

Miami-Dade County Public Schools

Aspira Arts Deco Charter



2015-16 School Improvement Plan

Aspira Arts Deco Charter

1 NE 19TH ST, Miami, FL 33132

http://fl.aspira.org/wynwood/charter/emh_charter.htm

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

83%

Alternative/ESE Center

No

Charter School

Yes

2015-16 Minority Rate (Reported as Non-white on Survey 2)

100%

School Grades History

Year
Grade

2014-15
D*

2013-14
D

2012-13
C

2011-12
B

**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

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, 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

ASPIRA Arts DE/CO Charter School educates, challenges and inspires all students by setting high standards and instilling the value of integrity in order to develop effective communicators, critical thinkers, and lifelong learners who contribute to their changing local and global communities.

Provide the school's vision statement

ASPIRA Arts DE/CO Charter School shall be a learning community nurturing academic excellence for all students while demonstrating leadership in character development.

School Environment

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

ASPIRA Arts DE/CO Charter school is located in a culturally diverse neighborhood. As such our students come from different cultural backgrounds and speak different languages at home. Some are new to the country and speak little or no English. Our school is the place where all the different backgrounds and cultures converge to form one 'school culture' by providing our parents and students appropriate ways to appreciate such diversity while assimilating the new culture to which most of the new comers are exposed to. We address this in three areas, academics, behavior and school climate.

Academics: Our students are exposed to other cultures and learn how all peoples, cultures and backgrounds are relevant in the forming of one school community where each one is respected and equally accepted while keeping their identity. Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Behavior: Through individual and/ or group counseling the students are exposed and taught the principles of proper and acceptable behavior in their relationship with their teachers, classmates, staff and community members.

Climate: We recognize the cultures of our school by promoting and celebrating cultural diversity and acceptance. Celebrations such as 'Hispanic Heritage Month', 'Haitian Flag Day' and 'African American History Month', as well as appreciation for our nation's history and flag, are opportunities to promote and appreciate diversity while uniting everyone as an important part of this great nation.

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

In order to create and promote a safe environment where students feel safe and respected before, during and after school our students are continually monitored before, during and after school. Given the conditions of our neighborhood, all of our students are offered free transportation to and from home. After school students are delivered door-to-door to ensure that they return home safe. We have a security guard at our school who makes sure that no unauthorized person enters the

building. Our staff has been properly screened and trained on lock down procedures and are aware of the expectations described in the District Code of Student Conduct.

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

In order to create and promote an environment where the students can be engaged during instructional time our school follows the District's Code of Student Conduct. There are high conduct expectations established and made clear to all students. Any behavior which deviates from the established and expected rules, that is dangerous to the the students and staff, distracting and/or inappropriate is quickly addressed by the teachers and the school administration. Our teachers are trained (and continue to be so) in classroom management techniques that will minimize student distractions and interruptions during instructional time.

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

In order to satisfy 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa) to ensure that our students' social-emotional needs are being met, our school provides group and individual counseling to the students. Having a social worker and school counselor available in our staff ensures that the emotional needs of our students are met. We also have staffing specialists, school psychologist and Exceptional Student Education (ESE) teachers who are trained and ready to serve the students needs as such situations are required.

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

In order to minimize the incidence of poor attendance, school suspensions, failure in English Language Arts or Mathematics and scoring level 1 on the Statewide assessments our school will utilize data driven strategies in the following areas:

Course Failure:

Close monitoring of students' performance will be done by evaluating student progress utilizing i-Ready, class grades and interim test data to identify students who may not be working at grade level. Parent conferences, classroom interventions, differentiated instruction and/or tutoring services will be provided as needed.

Level 1 on statewide assessments:

Utilize the Student Development Plan, Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). Students will be provided with additional academic support through Intensive classes, tutoring sessions, pull-outs and Saturday Academy.

