Aspira Leadership And College Preparatory Academy

2015-16 School Improvement Plan

Aspira Leadership And College Preparatory Academy

13330 SW 288TH ST, Homestead, FL 33033

http://fl.aspira.org/south/charter/south_charter.htm

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	46%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	A

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

N/A

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 school's mission is the same as our parent company, ASPIRA of Florida. That is:
"The mission of ASPIRA of Florida is to foster the social advancement of the Puerto Rican/Latino community by empowering its youth in the pursuit of educational excellence through leadership development programs that emphasize commitment to the community."

Provide the school's vision statement

Our school's vision is that of our parent company, ASPIRA of Florida. That is:
"The vision of ASPIRA of Florida is to 'develop a better educated, more community conscious and committed youth'. To achieve this vision ASPIRA will seek to establish programs to serve first generation college bound and economic disadvantaged Puerto Rican/Latino and other youth throughout the State of Florida. In pursuing this vision, ASPIRA of Florida has already established educational programs and institutions in Miami-Dade, Broward, and Palm Beach Counties. ASPIRA envisions establishing a major presence in selected communities across the state, and in so doing, become the first choice of funders of youth programs in the State of Florida. This vision can only be made possible by our dedication to the population we serve and our commitment to excellence. ASPIRA of Florida pledges to deliver quality services to our youth in leadership and academic development. We strive each day to make this vision a reality."

School Environment

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

We host several cultural events, festivals, and family activities where our administrative team, faculty, students and their families join together to honor our multi-cultural community and strengthen our ties to one another.

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

The culture of our school was vision-casted to our student body during orientation at the beginning of the school year. Our administrators and faculty are outdoors greeting students as they enter the campus each morning, are monitoring the hallways during transitions, and escort students to their transportation at dismissal, always reinforcing a positive learning environment. Faculty has been advised to shut down negative talk in the classrooms.

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

The behavioral expectations of all students was clearly established during our student orientation and reinforced by each teacher through their introduction of classroom rules and procedures during the first week of school. The teachers are empowered to issue detentions and to call the students' parents for repeated violations of classroom rules which disrupt the learning environment. Advanced issues are referred to the Assistant Principal for review and response.

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

Our faculty and administrators have an open-door policy for students to encourage open dialogue between us and the students. In addition, we meet with various district professionals for specialized student services and our administration team has a system for making home visits when appropriate and deemed necessary.

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

Our school's early warning system includes monitoring student FCAT scores (FL Standards Exams in 2014-15) below a level 3, attendance below 90%, and final grades below 'C' in math and/or language arts, as well as students with a suspension in the past school year.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	2	12	20	34
One or more suspensions	10	7	4	21
Course failure in ELA or Math	8	4	6	18
Level 1 on statewide assessment	40	57	45	142
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	1	5	2	8

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

Students who received less than a "C" grade last year, and/or a 1 or 2 on the 2013-14 FCAT, are required to take intensive reading and/or intensive math courses in addition to their grade level language arts and math courses. In addition, students with an IEP or 504 plan will meet with our ESE teacher as a pull-out intervention to help tutor them with classwork. In addition, all after-school extra-curricular activities will commence with 30 minutes of homework support daily. Parents of students with excessive absences (attendance below 90%) will be informed of the severity of student absences/excessive tardies and will be monitored by the registrar and by teachers every marking period. Make-up work will be provided when available to help students from underperforming as a last resource for students so as to not reward a negative behavior, but to make accommodations for students with absences beyond their control. Students with a suspension in the past school year will receive counseling, and be provided with a behavioral improvement monitoring plan.

Family and Community Involvement

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

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/50328.

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

The administrative team encourages our PTO (parent teacher organization) to reach out to the local community to build partnerships with them and to secure support for our school. The CIS schedules meetings and activities, and encourages parents to support their child's education by providing materials, parental participation in extracurricular activities, and to volunteer for our PTO/EESAC leadership roles which affect the decision making processes at the school site.

Effective Leadership

School Leadership Team

Membership:

Name	Title
Cejas, Antonio	Principal
Dennis, Charmaine	Assistant Principal
Parker, Saryna	Teacher, K-12
Diaz, Oliva	Teacher, K-12
Marrero, Yoana	Registrar
Mendoza, Mayda	Teacher, ESE
Interian, Robert	Other
Milne, Alfred	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 school based MTSS Leadership Team is a tentacle of the ASPIRA L. C. P. A. Leadership Team and functions to support the SIP initiatives and implementation through a systematic process of problem identification, strategy prescription, and support by examination of available data sources

and use of research/evidence based corrections. Special attention of the MTSS Leadership Team is given to goals which impact student achievement, behavior and resiliency, school safety, school culture and climate, attendance, and prevention of student failure through prevention. The MTSS Leadership Team will be composed of the following members: Principal (Antonio Cejas) , Assistant Principal (Charmaine Dennis), Reading Leader (Robert Interian), Community Involvement Specialist (Marion Sneed), Exceptional Student Education Teacher (Maria Rivera), General Education Teacher - Core (Emily Ricardo), and General Education Teacher - Elective (Julio Jorge Ventura).

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team will function to support and enhance improvement strategies in their academic areas by facilitating data collection, analysis, and dissemination to other instructional staff and by assisting with problem solving, differentiated instruction strategies, and progress monitoring especially of Tier 2/3 cases. The MTSS Leadership Team will also function to provide support and improvement strategies in students' behavior issues, both individually and in areas which effect the student climate and culture collectively. The MTSS Leadership team will be composed of a lead representative from each subject area and will meet monthly to discuss intervention strategies intended to address issues within their subject area, focus on problem solving and instructional improvement, and strategies to be implemented within their specific department to meet the unique needs of students. Each member functions as a curriculum leader within their subject area and works in collaboration with the administration and others in their subject area to determine best practices to meet the needs of our specific population, their specific needs based on various sources of data and evidence, and strategies to prevent student failure and promote the AMO's linked to the students at question.

