

Miami-Dade County Public Schools

Aspira Raul Arnaldo Martinez Charter School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	F

**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 was approved by the Dade County School Board on 1/18/2017.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Aspira Raul Arnaldo Martinez Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To foster the social advancement of students by empowering them in their pursuit of educational excellence and leadership development that emphasize a commitment to the community.

b. Provide the school's vision statement.

To develop a better educated, more community conscious, and committed youth.

2. School Environment

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

To ensure that teachers know enough about their students to teach them, multiple efforts will take place throughout the year to empower all stakeholders, not just teachers or student individually, to build strong student relationships that will drive improved student performance.

- Administer a survey designed to understand students' cultural backgrounds, family background, importance of education, personal interests, and other important needs, desires, and goals to drive administration's and teacher efforts throughout the year. Appropriate questions from the Miami Dade Climate Survey will be utilized within the survey.
- Analyze student data results from step 1 survey and integrate the actions to address that data into two sets of data chats, administrator to teacher and teacher to student data chats, as part of the school's comprehensive Data Plan.
- Develop activities and integrate into School Calendar to send the message that student interests and cultural backgrounds are valued and an important part of school culture and tangible celebrations, events, and ceremonies.
- Train teachers on how to utilize 21st century cultural competency skills to better connect with students utilizing the philosophy of understand students' needs, desires, and other cultural characteristics to better guide them (survey data from the beginning of the year will be utilized). Training efforts will be conducted throughout the year based on student surveys, both formal and informal, conducted throughout the year.
- Students will have a platform during their homeroom period to discuss how well they feel the school is meeting their needs from a cultural understanding and general support perspective.

This process allows school staff to develop an understanding of the values important to the community and to each child's family and use it to provide a meaningful student experience. Based on results from prior years' surveys, the school partnered with the Haitian Heritage Art Museum, to create a museum space in our lobby area that highlights our students' cultural heritage.

b. 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. Sixth 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. Sixth graders are picked up by their homeroom teachers at 8:10 a.m. and escorted to the classroom in an orderly and silent line. Seventh and 8th grade students are contained in the basketball court area. At

8:10 a.m. Both 7th and 8th grade students are dismissed at once to report to homeroom. Seventh grade is required to enter the school building through the North stairwell. Eighth grade is required to enter the building through the 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.

Students who exemplify the monthly character trait are recognized on the morning announcements and receive a reward. At the end-of-the-year awards ceremony students who have provided support to their peers, the school, or the community, are recognized with the "Good Citizen" award.

c. 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 and our Response to Intervention (RtI) Plan for Discipline.

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 discipline views the misbehavior and conflict as a teachable moment and a point of restoration.
5. Restorative discipline prefers to resolve conflicts and misbehavior as early as possible in an effort to maximize 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 everyone is accepting of accountability and may not be willing to cooperate. Therefore consequences imposed should take into consideration whether they are related to the offense and reasonably acceptable to all involved. Consequences should be restorative and respectful.
8. Restorative discipline holds that a person who refuses to cooperate should not be forced to, 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 maintained, since keeping agreements is the key to building and restoring a trusting community.

10. Restorative discipline is not a punitive program, therefore it 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 and the levels of the Rtl Plan that will be used 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 and 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 in 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 and includes 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 discipline is not in favor of this step in the discipline process; however, all steps have been exhausted to come to a resolution.

A peer counseling course is also offered to address student needs in this area.

d. 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.

Students who are sent to the Dean of Students for disciplinary matters can be referred to the counselor for a follow-up meeting to discuss the root of the behavior problem.

Teachers who recognize problematic students can refer them to the school counselor for individual counseling before the matter escalates.

Parents have access to the counselor to schedule parent-teacher conferences to address, not only academic issues, but personal and/or family challenges which impact academics.

Students who exhibit bullying behavior also receive literature that addresses the issue.

Group mediation is held when issues arise involving 2 or more students to resolve conflicts before escalating.

The ASPIRA RAM Student Services Department has an open door policy for any student who needs to vent and discuss personal matters or any issues that impact family and school.

Students who require regular counseling per an Individualized Educational Plan (IEP) receive the services as stipulated on the plan.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

In order for students to meet the educational goals of the year, ASPIRA RAM will implement the following progress monitoring plan. During the back-to-school planning sessions, teachers will participate in the 2016 Data/School Improvement Meeting to discuss the 2016 FSA and EOC results and the accountability formula. The school improvement targets will be identified. Completion of the Deliberate Practices Growth Target Form will be based on strategies that will enable teachers to reach these targets.