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	21	30	24	75
One or more suspensions	17	16	10	43
Course failure in ELA or Math	9	0	8	17
Level 1 on statewide assessment	145	123	115	383

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

The students academic performance is greatly affected by poor school attendance and school behavior. Our school administrative team has implemented a procedure to:

(1) Poor Attendance: Identify students who are continually absent or tardy to school in order to correct the problem. Weekly reports are sent to the principal and the school social worker with students with 5 or more unexcused absences. The parents/guardians of such students are being contacted for education on the importance of school attendance and follow up.

(2) Behavior Issues: Identify students with continuous behavior problems in order to begin the necessary interventions by: (a) establishing clear classroom and school-wide rules that must be followed by all students (b) addressing the behavior problem. (c) contacting parents/guardians to inform them and get support about the situation (d) administer intervention strategies to help them improve their behavior (e) monitor the interventions, assess the results and adjust the interventions strategies as needed.

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/186588>.

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

ASPIRA Arts DE/CO understands that the success of our students is not limited to academics and the classroom. Our school is located in the Wynwood business area of Miami, a developing sector for the

visual arts in South Florida. To support our school and student achievement, our school partners with different artists and businesses in the area that work together with our teachers and students to bring "The Arts" into the school.

Extra curricular activities and field trips are carefully planned in order for our students to be exposed to their community and to help them understand the nature of business.

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:

Name	Title
Casas, Jose	Teacher, K-12
Caceres, Marie	Principal
Rodriguez, Jose	Assistant Principal
Collado, Juan	Teacher, ESE
Knigin, Richard	Teacher, K-12
Niurka, Diaz	Teacher, K-12
Ramirez, Fanny	Teacher, K-12
Cairo, Tamara	Teacher, K-12
Davidson, Melissa	Guidance Counselor
Parra, Ruben	Teacher, K-12

Duties

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

Ms. Marie P. Caceres, Principal - Oversees all school operations, establish meeting times, and appoints personnel.

Mr. Jose L. Rodriguez, Assistant Principal - In charge of school discipline for 6th and 7th Grades; LEA for SST; Supervises office staff; Lends support to instructional staff as needed.

Mr. Jose Casas: Testing Chair.

Mr. Juan Collado: Special Education Coordinator.

Mr. Richard Knigin: Gifted Chair and Science Department Chair.

Ms. Niurka Diaz: Mathematics Chair.

Ms. Fanny Ramirez: Language Arts Chair.

Ms. Tamara Cairo: ESOL Program Coordinator.

Ms. Melissa Davidson: Guidance Counselor.

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/ Rti Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times

per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the 4-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
(http://www.florida-rti.org/educatorresources/mtss_book_implcomp_012612.pdf) - a) Define Problem b) identify Reasons c) Develop Strategies d) Evaluate Effectiveness.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (We will utilize Progress Monitoring through i-Ready for Language Arts and Math)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as 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 encourages parental participation in the decision making processes at the school site. Administration and teachers develop and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the 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 (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate);

Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out 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

Through the Title III grant our school offers additional support to ELL Students through tutoring services to help them with the English Language Acquisition and Mathematics.

Title VI, Part B – NA

Title X- Homeless (In-Transition)

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

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselor.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, and counselors 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 the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
 - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
 - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students will 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.

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rosa Simon	Business/Community
Marie P Caceres	Principal
Jose L Rodriguez	Principal
Jose Casas	Teacher
Juan C Collado	Teacher
Richard Knigin	Teacher
Jose Pita	Teacher
Eileen Vargas	Teacher
Ann Marti	Teacher
Evelyn Dieppa	Education Support Employee
Ema Miralrio	Education Support Employee
Tomas Miranda	Parent
Eva P. Moncada	Parent
Loretta Ward	Parent
Ethelvira Hernandez	Parent
Joselin Lara	Parent
Karina Camejo	Parent
David Miranda	Student
Ashley Moncada	Student
David Dame	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 EESAC was part of the evaluation of last year's School Improvement Plan. The members were provided with copies of the plan, it was read, explained and discussed by the members who voted unanimously to approve it.