The MTSS Leadership Team will meet regularly (the 1st Monday of each month/after school) and collaborate often with the Reading Coach and Curriculum Specialist and/or AP to assemble and maintain a pool of real-time and longitudinal data used to guide instruction with specific prescribed needs of the student population in mind and make data-based decisions to guide instruction. This information will be used within each grade level and subject area to develop instructional focus calendars with built in frequent remediation with the goal of meeting AMO's, avoiding student regression and lack of progression. The MTSS Team, Reading Coach, and Curriculum Specialist will then maintain frequent and open communication with instructional staff, students, and parents to maintain effective momentum of prescribed instruction and intervention strategies or to make changes to the intervention strategies when lack of progress is evident. As a Leadership Team, members will review data from a variety of sources to include PMRN, Interim Assessments, classroom assignments, and the State of Florida E-O-Y Assessments to identify students who are meeting/exceeding benchmarks as well as those students who are at moderate risk or high risk for not meeting the benchmarks.

Organized data binders will be provided to all members of the Leadership Team and instructional staff. Interventions will be targeted, scheduled, and implemented for those students determined to be at moderate or high risk (Tier 2 and 3) before those students experience a lack of progression, with the goal of prevention. Based on the above information, the team will identify and prescribe relevant professional development and supplemental resources to facilitate targeting (scope) and correcting (action plan) identified deficiencies in instructional personnel's abilities to improve intervention skills with the goal of maximizing students' rate of progress. The team will collaborate regularly, problem solve, share best practices, evaluate effectiveness of classroom implementation, make collaborative decisions, and practice new processes and skills. The team will facilitate the process of building a culture and climate of consensus among the faculty, as well as focus their efforts on building a supportive infrastructure (staff), and will facilitate sharing "data-driven" decision-making for curriculum

implementation with all stakeholders, including the students and their parents/guardians (data chats).
Title I, Part A

Title I, Part A Services are provided at ASPIRA L. C. P. A. to ensure students requiring additional remediation are assisted through extended before and/or after school tutoring, one on one tutoring and/or student pullouts. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to schools, secondary students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Curriculum Coaches develop, lead, and evaluate school core content standards and programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' needs while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete.

Other components that are integrated into the school wide program include an extensive Parental Program; Title I CHESS; and special support services to special needs populations, such as migrant, neglected, and delinquent students.
Title I, Part C- Migrant

ASPIRA L.C.P.A provides services and support to students and parents. The District Migrant liaison and Community Involvement Specialist coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of ASPIRA L.C.P.A's migrant students are met. The services are coordinated through ASPIRA's Out Reach Division which provides support services to the migrant camps throughout the South Dade community. Students are also provided extended learning opportunities (before and/or after school tutoring) by the Title I, Part C, Migrant Education Program.
Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.
Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional
Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).
Title VI, Part B - NA
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act- ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust- a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
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and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

ASPIRA L.C.P.A offers a non-violence and anti-drug program to students and parents that incorporate workshops, field trips, community service, drug tests, and counseling. In addition, it is the policy of ASPIRA L.C.P.A to advocate violence prevention through communication, acceptance, and understanding through student workshops and counseling.

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Housing Programs - N/A

Head Start- N/A

Adult Education

The Program Coordinator at ASPIRA L.C.P.A assists hard to serve youths and young adults in enrolling in our Adult Basic Education Programs, our ESOL or GED classes, and preparing them for employment. We also provide parent/child reading services, counseling, and family support.

Career and Technical Education

By promoting Career Pathways and Programs of Study students at ASPIRA L.C.P.A will become academy program graduates 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 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- N/A

Parent Involvement Plan

• The PIP functions to 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.

• To 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.

• To 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 impacts our goal to empower parents and build their capacity for involvement.

• The Community Involvement Specialist completes 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 to 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, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

• The Community Involvement Specialist conducts orientations that involve parents in the planning and implementation of the Title I Program and extend an open invitation to the community regarding available programs, their rights under No Child Left Behind ACT, and other referral services.

• The Community Involvement Specialist increases parental engagement by having parents complete 36 community service hours as an enrollment requirement, join the Parent Academy, and by offering Parental Workshops. ASPIRA L.C.P.A. requires each parent and student to sign our Title I School-Parent/Student Compact.

• To comply with Response to Instruction/Intervention (RTI) with dissemination and proper reporting, our Title I Parental Involvement Policy is posted, our Title I Orientation Meetings (Open House) are scheduled, informal parent surveys are conducted to determine specific wants and needs of our parents, parental workshops are designed and conveniently scheduled, and other documents/ activities are made available.

• Our Community Involvement Specialist completes 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 to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will also be provided to any students in the school in "homeless situations" as applicable.

Academic & Support Services

Additional academic and support services will be provided to students and families of the Migrant population as applicable. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and promote modern teaching practices to establish quality school environments.

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.

• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mr. Antonio R. Cejas	Principal
Charmainne Dennis	Education Support Employee
Robert Interian	Teacher
Isabel Sanluis	Parent
Amber Nettles	Teacher
Syrnana Parker	Teacher
Martha Guillen	Business/Community
Emily Ricardo	Teacher
Olisisa Loredo	Parent
Nestora amaro	Parent
Yesenia Jaimes	Parent
Isabel Sanluis	Student
Ingemar Espinosa	Parent

Duties

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

Evaluation of last year's school improvement plan

The school advisory council (SAC) convened in August, 2015 to evaluate last year's SIP, discussed the Mid-year reflection, and the FCAT results that were released over the summer. Plans for changes to the SIP were reviewed and approved by the EESAC committee during their August meeting.

Development of this school improvement plan

Based on the recommendations provided to the SIP team, after a thorough review of the documentation submitted by our instructional staff pertaining to school improvement, we developed the new SIP with a focus on core instruction, AMOs, EWS, STEM, and Parent Involvement. These goals were created with a focus on analysis and alignment, overcoming barriers, and the development of strategies that will work with fidelity and accountability. All of these goals will be infused with technology as per the district's requirements for technology in education.

Preparation of the school's annual budget and plan

The SAC will assist the principal in developing the school's annual budget, with technical assistance from the Department of Education as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing

the school improvement plan. Additionally, the principal will work in collaboration with the charter's finance department, Chief Operations Officer, and Chief Executive Officer to develop the information for which is presented to the School's Advisory Council.

