Aspira Raul Arnaldo Martinez Charter School

2015-16 School Improvement Plan

Aspira Raul Arnaldo Martinez Charter School

13300 MEMORIAL HWY, North Miami, FL 33161

http://fl.aspira.org/north/charter/north_charter.htm

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Middle	Yes	54%

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	D*	D	D	C

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.

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

To motivate, orient, and assist youth in their intellectual, personal, and cultural development through innovative educational programs, intensive counseling, and community awareness.

Provide the school's vision statement

A school with leadership as its core philosophy where students build their self-worth, improve their educational outcomes, stay in school, and prepare for high school through innovative pedagogy, skills development, and cultural sensitivity.

School Environment

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

It is about creating a school culture where differences are not only respected, but admired. The process begins during that first interaction with parents, usually, when they visit the school for a tour as they consider available options in the selection of a school for their child. It allows school staff to develop an understanding of the values important to the community and to each child's family. By studying and celebrating the traditions of our diverse school community, we realize and come to appreciate the strength of our uniqueness.

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

The school operates on a tight structure that has become routine for students. We begin our morning procedures with 6th, 7th and 8th grade in the cafeteria for breakfast. 6th graders have a designated area to sit, while the 7th and 8th grade students have a separate designated seating area. The cafeteria is split in half, 6th grade on one side, 7th and 8th grade, together, on the other side. 6th graders are picked up by their homeroom teachers at 8:10 a.m. and escorted to the classroom in an orderly and silent line. 7th and 8th grade students are contained on the basketball court area. At 8:10 a.m. Both 7th and 8th grade students are dismissed at once to report to homeroom. 7th grade is required to enter the school building through our North stairwell. 8th grade is required to enter the building through our South stairwell. This separation is done to minimize congestion in the stairwells and noise in the hallways. Classes begin promptly at 8:15 a.m.
During our class change transitions, students are required to walk on the right side of the hallway. The entire class is escorted to lunch by their teachers. The class is required to walk in a single line, in complete silence. During lunch, students are required to sit with the same class that they were brought to lunch with. Students are not allowed to leave their seats without permission. Students are then picked up by their teachers from lunch. During the dismissal process back to class, the entire cafeteria is required to be silent. Class groups are dismissed one table at a time and required to be silent during the transition between the cafeteria and the classroom.
The school has three floor levels. Our dismissal is done in three stages. The third floor is dismissed first. The second floor is dismissed next and the first floor is dismissed last. Students who are dismissed from the second and third floors are required to exit through the North and South stairwell, based on their classroom location, in proximity to the North, or South Stairwell. During dismissal all teachers are required to be the first to open their classroom doors and are required to stand post at their doors until the students have exited the building. After dismissal, students are not allowed to re-

enter the building. Teachers are posted at several different locations throughout the school to ensure that everyone exits the building safely.

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

Our disciplinary actions are governed by the principles of the Restorative Discipline Program.
1. Restorative discipline views misbehavior as an offense against human relationships and secondly as a violation of a school rule (since school rules are written to protect safety and fairness in human relationships).
2. The victim of the misbehavior or offense is obviously impacted by the offense. The secondary victims are others impacted by the misbehavior or offense, which can include other students, teachers, parents, administrators and the community.
3. Restorative discipline is a process designed to restore a situation and right the wrong.
4. Restorative discipline recognizes both the danger and the opportunity created by the misbehavior and the underlying conflicts. As soon as safety concerns are satisfied; restorative views the misbehavior and conflict as a teachable moment and a point of restoration.
5. Restorative discipline prefers to resolve conflict or dealing with misbehavior as early as possible in an effort to maximum potential for full cooperation.
6. Restorative discipline believes that restoration begins when a cooperative structure of communication is conducted directly between the ones in conflict.
7. Restorative discipline recognizes that not all persons is accepting to the process accountability and may not be willing to cooperate. Therefore consequences imposed should be taken into consideration as to whether they are related to the offense, reasonably acceptable to all involved, restorative, and respectful.
8. Restorative discipline that a person that refuses to cooperate, should not be forced, but persistently invited to take responsibility for the harm or misbehavior and given the opportunity to cooperate prior to relinquishing restorative discipline rights.
9. Restorative discipline requires that a follow up be conducted and an accountability structure be maintained since keeping agreements is the key to building and restoring a trusting community.
10. Restorative discipline is not a punitive program, therefore is primarily concerned with restoring the harm done in a manner that is fair and satisfactory to all parties involved.
The following section pertains to the guidelines of restorative discipline that will be used in 2015-2016 school year for students who violate the code of conduct offenses of the school rules and regulations.
RESTORATIVE INQUIRY AND DISCUSSION (Level 1)
This is the first phase of the restorative process that involves any of the following a teacher, staff member, mid level administrator, restorative coordinator along with the student involved in causing disruption. The rationale behind the process is to provide an impartial inquirer to invite a discussion about the offense, and suggest resolution to what needs to happen in the future.
MEDIATION (Level 2)
This phase in the restorative process involves a neutral party (restorative coordinator) whose role is to support those in conflict to come to a mutually acceptable resolution. The ultimate goal of this process is to get one person or both to accept responsibility for the harm caused and refrain from re-offending. During this process, if there are no acceptable resolutions by all parties involved, a STAY AWAY ORDER will be put place that is designed to allow all parties to cohabitate in the school environment in a manner that is conducive to learning for all involved. Any violation of the signed stay away order will result in an automatic suspension or expulsion.
RESTORATIVE COMMUNITY CIRCLES (Level 3)
This is the final phase of the restorative process involving ALL affected by the harm; to include offenders, victims, parents, administrators, school resource officers, restorative coordinator, school counselors and a friend of both the victim and the offender. The goal of this process is to make the

victim aware of whom his/her harm affected and hold them accountable to all affected by his/her offense and come to an acceptable means of resolution and restitution.
RESTORATIVE SUSPENSION AND CONFERENCE (Level 4)
This is the final phase of the restorative process that happens as a result of all previous steps not resulting in a mutual agreement of resolve between all parties affected by the harm done. Restorative disciple is not in favor of this step in the discipline process; however all steps have been exhausted to come to a resolution.