The data monitoring and communication efforts to be implemented by ASPIRA RAM are divided into the below three categories of school stakeholder communication:

- Administration-Teacher Data Chat
- Teacher-Student Data Chats
- School-Parent Data Chats

Data Chat Sequence: A clear delineation of events, including dates, to ensure that school leadership has time-based benchmarks to guide all data communication efforts, is included below. The I-Ready diagnostics that take place throughout the year will drive the sequence of data chats for all three levels of data-driven interactions.

- Cycle 1: Beginning October 4, 2016 (Aligned to Results of 2016 FSA and I-Ready Diagnostic 1)
- Cycle 2: Beginning December 12, 2016 (Aligned to Results of I-Ready Diagnostic 2)
- Cycle 3: Beginning February 6, 2017 (I-Ready Progress Monitoring and/or Mid Year Assessments)
- Cycle 4: Beginning May 22, 2017 (Aligned to Results of I-Ready Diagnostic 3)

To ensure a structured approach to deliver the appropriate message for each stakeholder, this Data Plan also clearly outlines the following components for each designated stakeholder interaction:

- Data Chat Procedure: A clear process for each stakeholder communication category so that each project owner(s) rolls out a consistent message to target a consistent set of objectives for that interaction.
- Data Chat Project Owners/Facilitators: These individuals will ensure a consistent message for each data interaction and will guide the "chats" for the entire year

Data Points to be Discussed

The data chats at all three levels will include the following key data points:

- 2016 FSA scores for English and Math
- I-Ready Diagnostic Scores and Students' Lexile Scores
- Baseline, Mid-Year, and End of Year Miami-Dade Interim Assessment Scores for Science, Biology, and Civics as applicable
- Student grades for potential class failure identification
- Attendance and discipline profiles (including action steps for students with 90 percent attendance or below, 1 or more suspensions, and other structure consequences and rewards at various levels of performance).

This data will be continuously analyzed and actioned upon in adhered to the school's Multi-Tiered System of Supports.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	7	5	9	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	23	0	2	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	57	100	103	0	0	0	0	260

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	83	121	139	0	0	0	0	343

c. 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.

Based on the school's MTSS student profile, students will be provided instruction according to the following MTSS tier categories and intervention strategies:

Tier 1 Instruction Language Arts

- 90 minutes of regular ELA every other day
- 45 minutes per week of a research-based supportive program (I-Ready)
- Use the Reading Plus program during the Social Studies period to enrich or intervene reading skills

Tier 1 Instruction Math

- 90 minutes of regular Math every other day
- 45 minutes per week of a research-based supportive program (I-Ready)

Tier 2 Instruction Language Arts

- 90 minutes of regular ELA every other day
- 45 minutes per week of a research-based supportive program (I-Ready)
- Use the Reading Plus program during the Social Studies period to enrich or intervene reading skills
- 90 minutes every other day of Reading Using Inside

Tier 2 Instruction Math

- 90 minutes of regular Math every other day
- 90 minutes per week of a research-based supportive program (I-Ready)
- 90 minutes of Intensive Math every other day using I-Ready ToolBox

Tier 3 Instruction Language Arts

- 90 minutes of regular ELA every other day
- 45 minutes per week of a research-based supportive program (I-Ready)
- Use the Reading Plus program during the Social Studies period to enrich or intervene reading skills
- 90 minutes every other day of Reading Using Inside
- 45 additional minutes of a supportive, research-based reading program every other day (I-Ready)

Tier 3 Instruction Math

- 90 minutes of regular Math every other day
- 90 minutes per week of a research-based supportive program (I-Ready)
- 90 minutes of Intensive Math every other day using I-Ready ToolBox
- 45 minutes of an additional, supportive, research-based mathematics program every other day

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 and 2 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

2. 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. The school houses its very own Haitian-Heritage Museum thanks to this partnership. Our partnership with Comcast helps bridge the digital divide. The school covers part of the cost for internet at home for students who meet the criteria. Families who qualify receive Comcast gift cards paid by ASPIRA. Comcast held its Comcast Cares Day at our school site where hundreds of their employees volunteered their time to work on different projects throughout the school. 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. The school also works with the North Miami Public Library to promote literacy. Staff from the library are regular guests at the school events.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Perez, Elaine	Principal
Jorge, Marian	Teacher, K-12
Harvard, Marquis	Dean
Vasquez, Francisco	Teacher, K-12
Jean-Jacques, Jubenson	Teacher, K-12
Alcide, Jacques	Teacher, K-12
Parks, Kim	Assistant Principal

b. Duties

1. 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 classroom observations, data gathering and data analysis, and the careful progress-monitoring of fidelity of the delivery of instruction and intervention. Given its analysis of these factors, the school will provide appropriate levels of support and interventions to students based on data. To empower the Leadership Team at both the administrative and department chair levels, an ESP has been hired to train them in key leadership and instructional strategies so that they may better execute their roles and responsibilities.