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

School improvement funds are anticipated to be limited. Available funds will be equally divided to engage student, parent, and faculty activities, as it relates to the four key components indicated above.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Cejas, Antonio	Principal
Dennis, Charmaine	Assistant Principal
Diaz, Oliva	Teacher, K-12
Interian, Robert	Instructional Coach
Parker, Saryna	Teacher, K-12
Milne, Alfred	Teacher, K-12
Mendoza, Mayda	Teacher, ESE
Lightcap, Richard	Instructional Coach
Espinosa, Paola	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT and all faculty members have a role in developing and implementing the school improvement plan and using the Florida Continuous Improvement Model as a template for growth. Each individual on the team is responsible to attend collaborative meetings and to disseminate the information discussed to their subject area and data on Tier 1, 2, and 3 targets. Faculty members are have a role as they function in determining best practices for our population in areas such as student motivation, engagement, and reading comprehension and set clear expectations for student instruction. Additionally, they develop monthly, real-time data reports to disaggregate and analyze benchmark data from their classroom assessments and use various sources of data such as their student's FCAT scores, interim assessments, and classroom assessments to determine the best interventions and differentiation of instruction for their students to avoid the "wait to fail" scenario and to maximize student progression.
Our LLT and faculty collaborate horizontally across grade levels and vertically within subject areas to share information, network and plan effective lessons and intervention calendars, and to develop SIP goals for our students for coming school year. Moreover, teachers will collaboratively develop a common and relevant lesson plan format which contains the following base elements: depth-of-knowledge, supportive vocabulary and/or reading strategies, and plans that provide a daily step-by-

step instructional guide (by the week) to systematically provide instruction based on Marzano's levels of mental processing, one that provides opportunities for real-world applications and inquiry learning, moves from abstract ideas to concrete concepts, and facilitates deep understanding to the higher levels of Blooms taxonomy (synthesis and evaluation). Teachers will align Common Core Standards with Florida Standards/benchmarks and include them, as well as their Essential Question (EQ) into their format. Lesson plans will incorporate immediate RTI within their daily instructional planning as often as opportunities are available to do so. Additionally, the LLT and instructional staff will develop a before/after schedule and student pull-out coaching process of RTI/prevention to systematically address and support targeted Tier 2 and Tier 3 students, specifically tasked with identifying students' skill deficits and assist them in maximizing remediation and academic progression.

The Principal will participate with and support the LLT and RTI process by helping identify those veteran teachers who will act as mentors. The Principal will conduct weekly walk-through observations for instructional staff monitoring to identify those teachers who are successfully implementing the essential elements of reading and writing in their classrooms, establishing these as "model" classrooms to be used as opportunities for others to observe and grow. Initiatives to increase the amount of student reading and writing will be developed, including 30 minutes of daily reading required homework in all ELA courses, after school workshops, activities, and book clubs. All non-reading/ELA teachers will have a reading component in their lesson planning to encourage and promote reading as much as possible within all classrooms.

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

This year we have implemented a new strategy of scheduling teacher planning periods by department to enable our teachers to meet with their department peers more frequently to discuss best practices, challenges, deadlines, and other academic matters. Moreover, we hold weekly faculty meetings after school on Mondays to share important information across departments.

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

Develop high quality and qualified personnel from within using Professional Development and Professional Learning Communities which focus on the unique needs of our school community, especially reading; recruit highly qualified staff who understand and complement our school's model; use Miami-Dade County Public School's pay scale; prescribe P.D. based on the specific needs of our instructors and our student population. The Principal and Assistant Principal will assume ultimate responsibility.

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

Prior extensive experience of our mentors, coupled with exemplary classroom management skills, are the rationale for pairing our department chairs with newly hired math, science, civics, and reading teachers; Classroom modeling, as well as lesson plan assistance, of teaching, discipline, engagement, and motivational strategies by mentors in their respective content areas will ensure a smooth transition for incumbent teachers; mentors will initially meet with their apprentices once a week during common planning periods in month one, then schedule monthly meetings for the remainder of the school year. Civics: Mentor Name: Mr. Jimenez, Mentee Assigned: Mrs. Pupo, Rationale for Paring: Department Chair and Experience, Planning Mentoring Activities: formal and informal mentor/mentee meetings. Science: Mentor Name: Ms. Parker, Mentees Assigned: Mr. Echebrecht & Ms. Keller, Rationale for Pairing: Department Chair and Experience, Planning Mentoring Activities: formal and informal mentor/

mentee meetings.

Language Arts/Reading: Mentor Name, Mentee Assigned: Mrs. Mendoza, Rationale for Pairing: former Department Chair and Experience, Planning Mentoring Activities: formal and informal mentor/mentee meetings.

Math: Mentor Name: Ms. Childs, Mentee Assigned: Mr. Delgado, Ms. Fontan, Rationale for Pairing: Department Chair and Experience, Planning Mentoring Activities: formal and informal mentor/mentee meetings.

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

This year, our school has purchased new curriculum aligned to the Common Core State Standards in each content area. Additionally, all of our teachers attended a professional development workshop where they learned how to use the new curriculum. Our teachers are also required to submit quarterly or annual pacing guides, which are reviewed by our Title I facilitators, to ensure they are aligned to the CCSS.

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

Our content area teachers have curriculum resources to accommodate the needs of our diverse student body. For example, our new ELA curriculum was developed to differentiate instruction by assigning independent reading activities for above level (FCAT level 4-5), at grade level (FCAT level 3), and below level (FCAT level 1-2). The curriculum also includes ESOL and enhanced support activities to supplement instruction.

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: After School Program

Minutes added to school year: 4,560

Homework assistance is offered to our after school enrichment students, they acquire 30 minutes per day of additional instructional support time from Tuesday thru Friday weekly, as well as occasional before school tutoring. Last year we used Title I funds to acquire materials, books, and technology for before and after school tutoring along with FCAT Preparatory Saturday school. Teachers were paid through the Title I funding for their services. We plan on offering a Saturday learning academy this year to prepare students for their finals.

Students are provided with incentives such as dress-down days and privileges to attend field trips are provided to them on a performance/completion basis.