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

The school is ensuring that the social-emotional needs of the students are being met in several avenues. We have a school counselor, who is there to listen to the student's problems, issues, and concerns. The counselor also holds mediation amongst the students who are involved in conflict. There is peer support within the student body. At times, with the supervision of the counselor, students assist other students in coming up with solutions for their dilemmas. Peer support will also be displayed within the classroom with our anti-bullying workshop that is held for our sixth grade class. This year we have submitted a request to have the State Attorney's Office hold two presentations for our student body. One is about the importance of staying away from guns, violence, and gangs. The other one empowers the students to avoid being victims of bullies and internet predators.

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

The school monitors student progress by analyzing data and recognizing patterns in a student's achievement records which signal "red flags" in the attainment of set goals. Students who are deemed as developing a pattern of absences or who have received behavioral referrals that have resulted in suspensions will be referred to the Multi-Tiered Systems of Support Team. School administrators, the guidance counselor, the reading and the math coaches, as well as all department chairs, will address student course failures and low performance results on statewide, standardized assessments to identify the best plan of action for each student in terms of course recovery and additional supports. These may include placement in intensive courses and small group instruction to address specific deficiencies.

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	6	6	1	13
One or more suspensions	0	0	0	
Course failure in ELA or Math	5	1	0	6
Level 1 on statewide assessment	4	128	138	270

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	4	7	8	19

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

Intervention for students with attendance below 90 % includes participation in an attendance conference for both the student and the parents. An attendance agreement is discussed and signed during the meeting. The student's academic record is reviewed to show the impact of absences on student achievement.

A corrective action plan is developed between the administrator, the parents, and the student to identify the cause of the misbehavior and prevent it from occurring. The student's behavior record is reviewed and parents and students are reminded of the consequences per the Student Conduct of Conduct. Students who receive behavioral referrals which result in suspension are provided support services through the school's counselor. Peer mediation is used as a means of assisting with conflict resolution.

A reward system is established to recognize students for academic achievement.

Students who fail English language arts or mathematics have several course recovery options including re-taking the course the following year as the school's seven-period schedule allows students to complete the course during the school year while still allowing for the addition of elective courses to the student's schedule.

Students who score at Level 1 on statewide assessments are enrolled in intensive remediation courses. In addition, small group instruction and tutoring are offered to target specific areas of deficiency. A Saturday Academy is available for those students who require additional support.

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 available at the school site.

Description

ASPIRA RAM is a Title 1 school and will be completing the Parent Involvement Plan.

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 school works closely with Miami-Dade College, Florida International University, and the University of Miami, among other institutions. Through our partnerships, ASPIRA faculty, staff, and students are able to extend learning opportunities beyond the classroom. For example, students participate in many of the colleges' events to develop an understanding of the rigor of college life and the importance of making the most of their secondary school education to better compete in today's society. The universities help support our after-school program by bringing professionals from different areas to work with our

students. We also partner with the Haitian Heritage Art Museum and benefit from their innovative programs that extend beyond the arts. Programs through the Children's Trust enable us to offer diverse academic opportunities that students may not otherwise be exposed to. Individuals from these institutions as well as staff from the offices of the City of North Miami participate as guest speakers during Career Week and other school events such as Red Ribbon Week.

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
Feria, Kenneth	Principal
Loyda, Lorenzo	Instructional Coach
Delancy, Nicole	Teacher, K-12
Bharath, Jaime	Teacher, K-12
Walker, Ain	Assistant Principal
Barnes, Toni	Dean
Vasquez, Francisco	Teacher, K-12
Jean-Jacques, Jubenson	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 Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, will monitor the fidelity of the delivery of instruction and intervention, and will provide levels of support and interventions to students based on data.
• Principal (Kenneth Feria): will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding Response to Intervention (RtI).
• Assistant Principal (Ain Walker): will assist the principal in providing support and ensuring that all resources will be allocated appropriately, facilitating a positive climate and school culture and parental and community involvement, ensuring proper implementation of interventions, providing professional development, observing and assessing school staff and communicating with stakeholders plans and activities regarding Response to Intervention (RtI).
• Dean of Students (Toni Barnes): will assist the principal in providing support and ensuring that all resources will be allocated appropriately, facilitating a positive climate and school culture and parental and community involvement, ensuring proper implementation of interventions, providing professional development, observing and assessing school staff and communicating with stakeholders plans and activities regarding Response to Intervention (RtI).
• Reading Coach (Loyda Lorenzo) and Math Leader (Nicole Delancy) will support teachers and students through classroom observations, modeling of lessons, data analysis, and professional development.
• Department Chairs & Select General Education Teachers will provide feedback regarding core instruction, collect data, identify strengths and weaknesses in student achievement and provide appropriate interventions.

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

The school's Leadership Team will use data from multiple sources to make informed decisions on the effectiveness of core instruction and the assignment of students to group intervention (Tier 2) or individual intervention (Tier 3). The Leadership Team will review standardized data and classroom based assessments as well as formal and informal observations to identify students who are meeting/ exceeding benchmarks and are at moderate risk or at high risk for not meeting standards. The Leadership Team will monitor the effectiveness of the educational programs, evaluate the school-wide professional development plan, and monitor the implementation of the school improvement plan. The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

• What will all students learn? (curriculum based on standards)

• How will we determine if the students have learned? (common assessments)

• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

• How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate year

Title 1:

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, encourage 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/ 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.

Supplemental Academic Instruction

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

Violence Prevention Program

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

District Policy Against Bullying and Harassment

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or

volunteers. Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis. Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kenneth Feria	Principal
Loyda Lorenzo	Teacher
Blondine Pierre	Teacher
Milagros Almonte	Education Support Employee
Julie Riveron	Business/Community
Edward Hernandez	Business/Community
Toni Barnes	Teacher
Jaimie Bharath	Teacher
Nicole Delancy	Teacher
Daisy Rubio	Teacher
Francisco Vasquez	Teacher
Jubenson Jean-Jacques	Teacher
Rafaela Morales	Teacher
Donita Harmon	Teacher
Midiala Torrez	Teacher
Angela Ward	Parent
Rose Rene	Parent
Sabyne Gelin	Parent
Eugenise Mompremier	Parent
Veronique Mompremier	Student
Jerry Symbleme	Student
Kenneth Ward	Student
	Student

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

During the May 2015 monthly EESAC meeting, the student achievement data available at the time was reviewed and those in attendance discussed the effectiveness of the different strategies used. During the first back-to-school EESAC meeting, the principal shared the school grade accountability results and emphasized the focus areas for the new school year based on the available data. Science scores improved, but the school average continues to be lower than the district average.