Development of this school improvement plan

The SIP was developed with input from teachers in the different subjects such as Mathematics, Reading & Language Arts and Social Sciences. The teachers reviewed and evaluated the strategies that were implemented the previous year and submitted those which they considered as having the greatest impact on student achievement. The strategies were presented to the SAC to be reviewed and approved.

Preparation of the school's annual budget and plan

The amount of \$5 per student will be used to pay for Parental Outreach initiatives through the Blackboard Connect Program for the 2015 -2016 school year. This service allows for easy access to parents and is a positive way to share the events that are taking place at the school. The EESAC has agreed to utilize the remainder of the funds to reward and recognize outstanding student academic achievement.

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

The amount of \$5 per student was used to pay for Parental Outreach initiatives through the Blackboard Connect Program.

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
Casas, Jose	Teacher, K-12
Caceres, Marie	Principal
Rodriguez, Jose	Assistant Principal
Niurka, Diaz	Teacher, K-12
Collado, Juan	Teacher, ESE
Cairo, Tamara	Teacher, K-12
Knigin, Richard	Teacher, K-12
Ramirez, Fanny	Teacher, K-12
Parra, Ruben	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Given the fact that a high percentage of our school's student population is performing below grade level in reading, the major initiative of the LLT this year is to connect with teachers in order to address the areas of need in the different core subject classes and electives. The LLT will monitor student progress by reviewing interim assessment (Mid-Year) data and providing feedback to the rest of the instructional staff in order to guide them in the planning of lessons and class preparations.

Public and Collaborative Teaching

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

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

To encourage a positive working relationship between teachers we have designed a master schedule that allows for common planning for teachers with the same subject.

We also have weekly grade level meetings, weekly departmental meetings, monthly case management meetings and professional development meetings on teacher planning dates.

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

There are three areas being addressed by our school in order to recruit and retain highly qualified, certified-in-field teachers:

- Hiring Experienced and Qualified Staff
- Educating through continued Professional Development Opportunities
- Compensating staff with Competitive Salaries and Benefits
- Giving opportunities of employment to not only younger teachers and recent graduates but also to retired teachers with previous experience from the District Schools and those who are looking to stay in one place to supplement their income.
- Creating an environment where teachers with experience can teach other less experienced teachers.
- Providing fringe benefits that will attract and help with retention of highly qualified educators.

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

In order to support the new teachers will mentor new teachers to help them with, lesson preparation, best practices, teaching methods and classroom management.

Math:

- Ms. Niurka Diaz mentors/ supports: Ms. Yuleydi Rodriguez (Ms. Niurka Diaz possesses qualities that can benefit new teachers.)

Reading/ Language Arts:

- Mr. Juan Collado mentors: Ms. Adriana Jabour (Dr. Collado has experience teaching low performing students and helping them improve in Standard Assessments)

Science:

- Mr. Richard Knigin mentors: Mr. Gabriel Padron (Mr. Knigin is an experienced Science teacher who can train Mr. Padron, a younger teacher in the area of Science instruction and leadership)
- Ms. Zoila Acosta mentors: Mr. Tomas Ortega (Ms. Acosta is an experienced Science teacher who can train Mr. Ortega in the area of Science instruction and leadership)

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

With the help and guidance of the Language Arts/Reading coach and the Math coach our teachers are trained on the new Florida Standards. We have provided our teachers with the curriculum materials that are aligned to the Florida Standards for Mathematics and Language Arts, Reading and Writing instruction. We also provide our teachers with the necessary curriculum resources for the Science FCAT 2.0, Algebra I and Biology instruction.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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

Our school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida

Standards (LAFS)