Strategy Rationale

By offering before/after school tutoring opportunities to students reinforces their daily learning and supports their homework completion, allowing them to increase the number of points they earn per assignment and subsequently raising their GPA each grading period.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cejas, Antonio, acejas@dadeschools.net

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

Baseline Assessment
Fall and Interim Assessment
FCAT Results (2013-14) and FSA (2014-15)
Teacher made tests

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

We prepare our students for high school by educating our student body on career pathways and programs of study so that they may become 'academy' program graduates and/or have a better understanding and appreciation of the postsecondary opportunities available to them in high school (AP credits) and in tertiary schools, as well as a plan for how they will acquire the skills necessary to take advantage of scholarship opportunities.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

n/a

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

n/a

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Core Instruction: Based on our 2013-14 FCAT scores, students performed below our target AMOs in reading at 46% and below our math target at 53%. In 2014-15 school year, our goal is to meet our new AMO target of 69 in reading and 77 in math. Our science students were at a 28% proficiency on the Science FCAT. This year, our goal is to increase their proficiency level to 40%. In Social Studies, our students were at 38% proficiency. This year, our goal is to be at 41% proficient.

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. Core Instruction: Based on our 2013-14 FCAT scores, students performed below our target AMOs in reading at 46% and below our math target at 53%. In 2014-15 school year, our goal is to meet our new AMO target of 69 in reading and 77 in math. Our science students were at a 28% proficiency on the Science FCAT. This year, our goal is to increase their proficiency level to 40%. In Social Studies, our students were at 38% proficiency. This year, our goal is to be at 41% proficient. 1a

🔍 G070882

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Professional development
- Department chair oversight
- Before/After school tutoring
- Mandatory Saturday School
- Professional Development on Content Area Reading Strategies
- Emphasis on vocabulary comprehension across the curriculum

Targeted Barriers to Achieving the Goal 3

- The 2013-14 FCAT scores indicate a need for remedial reading instruction to support the following AMO subgroups: Hispanic, ELL, SWD, and ED.
- The 2013-14 FCAT scores indicate a need for remedial math instruction in the following AMO subgroups: Black, Hispanic, ELL, SWD, and ED.
- Three barriers that may be restricting the level of successful student-task completion among our AMO subgroups have been identified as (1) Classroom Management and (2) The Learner Environment, particularly for teachers who do not have formal training in working with the aforementioned AMO subgroups, specifically the skills requisite for working with our SWD and ED population, and (3) Students' Lack of Self-Efficacy.
- Reading AMO: Below target at 46%.
- Math AMO: Below target at 53%.
- Science FCAT: only 28% proficient.
- Social Studies: only 38% proficient.

Plan to Monitor Progress Toward G1. `8`

The FIA and WIA will be monitored by the department chairs to ensure the Reading Plus and Accelerated Math interventions are helping Intensive students achieve higher test scores.

Person Responsible
Garrick Keidan

Schedule
On 6/5/2015

Evidence of Completion
FIA and WIA results with itemized benchmarks that need to be retaught/have been retaught will allow the intensive teachers to gauge if progress is being made through the use of the interventions and report the results to the principal.

Plan to Monitor Progress Toward G1. `8`

The online Behavior Modification Reports (BMR) on Google Drive will be monitored to see which students are making progress in the classroom following our Professional Development sessions.

Person Responsible
Garrick Keidan

Schedule
Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion
Copies of (1) the BMR and (2) feedback reports from our faculty, regarding the PD sessions, will be kept by the principal to identify areas of strengths/weaknesses in the PD sessions that indirectly affect student achievement in the classroom as evidenced by an improvement in their classroom behavior.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   `S123456` = Quick Key

G1. Core Instruction: Based on our 2013-14 FCAT scores, students performed below our target AMOs in reading at 46% and below our math target at 53%. In 2014-15 school year, our goal is to meet our new AMO target of 69 in reading and 77 in math. Our science students were at a 28% proficiency on the Science FCAT. This year, our goal is to increase their proficiency level to 40%. In Social Studies, our students were at 38% proficiency. This year, our goal is to be at 41% proficient. `1`

`G070882`

G1.B1 The 2013-14 FCAT scores indicate a need for remedial reading instruction to support the following AMO subgroups: Hispanic, ELL, SWD, and ED. `2`

`B184777`

G1.B1.S1 Introduce new Intensive Reading Common Core textbooks by Triumph Learning, which are aligned to the new FL and Common Core State Standards. `4`

`S196201`

Strategy Rationale

Using newer curriculum, rather than last year's curriculum, will allow students to learn the background material (intensive learning) that is necessary to be successful in their current grade-level reading courses.

Action Step 1 `5`

Using Reading Plus, all Intensive students will achieve higher scores on their reading exams. Kindergarten students will be using Imagine Learning as a preemptive strategy to foster engaged and productive student learning at the earliest level possible in our new Elementary side of the school.

Person Responsible

Garrick Keidan

Schedule

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

Evidence of Completion

The Intensive Reading teacher, Mrs. Mendoza will collect grade reports as part of her classroom binder on a weekly basis to check the performance scores of her students.

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

The Intensive Reading teacher will monitor the Reading Plus score reports to determine if the students are completing the activities with fidelity.

Person Responsible

Garrick Keidan

Schedule

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

Evidence of Completion

Reading Plus score reports identifying successful pass rates on previously challenging benchmarks.

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

The principal will monitor the Intensive Reading student test scores, progress reports, and report cards to see if learning gains are present. Failed benchmarks on interim tests will be compared to the benchmarks covered on the Reading Plus reports to determine if the program is being used with fidelity.

Person Responsible

Garrick Keidan

Schedule

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

Evidence of Completion

Evidence will included detailed FIA and WIA test results for all Intensive students, which will indicate the level of proficiency on under-performed benchmark test questions.

G1.B2 The 2013-14 FCAT scores indicate a need for remedial math instruction in the following AMO subgroups: Black, Hispanic, ELL, SWD, and ED. 2

🔑 B184778

G1.B2.S1 Teachers will assign intensive math students Accelerated Math activities increase student engagement with remedial lessons. 4

🔑 S196202

Strategy Rationale

Using newer curriculum, rather than last year's curriculum, will allow students to learn the background material (intensive learning) that is necessary to be successful in their current grade-level math and reading courses.

Action Step 1 5

Students using Accelerated Math as part of their intensive classes will receive additional instruction in the benchmarks where they are deficient. Kindergarten students will be using Imagine Learning as a preemptive strategy to foster engaged and productive student learning at the earliest level possible in our new Elementary side of the school.

Person Responsible

Garrick Keidan

Schedule

Weekly, from 10/6/2014 to 10/6/2014

Evidence of Completion

The Intensive Math teacher, Mrs. Sanchez will collect grade reports as part of her classroom binder on a weekly basis to check the performance scores of her students.