Development of this school improvement plan

The purpose of the ASPIRA RAM Charter School Educational Excellence School Advisory Council (EESAC) is to work to ensure improved student achievement by monitoring school improvement efforts. One of the ways the Council will do this is by preparing and evaluating the school improvement plan as required by Section 229.591, F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability.

Preparation of the school's annual budget and plan

EESAC members prioritized expense areas in the following order: classroom resources, technology, and teacher recruitment.

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

The per student SAC allocation ($5) was used to provide parents with the education and resources to strengthen the educational support at home. In addition, part of the funds was used to develop an incentive program for high student achievement on the standardized state exams.

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
Feria, Kenneth	Principal
Loyda, Lorenzo	Instructional Coach
Delancy, Nicole	Teacher, K-12
Bharath, Jaime	Teacher, K-12
Walker, Ain	Assistant Principal
Barnes, Toni	Dean
Vasquez, Francisco	Teacher, K-12
Jean-Jacques, Jubenson	Teacher, K-12
Espinosa, Paola	Instructional Coach
Lightcap, Richard	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) major initiatives this year will be:
• Increase the proficiency and learning gains of all students
• Increase the rigor of instruction in the classroom
• Assist teachers in developing the skills to achieve adequate progress in reading.
• Enrichment of classroom libraries and resources
• Provide professional development for Reading and Writing in the content areas
The LLT will also monitor the effectiveness of the intervention strategies in targeting areas of deficiencies.

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 begins with the hiring process, being able to identify the teachers that fit the culture of the school and are willing to go above and beyond to meet the school goals. A school theme is developed each year with the collaboration of all stakeholders, including teachers, and it is used as a focus to all our improvement efforts. The school theme is "Growth, Pride, Success. G.P.S. will lead us to our destination"! During the opening of school sessions, we hold different team-building activities. Our human resources director holds different workshops throughout the school year on topics such as communication skills, professionalism, and stress management to foster a positive working environment. The majority of teachers have a planning period which allows them to receive job-embedded professional development facilitated by the Assistant Principal. Educators will have the opportunity to collaborate as a group during structured Teachers' Planning Days and department meetings led by department chairpersons. School-wide concerns are discussed during faculty meetings. All teachers participate in at least two committees that service the students and community. Through all these strategies, a positive working environment is established which carries over into higher achievement in the classroom.

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

Principal- Soliciting referrals from current employees and IPEGS training and follow-up between new teachers and administrators. Working with the human resources director to post openings and improve the recruitment plan.
Human Resources Director- Developing a recruitment plan, including holding a job fair at the school.
Reading Coach-Partnering or mentoring new teachers with veteran teachers/staff members.
Academic Counselor-Participating in a college/job fair.

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

The mentoring program supports new teachers by enabling them to work with an experienced teacher and develop the skills to meet student needs. The mentor and mentee are paired based on subject area and meet biweekly in a professional learning community to discuss strategies to enhance students' comprehension of subject area, classroom management, assessment, and data analysis.The mentor will help the mentee plan and organize structured classroom time to maximize students' time on task and improve student achievement.
Reading Coach, Mrs. Lorenzo has extensive experience teaching Reading as well as training teachers across the curriculum and modeling the use of research based reading strategies with proven results. She will mentor the Language Arts and ESOL teachers while they are taking the Reading Courses for Reading Endorsement.
Mrs. Delancy-Charles, Math Leader, has extensive experience in the subject area, mentoring and Common Core State Standards for Math instructional support.
Mr. Jean-Jacques will provide instructional support for Social Studies and Electives.
Dr. Vasquez will provide instructional support for Science.

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

The school follows the district pacing guides for Miami-Dade County Public schools, which outlines the required curriculum for every subject area. Florida Standards for each course topic are provided

in the pacing guide. Department heads and school administrators ensure that the Florida Standards form the basis of instruction through lesson plan reviews and classroom walkthroughs. Alignment of content to the Florida Standards is also the basis for the purchase of new curriculum resources. Data analysis of student achievement results further provides evidence of the alignment of the schools programs and materials to 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

Data guides all instructional decisions at the school. The master schedule is developed based on the needs of the students as course offerings include advanced classes for those students who have earned the highest scores on the State's standardized exams and remediation classes for those who have not scored in the proficiency range. Fall and winter interim assessment results are used to differentiate instruction and target each student's area(s) of deficiency. In addition, student progress is monitored through classroom assessments. Students not meeting the expectations are referred to the intervention program where they benefit from small group instruction or individual tutoring. After-school and pull-out tutoring are offered to provide students with additional support. The Saturday Academy is available for all students to further expand the learning opportunities.

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

Strategy: Extended School Day

Minutes added to school year: 12,000

Our morning and afternoon program includes targeted tutoring based on data analysis of benchmark performance. There is collaboration among faculty and staff to modify strategies based on results. Incentives for students include meeting the criteria for participating in school clubs, contributing to a well-rounded individual.

Strategy Rationale

The additional instructional time spent by each student on identified areas of improvement will result in higher student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Barnes, Toni, tmbarnes@dadeschools.net

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

Data will be collected monthly, and, as often as necessary to meet the program goal of increasing student proficiency.

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

Grade Level Orientations
Vertical Planning
Parent Nights
Data Chats
Educational Plans

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 RAM makes a student's course of study personally meaningful by having students complete interest and career inventories, holding individual data chats, and offering a diverse program consisting of regular, honors, and advanced classes,advanced academies classes, as well as honor societies and interest clubs. In addition, a college and career fair will be held to further discuss requirements and help students make informed decisions about their future.

