one-time
G2.B2.S1.MA1	The students will be given progress monitoring assessments throughout the tutoring period.	Reyes, Esther	10/27/2014	The students' scores on the assessments will demonstrate if the strategy was implemented with fidelity.	4/10/2015 quarterly
G2.B3.S1.MA1	Administrative walk-throughs will be conducted to help maintain proper behavior.	Santalo, Teresa	8/18/2014	Suspension reports, Referrals, and Plasco Hero Incident Management Program report	6/4/2015 daily
G2.B3.S1.MA1	Reports will be reviewed to monitor the fidelity of implementation.	Gorriz, Edward	8/18/2014	Suspension reports, Referrals, and Plasco Hero Incident Management Program reports	6/4/2015 weekly
G3.MA1	Interim Assessment Data, EOC data, quarterly and final grades will be reviewed to determine progress.	Santalo, Teresa	8/18/2014	Interim Assessment Data, EOC data, and Final Grades	6/5/2015 quarterly
G3.B1.S1.MA1	Pre and Post tests will be given.	Reyes, Esther	10/27/2014	Interim Assessment data as well as pre and post test results	4/10/2015 monthly
G3.B1.S1.MA1	Walk-throughs will be done during the regular school day as well as during after school tutoring.	Reyes, Esther	10/27/2014	Lessons plans (showing ESOL Strategies being used) and Tutoring Logs	4/10/2015 weekly
G3.B2.S1.MA1	Student attendance and post test results will be used to monitor effectiveness.	Santalo, Teresa	8/18/2014	Tutoring attendance rosters and pre and post test results	6/5/2015 quarterly
G3.B2.S1.MA1	Administrative walk-throughs will be conducted during tutoring sessions to support the fidelity of implementation.	Reyes, Esther	10/27/2014	Pre and post test results will be interpreted.	4/10/2015 one-time
G3.B3.S1.MA1	More CTE courses will be offered during subject selection time.	Chirinos, Erika	8/18/2014	Subject selection forms and Curriculum Bulletin	6/5/2015 annually
G3.B3.S1.MA1	Teachers will be given a timeline to acquire certification.	Santalo, Teresa	8/18/2014	Industry certification certificates	6/5/2015 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction through writing across the curriculum.

G1.B4 Students showed deficiency in the Biology EOC Reporting Category: Molecular and Cellular Biology; Reporting Category: Classification, Heredity, and Evolution; and Reporting Category: Organisms, Populations, and Ecosystems.

G1.B4.S1 Provide ongoing professional development opportunities in the area of differentiated instruction in science classes.

PD Opportunity 1

Provide professional development opportunities on differentiated instruction in science class.

Facilitator

Gretel Costa

Participants

All Biology teachers

Schedule

Every 2 Months, from 10/2/2014 to 4/30/2015

G1.B4.S4 Implementation of educational software: Achieve 3000.

PD Opportunity 1

Implementation of educational software: Achieve 3000.

Facilitator

Kelly Bovard

Participants

Biology teachers

Schedule

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

G1.B5 Limited teacher knowledge of effective strategies to implement the new ELA and Mathematics Florida Standards.

G1.B5.S1 Teachers will receive professional development on the Florida Standards.

PD Opportunity 1

Teachers will receive professional development through CPALMS to implement effective teaching strategies for the Florida Standards.

Facilitator

Lisa Davis

Participants

ELA and Mathematics Teachers

Schedule

On 10/31/2014

G1.B5.S2 Implementation of educational software: Reading Plus and Math IXL.

PD Opportunity 1

Implementation of educational software: Reading Plus and Math IXL.

Facilitator

Frances Gutierrez and Carla Crotts

Participants

ELA and Mathematics teachers

Schedule

Monthly, 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
Goal 1: To increase student achievement by improving core instruction through writing across the curriculum.	27,1
Goal 2: To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.	7,0
Grand Total	34,2

Goal 1: To increase student achievement by improving core instruction through writing across the curriculum

Description	Source	Total
B3.S1.A1 - Content Area tutoring	Title I Part A	15,3
B4.S4.A1 - Educational Software purchase	General Fund	4,2
B5.S2.A1 - Educational Software purchase	General Fund	5,5
B5.S2.A1 - Honor Roll and Reading Plus Incentives	School Improvement Funds	2,0
Total Goal 1		27,1

Goal 2: To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

Description	Source	Total
B1.S1.A2 - Plasco Hero Incident Management Program	General Fund	2,3
B2.S1.A1 - Tutoring for English Language Learners	Title III	4,7
Total Goal 2		7,0