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 100 minute reading block for students who have not mastered the state standards Reading Assessment.
- Creating a schedule with an additional 50 minute reading block twice a week (After-School Program) for struggling students.
- Creating a schedule with an additional 50 minute mathematics block twice a week (After-School Program) for struggling students.
- Creating a schedule with an uninterrupted 100 minute Creative Writing block for struggling 8th graders.
- Infusing writing skills in all Language Arts classes for all grade levels.
- Providing differentiated instruction based on student needs according to data results.
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (addition of supplemental materials in reading a math for all grade levels)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL

Rti Implementation:

Tier 1 (Leadership Team)

- Administrator, Marie P. Caceres will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
- School Reading, Math, Science, and Behavior Specialists (Jose Casas, Niurka Diaz, Ricahrd Knigin, Melissa Davidson)
- Special Education Personnel (Juan Collado, Jose Rodriguez)
- School Guidance Counselor (Melissa Davidson)
- School Psychologist (Brenda Johnson)
- Member of advisory group, community stakeholders, parents (Rosa Simon)

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

Tier 2:

Selected members (Marie P. Caceres, Jose Rodriguez, Jose Casas, Niurka Diaz, Richard Knigin) of the MTSS-Rti Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST:

Selected members (Marie P. Caceres, Jose Rodriguez, Melissa Davidson, Juan Collado, Brenda Johnson) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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:

After-School/ Saturday Tutoring Program (E-Groups): All Level 1 and Level 2 students participate in this 'mandatory' strategy to help with completing homework and providing small group tutoring in Reading, Mathematics, Science and Writing.

Students to participate in this strategy will be selected based on their FCAT scores in Reading, Math and Science as well as Interim Assessment Data. Any students performing below grade level will be targeted for additional participation and intervention during Saturday classes.

Strategy Rationale

Small group instruction on specific areas of need will help struggling students to better comprehend, practice and improve on those skills on which they show deficiencies.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Collado, Juan, juan_collado@dadeschools.net

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

Students will be given a pre-test at the beginning of the weekly and Saturday tutoring sessions and will be monitored by topic assessments by teachers in order to ensure that strategies used are being effective.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

ASPIRA Arts DE/CO makes a student's course of study personally meaningful by having students complete interest and career inventories, holding individual data chats about their academic achievement, and offering a diverse program consisting of regular, honors, and advanced classes as well as interest and extracurricular activities through our after-school program.

Bringing speakers during career week, partnering with our local higher education institution, Miami Dade College to offer campus field-trips to our students in order to inform them about the opportunities available to them and the diverse career which they can pursue after graduating from High School.

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

During the 2015-2016 school year, ASPIRA Arts DE/CO is interested in preparing students for college and career readiness. By providing student surveys in order to better address the needs and interests of our students population and to build workshops and presentations which will motivate students to prepare themselves for future careers.

Those students who have no need for taking additional intensive math and/or reading courses are offered technical education to promote college and career readiness.

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

Our School will include group and project-based learning in all areas of instruction to help foster higher level thinking and organizational skills for success in post-secondary education. A college and career week will be held to help students familiarize themselves with the requirements of each field. In addition, a college and career mentoring is provided in partnership with Miami Dade College Students (Wolfson Campus) who will visit the school once a week to work with selected students in order to help them make informed decisions about their careers and their future.

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

As a Middle School, our school provides qualifying students, selected based on grades and State Assessment scores, with advance high school courses such as Physical Science Honors, Algebra I and Biology. By doing this the students will be able to take High School courses that will allow them to be ready for the post-secondary level.

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:

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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.

While the students in the accelerated classes show growth in the areas of Biology (100%) and Algebra (87%) the majority of the students who are in the lower performing quartile continue to stay stagnant in their performance.

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.