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

The Intensive Reading teacher will monitor the Reading Plus score reports to determine if the students are completing the activities with fidelity.

Person Responsible

Garrick Keidan

Schedule

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

Evidence of Completion

Reading Plus score reports identifying successful pass rates on previously challenging benchmarks.

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

The principal will monitor the Intensive Math student test scores, progress reports, and report cards to see if learning gains are present. Failed benchmarks on interim tests will be compared to the benchmarks covered on the Accelerated Math reports to determine if the program is being used with fidelity.

Person Responsible

Garrick Keidan

Schedule

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

Evidence of Completion

Evidence will included detailed FIA and WIA test results for all Intensive students, which will indicate the level of proficiency on under-performed benchmark test questions.

G1.B3 Three barriers that may be restricting the level of successful student-task completion among our AMO subgroups have been identified as (1) Classroom Management and (2) The Learner Environment, particularly for teachers who do not have formal training in working with the aforementioned AMO subgroups, specifically the skills requisite for working with our SWD and ED population, and (3) Students' Lack of Self-Efficacy. 2

🔑 B184779

G1.B3.S1 Utilize behavior tracking records to monitor student behaviors. 4

🔑 S196203

Strategy Rationale

By tracking disruptive behavior occurrences, the student (and faculty) will identify a pattern and help the student to modify their negative behavior.

Action Step 1 5

The disruptive student will be given a behavior report to have each teacher sign on a daily basis.

Person Responsible

Charmaine Dennis

Schedule

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

Evidence of Completion

The behavior report will be given to Mrs. Ruiz for analysis and reporting to the Assistant Principal.

Action Step 2 `5`

Positive Behavior Support Strategies/Training

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 9/25/2014 to 6/5/2015

Evidence of Completion

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

Mrs. Dennis will monitor students with behavior reports on a weekly basis to ensure the students are actively working towards positive change.

Person Responsible

Charmaine Dennis

Schedule

On 6/1/2015

Evidence of Completion

Behavior reports and an Excel spreadsheet to track students.

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

At weekly faculty meetings, teachers will be made aware of students with behavior modification reports and how they are progressing or regressing. They will be asked to share strategies which seem to be working and which appear not to be working for the students and to determine alternative strategies to implement.

Person Responsible

Charmaine Dennis

Schedule

On 6/5/2015

Evidence of Completion

Teachers will be asked to keep weekly behavior tracking records.

G1.B3.S2 Conduct quarterly motivational pep rallies to overcome negative student cultural beliefs of school as a punishment rather than a gift. 4

Strategy Rationale

If students think they are forced to attend school, they will feel like they are imprisoned during school hours and will not want to participate in the learning process. However, if students believe that attending school is a privilege and a gift, then they would logically be enthusiastic about attending school.

Action Step 1 5

Students that attend the test prep rally, hosted by the administrative team, will feel energized with positive messages about the benefits of learning. Giveaways, such as positive message bracelets, bookmarks, t-shirts, posters, stickers, and notepads should be distributed during the rallies.

Person Responsible

John Tanner

Schedule

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

Evidence of Completion

A schedule for pep rallies will be created by Mr. John Tanner to be approved by the administrative team.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Mr. Tanner will complete a Prezi presentation for the digital projector in the cafetorium with motivational content and student interviews, as well as order the giveaways (from vista print, custom ink.com, and/or 212.com) for the event. All content will be submitted to the administrative team two weeks prior to the event for final approval.

Person Responsible

John Tanner

Schedule

Quarterly, from 10/13/2014 to 6/5/2015

Evidence of Completion

The calendar of pep rallies, followed by each Prezi presentation and order forms (for the giveaways), will be delivered to the administrative team on a quarterly basis (2 weeks prior to each event).

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

The number of detentions, referrals, and suspensions will be monitored quarterly. Successful implementation of the motivational pep rallies will produce a reduction in detentions, referrals, and suspensions. Poor implementation will not produce any reduction in detentions, referrals, and suspensions. If we do see the pep rallies are having positive results, then we will continue to produce similar pep rallies. Or, if we see a lack of results, then we will conduct a student survey to identify areas for improvement in the production of the pep rallies.

Person Responsible

Charmaine Dennis

Schedule

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

Evidence of Completion

The number of detentions, referrals, and suspensions will be monitored quarterly using ISIS and/or an incident report binder to determine the levels of increase or reduction.

G1.B3.S3 Conduct professional development sessions that address (1) Classroom Management, (2) The Learner Environment (infusing manipulatives and technology-based vocabulary lessons to engage students), and (3) Techniques for motivating students who lack self-efficacy. `4`

S196205

Strategy Rationale

By hosting professional development sessions that cover these 3 categories, teachers will be better equipped to achieve our school-wide learning objectives.

Action Step 1 `5`

The administrative team will develop a professional development schedule and assign designated teachers to cover the three areas of interest: (1) classroom management, (2) the learner environment, infusing manipulatives and technology-based vocabulary lessons to engage students, and (3) techniques for motivating students who lack self-efficacy. Professional development lessons should be one hour in length and include a digital component, as well as a group learn project during the second half of the session.

Person Responsible

John Tanner

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets will be collected after each training session.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Peer-to-peer observations will be conducted by our faculty to observe what teaching strategies taught during our professional development sessions are being used in the classroom.

Person Responsible

Garrick Keidan

Schedule

Monthly, from 10/6/2014 to 3/1/2015

Evidence of Completion

Teacher observation forms will be collected by the department chairs and forwarded to the principal for record keeping and to ensure teachers are using their newly learned skills with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Teachers will provide the PD instructor with feedback during the first month following the training session to inform him/her of what techniques are effective/ineffective in the classroom.

Person Responsible

John Tanner

Schedule

Monthly, from 10/6/2014 to 3/1/2015

Evidence of Completion

Feedback forms will be distributed to our teachers during regularly scheduled faculty meetings to survey what worked and what didn't work for the teachers after incorporating the skills taught in recent PD sessions.

G1.B4 Reading AMO: Below target at 46%. [2]

B184780

G1.B4.S1 Students scoring a level 1 or 2 on last year's FCAT will be required to take Intensive Reading as their elective and will have to attend Saturday school starting at the beginning of Q2. [4]

S196206

Strategy Rationale

Additional time in a reading class will increase the students' abilities to learn the benchmarks that they are deficient on from last year.