- Principal (Dr. Elaine Perez): 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 (Rtl).The principal will also serve as the liaison to the school's Governing Board.

- Assistant Principal (Yesenia Cantillo) is the administrator in charge of curriculum and SIP monitoring. This includes but is not limited to assisting the principal in providing support and ensuring that all resources will be allocated appropriately, ensuring proper implementation of interventions, supporting teachers and students through classroom observations, lesson modeling, data analysis, Response to Intervention (RtI), and professional development.
- Dean of Students (Toni Barnes): will assist the principal in facilitating a positive climate and school culture and parental and community involvement, observing and assessing school staff, and maintaining a safe and secure school campus.
- The school administrative team will receive training from the hired ESP on National Board for Professional Teaching Standards Nine Accomplished Principal Standards with a focus on “Standard I: Leadership for Results” and “Standard III: Teaching and Learning”
- The school leadership team will have two categories of meetings to allow the leaders time to align communication to school stakeholders, plan initiatives, and ensure that project management efforts align to the school’s transformational priorities. Once a week, the administrative leadership team, inclusive of project owners, grade level chairs, etc. will meet for approximately two hours to plan school initiatives and ensure a “one voice” approach across the school. Five times a week for 30 minutes, the Principal, AP, and Dean will meet to collaborate and project manage daily objectives to maximize each moment within the school.
- Department Chairs & Select General Education Teachers will provide walk-through feedback regarding core instruction, collect data, identify strengths and weaknesses in student achievement, provide guidance on the use of appropriate interventions, and lead lesson-planning efforts among the teachers. To increase the capacity and efficiency of the Department Chairs, the school has commenced work with an ESP to empower these individuals with training ASCD’s Ten Teacher Leader Roles.

2. 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 Principal serves as the liaison between the Governing Board and the school and is thus responsible for the project management of all instructional and operational decisions. The Principal has established two levels of leadership teams:

- Level 1) Assistant Principal, Dean, Department Chairs
- Level 2) Assistant Principal, Dean, Department Chairs and EESAC

The Level 1 leadership team utilizes the data available prior to school starting to identify the needs of the students and craft and plan a corresponding (and thus data driven) iteration of budget adjustments, material listing, personnel supports etc. This plan, which is always aligned to Florida School Accountability, is submitted to the Governing Board for approval through the Corporate Office. Once approved, the information is presented to the Level 2 leadership team who in turn commence the execution of the adjustments made, inclusive of relevant initiatives that then must be revised as a result of the approved data-driven school effort adjustment. This process is done a minimum of three times a year based on formative assessment results (i.e. I-Ready) to make sure just-in-time adjustments meet the most current and relevant student needs.

The Level 1 team meets once a week, inclusive of project owners, grade level chairs, etc. for approximately two hours to plan school initiatives and ensure a “one voice” approach across the school. In addition, the Level 1 team meets, five times a week for 30 minutes to collaborate and project manage daily objectives to maximize each moment within the school.

The Level 2 Leadership team meets monthly adhering to Sunshine State requirements since EESAC

is a part of this team. Agendas are prepared in advance via collaboration by the EESAC chair and the principal.

Once the above adjustment actions take place, a corresponding Professional Development and support plan is craft and then implemented to ensure teachers have the knowledge and skills to execute necessary changes to class structure, student instruction, etc.

21st Century Grant

Tutorial services, homework assistance, and academic enrichment opportunities are offered as part of the after-school program facilitated by the 21st Century grant. Activities that complement the academic program support students' personal growth as well.

Title 1:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, and Saturday Academy). Support services students and families. The Community Involvement Specialist (CIS), serves as the 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, provides materials, and encourages parental participation in the decision making processes at the school site. 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 Plan, and the annual Title I Annual Parent Meeting at the beginning of the school year. Thr Title 1 Survey, available in English, Spanish and Haitian-Creole, will be available via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include the Title I CHESS 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.