In assessing the needs of the students the school has chosen to follow the curriculum set forth by Miami Dade Public Schools. In so doing we have purchased i-Ready for both Reading and Math, we also purchased INSIDE for the ESOL and ESE population and will continue to purchase whatever is needed to provide for our students. We are providing both after school and Saturday tutoring to assist our most academically challenged students.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

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 in all content areas. 1a

G070902

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	50.0
Civics EOC Pass	40.0
Algebra I EOC Level 1	90.0
Bio I EOC Pass	100.0

Resources Available to Support the Goal 2

- The use of i-Ready at a cost of \$16,191.00. Professional Development has been given to all staff in regards to the use of i-Ready on a regular basis with an i-Ready training instructor.
- We have recently purchased Cengage- \$28,601.13 for intensive, ESOL, and SPED classes as a regular resource for curriculum.
- Civics- \$1052.70 and Math- \$17,113.31 textbooks.
- Professional Development on behavior corrective strategies will be implemented to support new teachers and further develop remaining staff. Behavior intervention plan has been developed to minimize problems in class.
- An attendance committee has been established to include counseling and the effects of tardy and absences on student academic performance.

Targeted Barriers to Achieving the Goal 3

- Technical support along with professional development for teachers. Behavior issues were a large barrier to student performance along with attendance issues as well.

Plan to Monitor Progress Toward G1. 8

A baseline test will be administered at the beginning of the year, mid-year, and at the conclusion of the year. Progress monitoring will be conducted regularly throughout the year by teacher made test results, I-Ready reporting, interim progress reports, and end of quarter report cards

Person Responsible

Marie Caceres

Schedule

Quarterly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Baseline test results at all intervals (baseline, mid-year, and end of course) will reveal academic progress along with teacher made tests on specific benchmarks which align with the district pacing guides. I-Ready reports will reveal both group and individual progress.

Plan to Monitor Progress Toward G1. 8

.Administrative team will monitor the implementation of effective instruction by conducting weekly classroom walk throughs.

Person Responsible

Jose Rodriguez

Schedule

Daily, from 9/21/2015 to 6/6/2016

Evidence of Completion

Results from the weekly walk through will be discussed on an as needed basis with each individual teacher. Assistance and support will be given when needed .

Plan to Monitor Progress Toward G1. 8

Student progress will be monitored during weekly grade level meetings where strategies are discussed and developed to assist with improving student achievement.

Person Responsible

Marie Caceres

Schedule

Weekly, from 9/21/2015 to 6/6/2016

Evidence of Completion

The strategies developed will be monitored on a weekly basis to ensure that they are working towards the benefit of the student.

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

 **G070902**

G1.B1 Technical support along with professional development for teachers. Behavior issues were a large barrier to student performance along with attendance issues as well. **2**

 **B184832**

G1.B1.S1 i-Ready reading and math will be implemented as part of the curriculum to monitor and assess student progress in both areas. **4**

 **S196261**

Strategy Rationale

By maintaining weekly reports of i-Ready assessments, we will be able to monitor more closely the needs of each student and improve our differentiated instruction on data aligning with student performance tracking.

Action Step 1 **5**

i-Ready will be implemented in both Reading and Math Curriculum.

Person Responsible

Jose Casas

Schedule

Daily, from 9/21/2015 to 6/9/2016

Evidence of Completion

I-Ready completion reports are readily available throughout all sessions.

Action Step 2 5

We will purchase and implement new text books aligning with the competency levels in Reading, Math, Science and Civics.

Person Responsible

Marie Caceres

Schedule

Biweekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Lesson Planning, teacher made testing, and results from baseline, mid-year and end of course testing.

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

We will monitor the results through teacher lesson plans, classroom visits, teacher observations and i-Ready reports regularly available.

Person Responsible

Marie Caceres

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Teacher made tests, baseline assessments given at the beginning, mid-year and final, and weekly i-Ready reports.

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

i-Ready weekly reports, baseline and interim assessment results/comparisons, and teacher made tests.