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 RAM will gather data from student surveys in order to build academies which will motivate students to prepare themselves for future careers. A college and career fair will be held to help students familiarize themselves with the requirements of each field.

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

Aspira RAM includes 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.

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

NA

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.

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.

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.   If students of ASPIRA Raul Arnaldo Martinez Charter School engage in timely progress monitoring, data-driven differentiated instruction, and research-based reading strategies, then there will be evidence of academic improvement with core content area literacy.

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. If students of ASPIRA Raul Arnaldo Martinez Charter School engage in timely progress monitoring, data-driven differentiated instruction, and research-based reading strategies, then there will be evidence of academic improvement with core content area literacy. 1a

🔍 G070955

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	51.0
AMO Math - African American	65.0
AMO Math - Hispanic	64.0
AMO Math - ELL	65.0
ELA/Reading Gains	69.0
AMO Math - SWD	60.0
ELA/Reading Lowest 25% Gains	79.0
AMO Math - ED	65.0
Math Gains	60.0
AMO Reading - African American	68.0
Math Lowest 25% Gains	62.0
AMO Reading - Hispanic	70.0
FSA English Language Arts - Achievement	70.0
AMO Reading - ELL	59.0
FSA Mathematics - Achievement	70.0
AMO Reading - SWD	61.0
Algebra I EOC Pass Rate	97.0
AMO Reading - ED	69.0
Bio I EOC Pass	90.0

Resources Available to Support the Goal 2

- Knowledgeable faculty and staff.
- iReady Reading and Mathematics K-8 computer-based program.
- Triumph Learning instructional resource
- Response to Intervention plan for academics
- Response to Intervention plan for discipline
- Restorative Justice/Discipline plan
- Majority of teachers have a planning period
- Response to Intervention room
- INSIDE Levels A-D
- Holt McDougal Literature
- Florida Department of Education's Item Bank
- Afterschool tutoring
- Saturday school

- Gradual Release of Responsibility Instructional Framework

- Reading and Mathematics Intervention classes

- ASPIRA Reading Leader

- Miami-Dade County Public Schools' Gateway to Data platform

- Miami-Dade County Public Schools' Learning Village

- Literacy Leadership Team

- Leadership Team

- Community Involvement

- School Advisory Council

- Department Chairpersons

- Literacy Coach

- Test Chair

- Community Involvement Specialist

- Parent Resource Room

- Mobile Laptop Carts

- Miami-Dade County Public Schools' My Learning Plan for Professional Development Opportunities and Tracking

Targeted Barriers to Achieving the Goal 3

- Implementation of aligned formative assessments.

- Inconsistent implementation of effective, researched-based literacy strategies across content area classes.

- Lack of consistently implementing discipline procedures that promote prevention, intervention, and positive behavior reinforcement.

- Limited opportunities for teachers to collaborate and research instructional practices.

Plan to Monitor Progress Toward G1. 8

Engage in the cyclical and recursive practice of pre-conferencing, observing, debriefing, and action planning with teachers based on student achievement data.

Person Responsible
Kenneth Feria

Schedule
Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion
Students' academic data.

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. If students of ASPIRA Raul Arnaldo Martinez Charter School engage in timely progress monitoring, data-driven differentiated instruction, and research-based reading strategies, then there will be evidence of academic improvement with core content area literacy. 1

🔑 G070955

G1.B1 Implementation of aligned formative assessments. 2

🔑 B184979

G1.B1.S1 Utilize formative assessments that are aligned to the demands of Florida Standards in content area courses. 4

🔑 S196419

Strategy Rationale

There is a lack of common, aligned assessments across teachers and assessments.

Action Step 1 5

Provide teachers a document that delineates accessible, content specific, aligned formative assessments for the use of progress monitoring.

Person Responsible

Lorenzo Loyda

Schedule

On 8/28/2015

Evidence of Completion

Data binders, lesson plans, ASPIRA Raul Arnaldo Martinez Response to Intervention Academic Plan.

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

Teachers will plan for the administration of a formative assent for progress monitoring purposes.

Person Responsible

Ain Walker

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Data binders, lesson plans, data chat protocols, Gateway2Data platform.

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

Administrator(s) will monitor teachers' lesson plan for strategic progress monitor using formative assessments that are aligned to Florida Standards.

Person Responsible

Ain Walker

Schedule

Weekly, from 8/24/2015 to 5/25/2016

Evidence of Completion

Data binders, lesson plans, data chat protocols, Gateway2Data platform

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

Administrator(s) and teachers will analyze student data and conduct data chats to evaluate students' academic progress.

Person Responsible

Ain Walker

Schedule

Monthly, from 9/30/2015 to 5/25/2016

Evidence of Completion

Data binders

G1.B1.S3 Utilize the iReady Reading and Mathematics K-8 diagnostic and instruction computer-based program to monitor students' progress. 4

🔑 S196421

Strategy Rationale

The computer-based program provides immediate, progressive data and instructional resources that can be utilized by educators to drive differentiated instruction.

Action Step 1 5

The iReady program will be purchased.

Person Responsible

Lorenzo Loyda

Schedule

On 9/25/2015

Evidence of Completion

Student Data Reports

Action Step 2 5

Administrators, English Language Arts teachers, and Math teachers will be trained on the Leadership I component of the iReady Diagnostic and Instruction.

Person Responsible

Lorenzo Loyda

Schedule

On 10/8/2015

Evidence of Completion

sign-in forms, lesson plans, student usage reports.

Action Step 3 5

Develop and implement a schedule to ensure students receive the suggested required time with iReady.

Person Responsible

Nicole Delancy

Schedule

On 10/13/2015

Evidence of Completion

class schedule

Action Step 4 5

Administer the diagnostic test.

Person Responsible

Lorenzo Loyda

Schedule

Quarterly, from 10/12/2015 to 5/25/2016

Evidence of Completion

iReady data

Action Step 5 5

Purchase mobile lab consisting of 25 laptops and laptop cart

Person Responsible

Kenneth Feria

Schedule

On 8/10/2015

Evidence of Completion

Payment receipts and the availability of laptops for student use.