District Policy Against Bullying and Harassment

ASPIRA RAM follows Miami Dade County Public Schools" 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Elaine C. Perez	Principal
Loyda Lorenzo	Teacher
Nabin Timilsina	Teacher
Milagros Almonte	Education Support Employee
Julie Riveron	Business/Community
Edward Hernandez	Business/Community
Toni Barnes	Teacher
Jaimie Bharath	Teacher
Francisco Vasquez	Teacher
Jubenson Jean-Jacques	Teacher
Donita Harmon	Teacher
Eugenise Mompremier	Parent
Veronique Mompremier	Student
Rolande Saint Preux	Parent
Myriam Jules	Parent
Debbie Hayles	Parent
Nanay Byssainthe	Student
Alanna Montgomery	Student
Yesenia Cantillo	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Once the Florida Account Accountability results were released in June of 2016, the EESAC scheduled a meeting to review the data points to determine the level of attainment of the SIP Goals for 2015-2016. When the school was rated a "D", the EESAC identified the root causes for the low performance and established its two strategies for the 2016-2017 (included within this SIP). In addition, they worked in collaboration with the Governing Board to determine the selection of a corrective action for the school year. A presentation was done to all EESAC members and the Governing Board with the level of success, or lack thereof, for each of the previous year's SIP goals.

b. Development of this school improvement plan

The EESAC utilized the analysis of last year's SIP, in addition to the desired state of the school as per Florida School Accountability to determine the gaps and identify the strategies and action steps needed to be able to close that gap and attain an "A" performance. This included but was not limited to the complete redesign of the Master Schedule, Class Alignment, Instructional Curriculum, Interventions, Professional Development Plan, and much more.

c. Preparation of the school's annual budget and plan

The EESAC, as mentioned in the section describing the alignment of resources by the Leadership Team, was an integral part of aligning the school budget to meet this year's student academic needs as targeted by this year's SIP goals and Corrective Action Plan.

2. 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 purchase the Blackboard ConnectED messaging system (\$1,200) to improve communication and parental involvement. The rest of the funds (\$1,800) were used to equip the school's Parent Resource Center with a computer and educational materials to facilitate parents' access to resources.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Perez, Elaine	Principal
Jorge, Marian	Teacher, K-12
Harvard, Marquis	Dean
Vasquez, Francisco	Teacher, K-12
Jean-Jacques, Jubenson	Teacher, K-12
Joiner, Jeri	Other
Alcide, Jacques	Teacher, K-12
Parks, Kim	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The key purpose of the LLT is to monitor and guide the effective implementation of the M-DCPS Comprehensive Reading Plan in an effort to improve students' literacy proficiency across all grades within the school. This LLT meets once a month and reviews the implementation of all literacy initiatives (i.e. implementation of an intensive reading class in middle school) to ensure mid-course adjustments are done as needed to meet the just-in-time data-driven needs of students and thus attain student academic literacy goals for the 2016-2017. These discussions included but are not limited to:

- Professional development for teachers that teach ELA
- Implementation of MTSS for literacy classes
- Material for literacy
- Assessment creation for literacy classes to ensure the rigor levels match FSA
- The monitoring and implementation of Reading Plus and I-Ready digital intervention programs, inclusive of school communication and incentive plans

The LLT's recommendations and actions are then carried out by the Level 1 and Level 2 Leadership Teams described in the EESAC section of this SIP.

D. Public and Collaborative Teaching

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

1. 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. 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. Our teachers have common planning by department 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. Through all these strategies, a positive working environment is established which carries over into higher achievement in the classroom.

2. 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.

Department Chairs-Partnering or mentoring new teachers with veteran teachers/staff members.

Academic Counselor-Participating in a college/job fair.

National Academic Educational Partners (NAEP)- Offering leadership development training and building teacher capacity.

3. 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 quarterly 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.

Ms. Bharath has extensive experience modeling the use of research based reading strategies with proven results. She will mentor the Language Arts and ESOL teachers.

Mr. Alcide will provide instructional support for Mathematics.

Mr. Jean-Jacques will provide instructional support for Social Studies and Electives.

Dr. Vasquez will provide instructional support for Science.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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. Baseline and diagnostic 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. Tutorial programs are offered to provide students with additional support.

In order for students to meet the educational goals of the year, ASPIRA RAM will implement the following progress monitoring plan:

During the back-to-school planning sessions, teachers will participate in the 2016 Data/School Improvement Meeting to discuss the 2016 FSA and EOC results and the accountability formula. The school improvement targets will be identified.