Person Responsible

Jose Rodriguez

Schedule

Biweekly, from 9/25/2015 to 6/9/2016

Evidence of Completion

Student test data results will reflect improvement in core tested subjects. i-Ready is used to enhance class instruction.

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	i-Ready will be implemented in both Reading and Math Curriculum.	Casas, Jose	9/21/2015	I-Ready completion reports are readily available throughout all sessions.	6/9/2016 daily
G1.B1.S1.A2	We will purchase and implement new text books aligning with the competency levels in Reading, Math, Science and Civics.	Caceres, Marie	9/21/2015	Lesson Planning, teacher made testing, and results from baseline, mid-year and end of course testing.	6/9/2016 biweekly
G1.MA1	A baseline test will be administered at the beginning of the year, mid-year, and at the conclusion of the year. Progress monitoring will be conducted regularly throughout the year by teacher made test results, I-Ready reporting, interim progress reports, and end of quarter report cards	Caceres, Marie	9/21/2015	Baseline test results at all intervals (baseline, mid-year, and end of course) will reveal academic progress along with teacher made tests on specific benchmarks which align with the district pacing guides. I-Ready reports will reveal both group and individual progress.	6/9/2016 quarterly
G1.MA2	.Administrative team will monitor the implementation of effective instruction by conducting weekly classroom walk throughs.	Rodriguez, Jose	9/21/2015	Results from the weekly walk through will be discussed on an as needed basis with each individual teacher. Assistance and support will be given when needed .	6/6/2016 daily
G1.MA3	Student progress will be monitored during weekly grade level meetings where strategies are discussed and developed to assist with improving student achievement.	Caceres, Marie	9/21/2015	The strategies developed will be monitored on a weekly basis to ensure that they are working towards the benefit of the student.	6/6/2016 weekly
G1.B1.S1.MA1	i-Ready weekly reports, baseline and interim assessment results/ comparisons, and teacher made tests.	Rodriguez, Jose	9/25/2015	Student test data results will reflect improvement in core tested subjects. i-Ready is used to enhance class instruction.	6/9/2016 biweekly
G1.B1.S1.MA1	We will monitor the results through teacher lesson plans, classroom visits, teacher observations and i-Ready reports regularly available.	Caceres, Marie	9/21/2015	Teacher made tests, baseline assessments given at the beginning, mid-year and final, and weekly i-Ready reports.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Technical support along with professional development for teachers. Behavior issues were a large barrier to student performance along with attendance issues as well.

G1.B1.S1 i-Ready reading and math will be implemented as part of the curriculum to monitor and assess student progress in both areas.

PD Opportunity 1

i-Ready will be implemented in both Reading and Math Curriculum.

Facilitator

i-Ready provided trainer

Participants

All teachers.

Schedule

Daily, from 9/21/2015 to 6/9/2016

Budget

Budget Data

1	G1.B1.S1.A1	i-Ready will be implemented in both Reading and Math Curriculum.				\$64,958.15
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		690-Computer Software	6070 - Aspira Arts Deco Charter	General Fund		\$16,191.00
			<i>Notes: Computerized program used to monitor student progress in Reading and Math Curriculum. Used for assessing student academic improvement.</i>			
		520-Textbooks	6070 - Aspira Arts Deco Charter	General Fund		\$17,113.31
			<i>Notes: Math Books</i>			
		520-Textbooks	6070 - Aspira Arts Deco Charter	General Fund		\$1,052.71
			<i>Notes: Civics Books</i>			
		520-Textbooks	6070 - Aspira Arts Deco Charter	General Fund		\$28,601.13
			<i>Notes: Cengage INSIDE</i>			

Budget Data						
		300-Purchased Services	6070 - Aspira Arts Deco Charter	School Improvement Funds		\$2,000.00
			Notes: Blackboard Connect Ed.			
2	G1.B1.S1.A2	We will purchase and implement new text books aligning with the competency levels in Reading, Math, Science and Civics.				\$0.00
Total:						\$64,958.15