Action Step 1 [5]

Students will observe their own benchmark skill mastery commencing with the fall baseline test.

Person Responsible

Garrick Keidan

Schedule

Daily, from 10/20/2014 to 6/5/2015

Evidence of Completion

Teachers will observe their RTI binders and track students as they self-monitor their own progress towards benchmark skill mastery.

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

After each benchmark exam/interim assessment, the teacher will collect and analyze test scores and mark students' proficiency on their RTI Skill Mastery Plans.

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Benchmark tests and interim assessments.

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

Department Chairs will review teacher RTI binders to ensure skills mastery is being tracked for each student.

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Teacher RTI binders.

G1.B5 Math AMO: Below target at 53%. `2`

`🔍 B184781`

G1.B5.S1 Students scoring a level 1 or 2 on last year's FCAT will be required to take Intensive Math as their elective and will have to attend Saturday school starting at the beginning of Q2. `4`

`🔍 S196207`

Strategy Rationale

Additional time in a math class will increase the students' abilities to learn the benchmarks that they are deficient on from last year.

Action Step 1 `5`

Students will observe their own benchmark skill mastery commencing with the fall baseline test.

Person Responsible

Garrick Keidan

Schedule

Daily, from 10/20/2014 to 6/5/2015

Evidence of Completion

Teachers will observe their RTI binders and track students as they self-monitor their own progress towards benchmark skill mastery.

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

After each benchmark exam/interim assessment, the teacher will collect and analyze test scores and mark students' proficiency on their RTI Skill Mastery Plans.

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Benchmark tests and interim assessments.

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

Department Chairs will review teacher RTI binders to ensure skills mastery is being tracked for each student.

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Teacher RTI binders.

G1.B6 Science FCAT: only 28% proficient. 2

B184782

G1.B6.S1 Students scoring below 70% on their baseline tests will be placed in Tier II RTI status and will have to attend before/after school tutoring. Students scoring below 40% will be placed in Tier II RTI status and will have to attend Saturday school, in addition to Tier II tutoring, starting at the beginning of Q2. 4

S196208

Strategy Rationale

Additional time in science tutoring will increase the students' abilities to learn the benchmarks that they are deficient on from last year.

Action Step 1 5

Students will observe their own benchmark skill mastery commencing with the fall baseline test.

Person Responsible

Garrick Keidan

Schedule

Daily, from 10/20/2014 to 6/5/2015

Evidence of Completion

Teachers will observe their RTI binders and track students as they self-monitor their own progress towards benchmark skill mastery.

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

After each benchmark exam/interim assessment, the teacher will collect and analyze test scores and mark students' proficiency on their RTI Skill Mastery Plans.

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Benchmark tests and interim assessments.

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

Department Chairs will review teacher RTI binders to ensure skills mastery is being tracked for each student.

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Teacher RTI Binders.

G1.B7 Social Studies: only 38% proficient. 2

B184783

G1.B7.S1 Students scoring below 70% on their baseline tests will be placed in Tier II RTI status and will have to attend before/after school tutoring. Students scoring below 40% will be placed in Tier II RTI status and will have to attend Saturday school, in addition to Tier II tutoring, starting at the beginning of Q2. 4

S196209

Strategy Rationale

Additional time in science tutoring will increase the students' abilities to learn the benchmarks that they are deficient on from last year.

Action Step 1 5

Students will observe their own benchmark skill mastery commencing with the fall baseline test.

Person Responsible

Garrick Keidan

Schedule

Daily, from 10/20/2014 to 6/5/2015

Evidence of Completion

Teachers will observe their RTI binders and track students as they self-monitor their own progress towards benchmark skill mastery.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

After each benchmark exam/interim assessment, the teacher will collect and analyze test scores and mark students' proficiency on their RTI Skill Mastery Plans.

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Benchmark tests and interim assessments.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Department Chairs will review teacher RTI binders to ensure skills mastery is being tracked for each student.