Action Step 6 `5`

Use Educational Excellence School Advisory Council (EESAC) Funds to improve parent/school communication and increase parental involvement.

Person Responsible

Kenneth Feria

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Purchase and use of automated phone messaging system

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administrator(s) will monitor teachers' lesson plans for the utilization of iReady.

Person Responsible

Ain Walker

Schedule

Weekly, from 10/12/2015 to 10/12/2015

Evidence of Completion

lesson plans, iReady usage data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Utilize iReady data to analyze student usage and performance data.

Person Responsible

Ain Walker

Schedule

Biweekly, from 10/12/2015 to 10/12/2015

Evidence of Completion

student data, iReady reports, data chat protocol.

G1.B2 Inconsistent implementation of effective, researched-based literacy strategies across content area classes. 2

🔑 B184980

G1.B2.S1 Utilize a school-wide literacy strategy instructional focus calendar that will be implemented in content area courses. 4

🔑 S196422

Strategy Rationale

To ensure that students are consistently practicing and refining strategies that promote literacy.

Action Step 1 5

Literacy Leadership Team will meet to create an instructional focus calendar that delineates literacy strategies that will be used in content area classes.

Person Responsible

Lorenzo Loyda

Schedule

On 10/7/2015

Evidence of Completion

Literacy Leadership Team meeting agenda, meeting minutes, school-wide literacy instructional focus,

Action Step 2 5

Present school-wide literacy strategy instructional focus calendar to faculty during a faculty meeting.

Person Responsible

Lorenzo Loyda

Schedule

On 10/14/2015

Evidence of Completion

Faculty meeting agenda, meeting minutes, literacy strategy instructional focus in curriculum binders

Action Step 3 `5`

Plan lessons that reflect the literacy strategy instructional focus.

> **Person Responsible**
>
> Ain Walker
>
> **Schedule**
>
> Weekly, from 10/19/2015 to 5/25/2016
>
> *Evidence of Completion*
>
> Lesson plans, student work products, instructional walkthrough observations.

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

Plan lessons that reflect the literacy strategy instructional focus calendar

> **Person Responsible**
>
> Ain Walker
>
> **Schedule**
>
> Weekly, from 10/19/2015 to 6/9/2016
>
> *Evidence of Completion*
>
> teachers' lesson plans and student work products

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

Conduct classroom walkthrough

> **Person Responsible**
>
> Ain Walker
>
> **Schedule**
>
> Daily, from 10/26/2015 to 5/25/2016
>
> *Evidence of Completion*
>
> instructional walkthrough observation form.

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

Analyze students' formative data

Person Responsible

Ain Walker

Schedule

Monthly, from 11/30/2015 to 5/25/2016

Evidence of Completion

iReady Diagnostic and Instruction data, teacher administered formative assessment data, District administered assessments.

G1.B2.S2 Utilize Cengage Learning's INSIDE Reading program to implement effective literacy strategies. `4`

🔑 S196423

Strategy Rationale

To target student deficiencies and improve students' literacy.

Action Step 1 `5`

Purchase Cengage Learning's INSIDE

Person Responsible

Kenneth Feria

Schedule

On 8/17/2015

Evidence of Completion

INSIDE resources in classroom and payment invoice

Action Step 2 [5]

Provide professional development on the effective use of INSIDE.

Person Responsible

Ain Walker

Schedule

On 10/30/2015

Evidence of Completion

Sign-in sheets

Action Step 3 [5]

Teachers will implement INSIDE.

Person Responsible

Ain Walker

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, student work products.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 [6]

Administrators will review lesson plans and observe classroom lessons.

Person Responsible

Ain Walker

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, walkthrough forms, student work.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Analyze student data

Person Responsible

Ain Walker

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Formative data reports, student work products.

G1.B3 Lack of consistently implementing discipline procedures that promote prevention, intervention, and positive behavior reinforcement. `2`

🔑 B184981

G1.B3.S1 Utilize a restorative discipline and positive behavior reinforcement system school-wide. `4`

🔑 S196424

Strategy Rationale

To facilitate a climate and culture that is safe and supportive; therefore, promoting an optimal learning environment.

Action Step 1 `5`

Provide professional development on Restorative Discipline and Positive Behavior Systems

Person Responsible

Toni Barnes

Schedule

Daily, from 8/17/2015 to 8/19/2015

Evidence of Completion

Restorative Justice and Positive Behavior Folder, use of appropriate forms for discipline and supportive actions, and use of positive behavior systems

Action Step 2 `5`

Implement school's restorative discipline and positive behavior system plan.

Person Responsible

Toni Barnes

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Use of appropriate forms for discipline and supportive actions, use of positive behavior systems, student disciplinary files.

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

Conduct classroom walkthroughs with a focus on culture and climate

Person Responsible

Toni Barnes

Schedule

Daily, from 9/14/2015 to 6/9/2016

Evidence of Completion

Use of appropriate forms for discipline and supportive actions, use of positive behavior systems, and classroom walkthrough forms

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

Track and analyze early warning systems data and disciplinary data.

Person Responsible

Toni Barnes

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Early Warning Systems data and discipline data.

G1.B4 Limited opportunities for teachers to collaborate and research instructional practices. `2`

`B184982`

G1.B4.S1 Utilize teacher's planning period, teachers' planning days, and early release days to provide job-embedded and/or on-site professional development. `4`

`S196425`

Strategy Rationale

To employ an evidenced-based, research-based literacy strategies that will promote deliberate practice and reflective professional practices.

Action Step 1 `5`

Develop a schedule for teachers to receive job-embedded professional development during their planning period.