Completion of the Deliberate Practices Growth Target Form will be based on strategies that will enable teachers to reach these targets.

After the first I-Ready Diagnostic, the first cycle of data chats will occur. A cycle consists of three types of chats: Administration-Teacher, Teacher-Student, Teacher-Parent.

There will be a total of three cycles as follows:

- 1) Beginning October 4, 2016 (Results of 2016 FSA and I-Ready Diagnostic 1)
- 2) Beginning December 12, 2016 (Results of I-Ready Diagnostic 2)
- 3) Beginning February 6, 2017 (I-Ready Progress and/or Mid Year Assessments)
- 4) Beginning May 22 (Aligned to Results of I-Ready Diagnostic 3)

The dates for the 2017 FSA are April 17-May 12.

Administration-Teacher Data Chat/Classroom Walk-through Debrief:

Each of the three administrators will conduct data chats as follows:

Dr. Perez (Reading and Language Arts Departments): Arrocha, Bharath, Figueras, Louis, Rubio, Bell, Machin, Gamez, Torrez, Fernandez. Language Arts has first period planning. Reading has fifth period planning.

Ms. Cantillo (Math and Science Departments): Alcide, Capote, Matus, Pierre, Ishoy, DeFrancisco, Garcia, Timilsina, Osuji, Pierre, Vasquez. Intensive Math has second period planning. Science has third period planning. Math has fourth period planning.

Ms. Barnes (Social Studies and Electives Departments): Jean-Jacques, Jones, LaRochelle, Sanders, Pratt, Espinosa, Nunez, Parks, Harmon. Social Studies has sixth period planning. The Electives teachers' data chat will take place during each teacher's planning period or after school.

Teacher-Student Data Chat:

Teachers will meet with each student individually during every class period to discuss the latest performance data. Students will complete their data cards to track their progress throughout the year. The card will include the 2016 FSA scores for English and Math, baseline scores, I-Ready Diagnostic Assessment Scores, Lexile score, and Mid-Year Assessment Scores for Science, Biology, and Civics as applicable. It will include a section for students to identify their targets for the next reporting period.

Teacher-Parent Data Chat:

Sixth grade parent data chats will take place on day 1 of the data chat period. Seventh and eighth grade parent data chats will take place day 2 of the data chat period. Times are 3:30-6:00 PM.
Day 1 Facilitators: Figueras, Rubio, Machin, Alcide, J. Pierre, Ishoy, Garcia, Timilsina, Osuji, B. Pierre, LaRochelle, Pratt, Sanders, Espinosa, Nunez,
Day 2 Facilitators: Arrocha, Bharath, Louis, Bell, Gamez, Torrez, Capote, Matus, Defrancisco, Vasquez, Jean-Jacques, Jones, Parks, Harmon

Location of data chats: Teacher stations in the cafeteria.

The RtI plan described in the Problem Solving section of this plan details the tiered-support offered to address a student's area of deficiency.

2. 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

Perez, Elaine, eperez@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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
- Orientation for high school courses
- Vertical Planning
- Parent Nights
- Magnet Program Application assistance
- Data Chats
- Transition Plans
- College visits
- College fairs

b. College and Career Readiness

1. 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.

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

During the 2016-2017, ASPIRA RAM is offering a business elective course, sponsored by the Network for Teaching Entrepreneurship. It is the first charter school to offer the program. The program continues in our neighboring public high schools, further preparing students in the area of business education.

3. 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.

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. Problem Identification Summary

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

N/A

B. Problem Analysis Summary

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

N/A

C. Strategic Goals

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 core instruction is improved at ASPIRA R.A.M. then student academic success will be evident.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is improved at ASPIRA R.A.M. then student academic success will be evident. 1a

G088117

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	51.0
AMO Math - African American	70.0
AMO Math - Hispanic	70.0
AMO Math - ELL	70.0
ELA/Reading Gains	51.0
AMO Math - SWD	66.0
ELA/Reading Lowest 25% Gains	56.0
AMO Math - ED	70.0
Math Gains	50.0
AMO Reading - African American	73.0
Math Lowest 25% Gains	50.0
AMO Reading - Hispanic	75.0
FSA ELA Achievement	40.0
AMO Reading - ELL	65.0
FSA Mathematics Achievement	40.0
AMO Reading - SWD	67.0
Algebra I EOC Pass Rate	80.0
AMO Reading - ED	73.0
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- Limited opportunities for teachers to collaborate and research instructional practices.
- Limited use of student data to drive all instructional decisions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady Reading and Mathematics K-8 computer-based program including Standards Mastery program
- Triumph Learning instructional resources
- Response to Intervention plan for academics and discipline
- Restorative Justice/Discipline plan
- All teachers have a planning period and opportunities for collaborative planning have been built into the master schedule by department
- INSIDE Levels A-D
- HMH Collections Instructional Program
- Florida Department of Education's Item Bank
- After School tutoring