Person Responsible

Garrick Keidan

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Teacher RTI Binders.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Using Reading Plus, all Intensive students will achieve higher scores on their reading exams. Kindergarten students will be using Imagine Learning as a preemptive strategy to foster engaged and productive student learning at the earliest level possible in our new Elementary side of the school.	Keidan, Garrick	8/18/2014	The Intensive Reading teacher, Mrs. Mendoza will collect grade reports as part of her classroom binder on a weekly basis to check the performance scores of her students.	6/5/2015 weekly
G1.B2.S1.A1	Students using Accelerated Math as part of their intensive classes will receive additional instruction in the benchmarks where they are deficient. Kindergarten students will be using Imagine Learning as a preemptive strategy to foster engaged and	Keidan, Garrick	10/6/2014	The Intensive Math teacher, Mrs. Sanchez will collect grade reports as part of her classroom binder on a weekly basis to check the performance scores of her students.	10/6/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	productive student learning at the earliest level possible in our new Elementary side of the school.				
G1.B3.S1.A1	The disruptive student will be given a behavior report to have each teacher sign on a daily basis.	Dennis, Charmaine	8/18/2014	The behavior report will be given to Mrs. Ruiz for analysis and reporting to the Assistant Principal.	6/5/2015 daily
G1.B3.S2.A1	Students that attend the test prep rally, hosted by the administrative team, will feel energized with positive messages about the benefits of learning. Giveaways, such as positive message bracelets, bookmarks, t-shirts, posters, stickers, and notepads should be distributed during the rallies.	Tanner, John	10/6/2014	A schedule for pep rallies will be created by Mr. John Tanner to be approved by the administrative team.	6/5/2015 quarterly
G1.B3.S3.A1	The administrative team will develop a professional development schedule and assign designated teachers to cover the three areas of interest: (1) classroom management, (2) the learner environment, infusing manipulatives and technology-based vocabulary lessons to engage students, and (3) techniques for motivating students who lack self-efficacy. Professional development lessons should be one hour in length and include a digital component, as well as a group learn project during the second half of the session.	Tanner, John	10/6/2014	Sign-in sheets will be collected after each training session.	6/5/2015 monthly
G1.B4.S1.A1	Students will observe their own benchmark skill mastery commencing with the fall baseline test.	Keidan, Garrick	10/20/2014	Teachers will observe their RTI binders and track students as they self-monitor their own progress towards benchmark skill mastery.	6/5/2015 daily
G1.B5.S1.A1	Students will observe their own benchmark skill mastery commencing with the fall baseline test.	Keidan, Garrick	10/20/2014	Teachers will observe their RTI binders and track students as they self-monitor their own progress towards benchmark skill mastery.	6/5/2015 daily
G1.B6.S1.A1	Students will observe their own benchmark skill mastery commencing with the fall baseline test.	Keidan, Garrick	10/20/2014	Teachers will observe their RTI binders and track students as they self-monitor their own progress towards benchmark skill mastery.	6/5/2015 daily
G1.B7.S1.A1	Students will observe their own benchmark skill mastery commencing with the fall baseline test.	Keidan, Garrick	10/20/2014	Teachers will observe their RTI binders and track students as they self-monitor their own progress towards benchmark skill mastery.	6/5/2015 daily
G1.B3.S1.A2	Positive Behavior Support Strategies/ Training	Keidan, Garrick	9/25/2014		6/5/2015 quarterly
G1.MA1	The FIA and WIA will be monitored by the department chairs to ensure the Reading Plus and Accelerated Math interventions are helping Intensive students achieve higher test scores.	Keidan, Garrick	9/25/2014	FIA and WIA results with itemized benchmarks that need to be retaught/ have been retaught will allow the intensive teachers to gauge if progress is being made through the use of the interventions and report the results to the principal.	6/5/2015 one-time
G1.MA2	The online Behavior Modification Reports (BMR) on Google Drive will be monitored to see which students are making progress in the classroom following our Professional Development sessions.	Keidan, Garrick	10/6/2014	Copies of (1) the BMR and (2) feedback reports from our faculty, regarding the PD sessions, will be kept by the principal to identify areas of strengths/ weaknesses in the PD sessions that indirectly affect student achievement in the classroom as evidenced by an improvement in their classroom behavior.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	The principal will monitor the Intensive Reading student test scores, progress reports, and report cards to see if learning gains are present. Failed benchmarks on interim tests will be compared to the benchmarks covered on the Reading Plus reports to determine if the program is being used with fidelity.	Keidan, Garrick	8/18/2014	Evidence will included detailed FIA and WIA test results for all Intensive students, which will indicate the level of proficiency on under-performed benchmark test questions.	6/5/2015 quarterly
G1.B1.S1.MA1	The Intensive Reading teacher will monitor the Reading Plus score reports to determine if the students are completing the activities with fidelity.	Keidan, Garrick	8/18/2014	Reading Plus score reports identifying successful pass rates on previously challenging benchmarks.	6/5/2015 weekly
G1.B2.S1.MA1	The principal will monitor the Intensive Math student test scores, progress reports, and report cards to see if learning gains are present. Failed benchmarks on interim tests will be compared to the benchmarks covered on the Accelerated Math reports to determine if the program is being used with fidelity.	Keidan, Garrick	8/18/2014	Evidence will included detailed FIA and WIA test results for all Intensive students, which will indicate the level of proficiency on under-performed benchmark test questions.	6/5/2015 quarterly
G1.B2.S1.MA1	The Intensive Reading teacher will monitor the Reading Plus score reports to determine if the students are completing the activities with fidelity.	Keidan, Garrick	8/18/2014	Reading Plus score reports identifying successful pass rates on previously challenging benchmarks.	6/5/2015 weekly
G1.B3.S1.MA1	At weekly faculty meetings, teachers will be made aware of students with behavior modification reports and how they are progressing or regressing. They will be asked to share strategies which seem to be working and which appear not to be working for the students and to determine alternative strategies to implement.	Dennis, Charmaine	9/25/2014	Teachers will be asked to keep weekly behavior tracking records.	6/5/2015 one-time
G1.B3.S1.MA1	Mrs. Dennis will monitor students with behavior reports on a weekly basis to ensure the students are actively working towards positive change.	Dennis, Charmaine	9/25/2014	Behavior reports and an Excel spreadsheet to track students.	6/1/2015 one-time
G1.B4.S1.MA1	Department Chairs will review teacher RTI binders to ensure skills mastery is being tracked for each student.	Keidan, Garrick	10/20/2014	Teacher RTI binders.	6/5/2015 quarterly
G1.B4.S1.MA1	After each benchmark exam/interim assessment, the teacher will collect and analyze test scores and mark students' proficiency on their RTI Skill Mastery Plans.	Keidan, Garrick	10/20/2014	Benchmark tests and interim assessments.	6/5/2015 quarterly
G1.B5.S1.MA1	Department Chairs will review teacher RTI binders to ensure skills mastery is being tracked for each student.	Keidan, Garrick	10/20/2014	Teacher RTI binders.	6/5/2015 quarterly
G1.B5.S1.MA1	After each benchmark exam/interim assessment, the teacher will collect and analyze test scores and mark students' proficiency on their RTI Skill Mastery Plans.	Keidan, Garrick	10/20/2014	Benchmark tests and interim assessments.	6/5/2015 quarterly
G1.B6.S1.MA1	Department Chairs will review teacher RTI binders to ensure skills mastery is being tracked for each student.	Keidan, Garrick	10/20/2014	Teacher RTI Binders.	6/5/2015 quarterly
G1.B6.S1.MA1	After each benchmark exam/interim assessment, the teacher will collect and analyze test scores and mark students' proficiency on their RTI Skill Mastery Plans.	Keidan, Garrick	10/20/2014	Benchmark tests and interim assessments.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.MA1	Department Chairs will review teacher RTI binders to ensure skills mastery is being tracked for each student.	Keidan, Garrick	10/20/2014	Teacher RTI Binders.	6/5/2015 quarterly
G1.B7.S1.MA1	After each benchmark exam/interim assessment, the teacher will collect and analyze test scores and mark students' proficiency on their RTI Skill Mastery Plans.	Keidan, Garrick	10/20/2014	Benchmark tests and interim assessments.	6/5/2015 quarterly
G1.B3.S2.MA1	The number of detentions, referrals, and suspensions will be monitored quarterly. Successful implementation of the motivational pep rallies will produce a reduction in detentions, referrals, and suspensions. Poor implementation will not produce any reduction in detentions, referrals, and suspensions. If we do see the pep rallies are having positive results, then we will continue to produce similar pep rallies. Or, if we see a lack of results, then we will conduct a student survey to identify areas for improvement in the production of the pep rallies.	Dennis, Charmaine	10/6/2014	The number of detentions, referrals, and suspensions will be monitored quarterly using ISIS and/or an incident report binder to determine the levels of increase or reduction.	6/5/2015 quarterly
G1.B3.S2.MA1	Mr. Tanner will complete a Prezi presentation for the digital projector in the cafetorium with motivational content and student interviews, as well as order the giveaways (from vista print, custom ink.com, and/or 212.com) for the event. All content will be submitted to the administrative team two weeks prior to the event for final approval.	Tanner, John	10/13/2014	The calendar of pep rallies, followed by each Prezi presentation and order forms (for the giveaways), will be delivered to the administrative team on a quarterly basis (2 weeks prior to each event).	6/5/2015 quarterly
G1.B3.S3.MA1	Teachers will provide the PD instructor with feedback during the first month following the training session to inform him/her of what techniques are effective/ineffective in the classroom.	Tanner, John	10/6/2014	Feedback forms will be distributed to our teachers during regularly scheduled faculty meetings to survey what worked and what didn't work for the teachers after incorporating the skills taught in recent PD sessions.	3/1/2015 monthly
G1.B3.S3.MA1	Peer-to-peer observations will be conducted by our faculty to observe what teaching strategies taught during our professional development sessions are being used in the classroom.	Keidan, Garrick	10/6/2014	Teacher observation forms will be collected by the department chairs and forwarded to the principal for record keeping and to ensure teachers are using their newly learned skills with fidelity.	3/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