Person Responsible

Ain Walker

Schedule

On 8/28/2015

Evidence of Completion

Master Schedule, job-embedded professional development schedule,

Action Step 2 `5`

Teachers will receive on-site, job-embedded professional development on Unpacking Standards during Opening of Schools and planning session

Person Responsible

Ain Walker

Schedule

On 9/18/2015

Evidence of Completion

ASPIRA RAM Unpacking Standards form, lesson plans, Opening of School sessions roster, teachers' curriculum binder

Action Step 3 `5`

Teachers will receive on-site, job-embedded professional development on implementing the Gradual Release of Responsibility instructional framework during Opening of Schools and planning sessions

Person Responsible

Ain Walker

Schedule

Weekly, from 8/18/2015 to 2/29/2016

Evidence of Completion

ASPIRA RAM Lesson plan template, Opening of Schools sessions roster, teachers' curriculum binder, lesson plan feedback, instructional walk-through documentation

Action Step 4 `5`

Teachers will attend the on-site professional development on Engagement Through Research Based Literacy Strategies.

Person Responsible

Ain Walker

Schedule

On 5/25/2016

Evidence of Completion

Participant roster, lesson plans

Action Step 5 `5`

Teachers will receive on-site, job-embedded professional development on developing a data-driven culture.

Person Responsible

Ain Walker

Schedule

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

Evidence of Completion

Teachers' data binder, student journals/notebooks, student folders, assessment reports,

Action Step 6 5

Teachers will receive on-site, job-embedded professional development on implementing real-time formative assessment strategies.

Person Responsible

Ain Walker

Schedule

Weekly, from 10/12/2015 to 11/30/2015

Evidence of Completion

ASPIRA RAM Lesson plans, teachers' curriculum binder, lesson plan feedback, instructional walk-through documentation

Action Step 7 5

Teachers will receive on-site, job-embedded professional development on implementing collaborative structures.

Person Responsible

Ain Walker

Schedule

Weekly, from 10/12/2015 to 11/30/2015

Evidence of Completion

ASPIRA RAM Lesson plan template, teachers' curriculum binder, lesson plan feedback, instructional walk-through documentation

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

Plan, organize, maintain records, and facilitate teachers' on-site, job-embedded professional develop.

Person Responsible

Ain Walker

Schedule

Monthly, from 8/10/2015 to 6/9/2016

Evidence of Completion

Sign-in rosters, teachers' lesson plans, Miami-Dade County Public Schools My Learning Plan platform, student work products, student data, teachers' professional development growth plans

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

Conduct instructional walkthroughs to examine instructional practices, student engagement, and student data.

Person Responsible

Ain Walker

Schedule

On 5/25/2016

Evidence of Completion

Instructional walk-through forms, student data, student work products, lesson plans

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	Provide teachers a document that delineates accessible, content specific, aligned formative assessments for the use of progress monitoring.	Loyda, Lorenzo	8/24/2015	Data binders, lesson plans, ASPIRA Raul Arnaldo Martinez Response to Intervention Academic Plan.	8/28/2015 one-time
G1.B1.S3.A1	The iReady program will be purchased.	Loyda, Lorenzo	9/25/2015	Student Data Reports	9/25/2015 one-time
G1.B2.S1.A1	Literacy Leadership Team will meet to create an instructional focus calendar that delineates literacy strategies that will be used in content area classes.	Loyda, Lorenzo	10/7/2015	Literacy Leadership Team meeting agenda, meeting minutes, school-wide literacy instructional focus,	10/7/2015 one-time
G1.B2.S2.A1	Purchase Cengage Learning's INSIDE	Feria, Kenneth	8/17/2015	INSIDE resources in classroom and payment invoice	8/17/2015 one-time
G1.B3.S1.A1	Provide professional development on Restorative Discipline and Positive Behavior Systems	Barnes, Toni	8/17/2015	Restorative Justice and Positive Behavior Folder, use of appropriate forms for discipline and supportive actions, and use of positive behavior systems	8/19/2015 daily
G1.B4.S1.A1	Develop a schedule for teachers to receive job-embedded professional development during their planning period.	Walker, Ain	8/24/2015	Master Schedule, job-embedded professional development schedule,	8/28/2015 one-time
G1.B1.S3.A2	Administrators, English Language Arts teachers, and Math teachers will be trained on the Leadership I component of the iReady Diagnostic and Instruction.	Loyda, Lorenzo	10/8/2015	sign-in forms, lesson plans, student usage reports.	10/8/2015 one-time
G1.B2.S1.A2	Present school-wide literacy strategy instructional focus calendar to faculty during a faculty meeting.	Loyda, Lorenzo	10/14/2015	Faculty meeting agenda, meeting minutes, literacy strategy instructional focus in curriculum binders	10/14/2015 one-time
G1.B2.S2.A2	Provide professional development on the effective use of INSIDE.	Walker, Ain	10/30/2015	Sign-in sheets	10/30/2015 one-time
G1.B3.S1.A2	Implement school's restorative discipline and positive behavior system plan.	Barnes, Toni	8/24/2015	Use of appropriate forms for discipline and supportive actions, use of positive	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				behavior systems, student disciplinary files.	
G1.B4.S1.A2	Teachers will receive on-site, job-embedded professional development on Unpacking Standards during Opening of Schools and planning session	Walker, Ain	8/18/2015	ASPIRA RAM Unpacking Standards form, lesson plans, Opening of School sessions roster, teachers' curriculum binder	9/18/2015 one-time
G1.B1.S3.A3	Develop and implement a schedule to ensure students receive the suggested required time with iReady.	Delancy, Nicole	10/9/2015	class schedule	10/13/2015 one-time
G1.B2.S1.A3	Plan lessons that reflect the literacy strategy instructional focus.	Walker, Ain	10/19/2015	Lesson plans, student work products, instructional walkthrough observations.	5/25/2016 weekly
G1.B2.S2.A3	Teachers will implement INSIDE.	Walker, Ain	8/24/2015	Lesson plans, student work products.	6/9/2016 daily
G1.B4.S1.A3	Teachers will receive on-site, job-embedded professional development on implementing the Gradual Release of Responsibility instructional framework during Opening of Schools and planning sessions	Walker, Ain	8/18/2015	ASPIRA RAM Lesson plan template, Opening of Schools sessions roster, teachers' curriculum binder, lesson plan feedback, instructional walk-through documentation	2/29/2016 weekly
G1.B1.S3.A4	Administer the diagnostic test.	Loyda, Lorenzo	10/12/2015	iReady data	5/25/2016 quarterly
G1.B4.S1.A4	Teachers will attend the on-site professional development on Engagement Through Research Based Literacy Strategies.	Walker, Ain	8/20/2015	Participant roster, lesson plans	5/25/2016 one-time
G1.B1.S3.A5	Purchase mobile lab consisting of 25 laptops and laptop cart	Feria, Kenneth	8/10/2015	Payment receipts and the availability of laptops for student use.	8/10/2015 one-time
G1.B4.S1.A5	Teachers will receive on-site, job-embedded professional development on developing a data-driven culture.	Walker, Ain	9/25/2015	Teachers' data binder, student journals/ notebooks, student folders, assessment reports,	6/9/2016 monthly
G1.B1.S3.A6	Use Educational Excellence School Advisory Council (EESAC) Funds to improve parent/school communication and increase parental involvement.	Feria, Kenneth	8/24/2015	Purchase and use of automated phone messaging system	6/9/2016 annually
G1.B4.S1.A6	Teachers will receive on-site, job-embedded professional development on implementing real-time formative assessment strategies.	Walker, Ain	10/12/2015	ASPIRA RAM Lesson plans, teachers' curriculum binder, lesson plan feedback, instructional walk-through documentation	11/30/2015 weekly
G1.B4.S1.A7	Teachers will receive on-site, job-embedded professional development on implementing collaborative structures.	Walker, Ain	10/12/2015	ASPIRA RAM Lesson plan template, teachers' curriculum binder, lesson plan feedback, instructional walk-through documentation	11/30/2015 weekly
G1.MA1	Engage in the cyclical and recursive practice of pre-conferencing, observing, debriefing, and action planning with teachers based on student achievement data.	Feria, Kenneth	8/24/2015	Students' academic data.	6/9/2016 daily
G1.B1.S1.MA1	Administrator(s) and teachers will analyze student data and conduct data chats to evaluate students' academic progress.	Walker, Ain	9/30/2015	Data binders	5/25/2016 monthly
G1.B1.S1.MA1	Teachers will plan for the administration of a formative assent for progress monitoring purposes.	Walker, Ain	8/24/2015	Data binders, lesson plans, data chat protocols, Gateway2Data platform.	6/9/2016 daily
G1.B1.S1.MA3	Administrator(s) will monitor teachers' lesson plan for strategic progress monitor using formative assessments that are aligned to Florida Standards.	Walker, Ain	8/24/2015	Data binders, lesson plans, data chat protocols, Gateway2Data platform	5/25/2016 weekly
G1.B2.S1.MA1	Analyze students' formative data	Walker, Ain	11/30/2015	iReady Diagnostic and Instruction data, teacher administered formative	5/25/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessment data, District administered assessments.	
G1.B2.S1.MA1	Plan lessons that reflect the literacy strategy instructional focus calendar	Walker, Ain	10/19/2015	teachers' lesson plans and student work products	6/9/2016 weekly
G1.B2.S1.MA2	Conduct classroom walkthrough	Walker, Ain	10/26/2015	instructional walkthrough observation form.	5/25/2016 daily
G1.B3.S1.MA1	Track and analyze early warning systems data and disciplinary data.	Barnes, Toni	8/24/2015	Early Warning Systems data and discipline data.	6/9/2016 monthly
G1.B3.S1.MA1	Conduct classroom walkthroughs with a focus on culture and climate	Barnes, Toni	9/14/2015	Use of appropriate forms for discipline and supportive actions, use of positive behavior systems, and classroom walkthrough forms	6/9/2016 daily
G1.B4.S1.MA1	Conduct instructional walkthroughs to examine instructional practices, student engagement, and student data.	Walker, Ain	8/24/2015	Instructional walk-through forms, student data, student work products, lesson plans	5/25/2016 one-time
G1.B4.S1.MA1	Plan, organize, maintain records, and facilitate teachers' on-site, job-embedded professional develop.	Walker, Ain	8/10/2015	Sign-in rosters, teachers' lesson plans, Miami-Dade County Public Schools My Learning Plan platform, student work products, student data, teachers' professional development growth plans	6/9/2016 monthly
G1.B2.S2.MA1	Analyze student data	Walker, Ain	8/24/2015	Formative data reports, student work products.	6/9/2016 monthly
G1.B2.S2.MA1	Administrators will review lesson plans and observe classroom lessons.	Walker, Ain	8/24/2015	Lesson plans, walkthrough forms, student work.	6/9/2016 daily
G1.B1.S3.MA1	Utilize iReady data to analyze student usage and performance data.	Walker, Ain	10/12/2015	student data, iReady reports, data chat protocol.	10/12/2015 biweekly
G1.B1.S3.MA1	Administrator(s) will monitor teachers' lesson plans for the utilization of iReady.	Walker, Ain	10/12/2015	lesson plans, iReady usage data	10/12/2015 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. If students of ASPIRA Raul Arnaldo Martinez Charter School engage in timely progress monitoring, data-driven differentiated instruction, and research-based reading strategies, then there will be evidence of academic improvement with core content area literacy.

G1.B1 Implementation of aligned formative assessments.

G1.B1.S3 Utilize the iReady Reading and Mathematics K-8 diagnostic and instruction computer-based program to monitor students' progress.

PD Opportunity 1

Administrators, English Language Arts teachers, and Math teachers will be trained on the Leadership I component of the iReady Diagnostic and Instruction.

Facilitator

Richard Reese

Participants

Administrators, Test Chair, Mathematics teachers, English Language Arts teachers.

Schedule

On 10/8/2015

G1.B2 Inconsistent implementation of effective, researched-based literacy strategies across content area classes.

G1.B2.S2 Utilize Cengage Learning's INSIDE Reading program to implement effective literacy strategies.

PD Opportunity 1

Provide professional development on the effective use of INSIDE.

Facilitator

Paola Espinosa (ASPIRA Reading Leader)

Participants

Language Arts Teachers

Schedule

On 10/30/2015

G1.B3 Lack of consistently implementing discipline procedures that promote prevention, intervention, and positive behavior reinforcement.