G1. Core Instruction: Based on our 2013-14 FCAT scores, students performed below our target AMOs in reading at 46% and below our math target at 53%. In 2014-15 school year, our goal is to meet our new AMO target of 69 in reading and 77 in math. Our science students were at a 28% proficiency on the Science FCAT. This year, our goal is to increase their proficiency level to 40%. In Social Studies, our students were at 38% proficiency. This year, our goal is to be at 41% proficient.

G1.B3 Three barriers that may be restricting the level of successful student-task completion among our AMO subgroups have been identified as (1) Classroom Management and (2) The Learner Environment, particularly for teachers who do not have formal training in working with the aforementioned AMO subgroups, specifically the skills requisite for working with our SWD and ED population, and (3) Students' Lack of Self-Efficacy.

G1.B3.S1 Utilize behavior tracking records to monitor student behaviors.

PD Opportunity 1

Positive Behavior Support Strategies/Training

Facilitator

Mr. Tanner

Participants

All faculty Members

Schedule

Quarterly, from 9/25/2014 to 6/5/2015

G1.B3.S2 Conduct quarterly motivational pep rallies to overcome negative student cultural beliefs of school as a punishment rather than a gift.

PD Opportunity 1

Students that attend the test prep rally, hosted by the administrative team, will feel energized with positive messages about the benefits of learning. Giveaways, such as positive message bracelets, bookmarks, t-shirts, posters, stickers, and notepads should be distributed during the rallies.

Facilitator

Mr. John Tanner

Participants

Administrative team.

Schedule

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

G1.B3.S3 Conduct professional development sessions that address (1) Classroom Management, (2) The Learner Environment (infusing manipulatives and technology-based vocabulary lessons to engage students), and (3) Techniques for motivating students who lack self-efficacy.

PD Opportunity 1

The administrative team will develop a professional development schedule and assign designated teachers to cover the three areas of interest: (1) classroom management, (2) the learner environment, infusing manipulatives and technology-based vocabulary lessons to engage students, and (3) techniques for motivating students who lack self-efficacy. Professional development lessons should be one hour in length and include a digital component, as well as a group learn project during the second half of the session.

Facilitator

John Tanner and other teachers (TBD).

Participants

All faculty.

Schedule

Monthly, from 10/6/2014 to 6/5/2015

G1.B4 Reading AMO: Below target at 46%.

G1.B4.S1 Students scoring a level 1 or 2 on last year's FCAT will be required to take Intensive Reading as their elective and will have to attend Saturday school starting at the beginning of Q2.

PD Opportunity 1

Students will observe their own benchmark skill mastery commencing with the fall baseline test.

Facilitator

John Tanner

Participants

All faculty.

Schedule

Daily, from 10/20/2014 to 6/5/2015

Budget

Budget Data			
1	G1.B1.S1.A1	Using Reading Plus, all Intensive students will achieve higher scores on their reading exams. Kindergarten students will be using Imagine Learning as a preemptive strategy to	$0.00

Budget Data

		foster engaged and productive student learning at the earliest level possible in our new Elementary side of the school.	
2	G1.B2.S1.A1	Students using Accelerated Math as part of their intensive classes will receive additional instruction in the benchmarks where they are deficient. Kindergarten students will be using Imagine Learning as a preemptive strategy to foster engaged and productive student learning at the earliest level possible in our new Elementary side of the school.	$0.00
3	G1.B3.S1.A1	The disruptive student will be given a behavior report to have each teacher sign on a daily basis.	$0.00
4	G1.B3.S1.A2	Positive Behavior Support Strategies/Training	$0.00
5	G1.B3.S2.A1	Students that attend the test prep rally, hosted by the administrative team, will feel energized with positive messages about the benefits of learning. Giveaways, such as positive message bracelets, bookmarks, t-shirts, posters, stickers, and notepads should be distributed during the rallies.	$0.00
6	G1.B3.S3.A1	The administrative team will develop a professional development schedule and assign designated teachers to cover the three areas of interest: (1) classroom management, (2) the learner environment, infusing manipulatives and technology-based vocabulary lessons to engage students, and (3) techniques for motivating students who lack self-efficacy. Professional development lessons should be one hour in length and include a digital component, as well as a group learn project during the second half of the session.	$0.00
7	G1.B4.S1.A1	Students will observe their own benchmark skill mastery commencing with the fall baseline test.	$0.00
8	G1.B5.S1.A1	Students will observe their own benchmark skill mastery commencing with the fall baseline test.	$0.00
9	G1.B6.S1.A1	Students will observe their own benchmark skill mastery commencing with the fall baseline test.	$0.00
10	G1.B7.S1.A1	Students will observe their own benchmark skill mastery commencing with the fall baseline test.	$0.00
		Total:	$0.00