G1.B3.S1 Utilize a restorative discipline and positive behavior reinforcement system school-wide.

PD Opportunity 1

Provide professional development on Restorative Discipline and Positive Behavior Systems

Facilitator

Toni Barnes, Dean of Students

Participants

All Faculty and Staff

Schedule

Daily, from 8/17/2015 to 8/19/2015

G1.B4 Limited opportunities for teachers to collaborate and research instructional practices.

G1.B4.S1 Utilize teacher's planning period, teachers' planning days, and early release days to provide job-embedded and/or on-site professional development.

PD Opportunity 1

Teachers will receive on-site, job-embedded professional development on Unpacking Standards during Opening of Schools and planning session

Facilitator

Ms. Ain Walker, Assistant Principal

Participants

English Language Arts teachers, Mathematics teachers, Science teachers, Social Studies teachers, Music and Art teachers.

Schedule

On 9/18/2015

PD Opportunity 2

Teachers will receive on-site, job-embedded professional development on implementing the Gradual Release of Responsibility instructional framework during Opening of Schools and planning sessions

Facilitator

Ms. Ain Walker, Assistant Principal

Participants

English Language Arts teachers, Mathematics teachers, Science teachers, Social Studies teachers, Music and Art teachers

Schedule

Weekly, from 8/18/2015 to 2/29/2016

PD Opportunity 3

Teachers will attend the on-site professional development on Engagement Through Research Based Literacy Strategies.

Facilitator

Ms. Paola Espinosa, ASPIRA Reading Leader

Participants

English Language Arts teachers, Mathematics teachers, Science teachers, Social Studies teachers, Music and Art teachers.

Schedule

On 5/25/2016

PD Opportunity 4

Teachers will receive on-site, job-embedded professional development on developing a data-driven culture.

Facilitator

Ms. Ain Walker, Assistant Principal

Participants

English Language Arts teachers, Mathematics teachers, Science teachers, Social Studies teachers, Music and Art teachers, Administrators

Schedule

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

PD Opportunity 5

Teachers will receive on-site, job-embedded professional development on implementing real-time formative assessment strategies.

Facilitator

Ms. Ain Walker, Assistant Principal

Participants

English Language Arts teachers, Mathematics teachers, Science teachers, Social Studies teachers, Music and Art teachers.

Schedule

Weekly, from 10/12/2015 to 11/30/2015

PD Opportunity 6

Teachers will receive on-site, job-embedded professional development on implementing collaborative structures.

Facilitator

Ms. Ain Walker, Assistant Principal

Participants

English Language Arts teachers, Mathematics teachers, Science teachers, Social Studies teachers, Music and Art teachers.

Schedule

Weekly, from 10/12/2015 to 11/30/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide teachers a document that delineates accessible, content specific, aligned formative assessments for the use of progress monitoring.				$0.00
2	G1.B1.S3.A1	The iReady program will be purchased.				$19,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6020 - Aspira Raul Arnaldo Martinez Charter School			$19,000.00
			Notes: Notes			
3	G1.B1.S3.A2	Administrators, English Language Arts teachers, and Math teachers will be trained on the Leadership I component of the iReady Diagnostic and Instruction.				$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6020 - Aspira Raul Arnaldo Martinez Charter School			$3,500.00
			Notes: Notes			
4	G1.B1.S3.A3	Develop and implement a schedule to ensure students receive the suggested required time with iReady.				$0.00
5	G1.B1.S3.A4	Administer the diagnostic test.				$0.00
6	G1.B1.S3.A5	Purchase mobile lab consisting of 25 laptops and laptop cart				$23,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6020 - Aspira Raul Arnaldo Martinez Charter School	General Fund		$23,500.00
			Notes: Purchase mobile lab consisting of 25 laptops			
7	G1.B1.S3.A6	Use Educational Excellence School Advisory Council (EESAC) Funds to improve parent/school communication and increase parental involvement.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6020 - Aspira Raul Arnaldo Martinez Charter School			$3,000.00
8	G1.B2.S1.A1	Literacy Leadership Team will meet to create an instructional focus calendar that delineates literacy strategies that will be used in content area classes.				$0.00

Budget Data

9	G1.B2.S1.A2	**Present school-wide literacy strategy instructional focus calendar to faculty during a faculty meeting.**			**$0.00**
10	G1.B2.S1.A3	**Plan lessons that reflect the literacy strategy instructional focus.**			**$0.00**
11	G1.B2.S2.A1	**Purchase Cengage Learning's INSIDE**			**$18,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6020 - Aspira Raul Arnaldo Martinez Charter School			$18,000.00

12	G1.B2.S2.A2	**Provide professional development on the effective use of INSIDE.**			**$0.00**
13	G1.B2.S2.A3	**Teachers will implement INSIDE.**			**$0.00**
14	G1.B3.S1.A1	**Provide professional development on Restorative Discipline and Positive Behavior Systems**			**$0.00**
15	G1.B3.S1.A2	**Implement school's restorative discipline and positive behavior system plan.**			**$0.00**
16	G1.B4.S1.A1	**Develop a schedule for teachers to receive job-embedded professional development during their planning period.**			**$0.00**
17	G1.B4.S1.A2	**Teachers will receive on-site, job-embedded professional development on Unpacking Standards during Opening of Schools and planning session**			**$0.00**
18	G1.B4.S1.A3	**Teachers will receive on-site, job-embedded professional development on implementing the Gradual Release of Responsibility instructional framework during Opening of Schools and planning sessions**			**$0.00**
19	G1.B4.S1.A4	**Teachers will attend the on-site professional development on Engagement Through Research Based Literacy Strategies.**			**$0.00**
20	G1.B4.S1.A5	**Teachers will receive on-site, job-embedded professional development on developing a data-driven culture.**			**$0.00**
21	G1.B4.S1.A6	**Teachers will receive on-site, job-embedded professional development on implementing real-time formative assessment strategies.**			**$0.00**
22	G1.B4.S1.A7	**Teachers will receive on-site, job-embedded professional development on implementing collaborative structures.**			**$0.00**
				Total:	**$67,000.00**