- Saturday Academy
- Gradual Release of Responsibility Instructional Framework
- Reading and Mathematics Intervention classes
- Miami-Dade County Public Schools' Gateway to Data platform
- Miami-Dade County Public Schools' Learning Village
- Literacy Leadership Team
- Leadership Team
- Community Involvement Specialist
- School Advisory Council
- Department Chairpersons
- Test Chair
- Parent Resource Room
- Mobile Laptop Carts (125 computers)
- Miami-Dade County Public Schools' My Learning Plan for Professional Development Opportunities and Tracking
- Assistant Principal over Curriculum, Instruction and Assessment
- Dean of Students

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. Track student progress on data wall.

Person Responsible

Elaine Perez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student performance results as detailed on the data plan. Data Wall.

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 core instruction is improved at ASPIRA R.A.M. then student academic success will be evident. 1

G088117

G1.B2 Limited opportunities for teachers to collaborate and research instructional practices. 2

B234315

G1.B2.S1 Provide job-embedded professional development for all teachers on methodology and content aligned to the Florida Standards to improve their lesson design to yield learning at the four levels of Webb's Depth of Knowledge. 4

S247072

Strategy Rationale

To employ research-based best practices, teaching and strategies in order to promote deliberate practice and reflection.

Action Step 1 5

Create a master schedule that allocates one block every other day for a collaborative planning schedule in which teachers meet consistently to develop lessons, share best practices and reflect on lesson effectiveness.

Person Responsible

Elaine Perez

Schedule

On 8/15/2016

Evidence of Completion

Master Schedule, Collaborative Planning Schedule

Action Step 2 5

Create a comprehensive professional development plan specifically for M-DCPS Teacher Planning Days to improve the understanding of the Florida State Standards and the evolved role of teacher and student in the classroom to improve the quality of teaching and learning via on-site, job-embedded professional development and support with effective standards based instructional planning strategies. Modules, based on the careful analysis of student data, will include but not be limited to Backwards Design, Webb's Depth of Knowledge, Formative and Summative Assessment processes, and the Gradual Release of Responsibility (GRR) Model.

Person Responsible

Elaine Perez

Schedule

Quarterly, from 8/30/2016 to 3/24/2017

Evidence of Completion

Professional Development Plan, Sign in sheets, PPT Presentations, Lesson Plans, Classroom Walkthrough Data

Action Step 3 5

Create a Saturday Teacher Academy series of Professional Development Sessions to improve teachers' instructional methodology to support student achievement in ELA Math via an outcome-driven focus on the following topics:

- Module 1) Citing Textual Evidence
- Module 2) Academic Vocabulary
- Module 3) Problem Solving, Precision, and Perseverance in Mathematics
- Module 4) Creating a Viable Argument in Mathematics
- Module 5) Argumentative Writing
- Module 6) Text Dependent Questions

Person Responsible

Elaine Perez

Schedule

Monthly, from 10/1/2016 to 4/30/2017

Evidence of Completion

PD Sign in Sheet, PPT Presentations, lesson plans, student journals/notebooks, student folders, assessment reports, classroom walkthrough data

Action Step 4 5

Implement an online Professional Learning Community for all teachers to provide a venue that will support their acquisition and effective implementation of the topics delivered during the professional development sessions in action steps 2 and 3.

Person Responsible

Kim Parks

Schedule

Monthly, from 10/4/2016 to 6/8/2017

Evidence of Completion

CP sign in sheets, CP agendas, lesson plans,

Action Step 5 5

Conduct a comprehensive search to contract with an Educational Service Provider that has a track record of improving school operations and academic performance. This provider will support the school's Governing Board and Leadership in improving ASPIRA RAM's overall performance. This service will include but not be limited to: Leadership Development, Teacher Development, Project Management and Transformation Actions.

Person Responsible

Elaine Perez

Schedule

Daily, from 9/19/2016 to 6/8/2017

Evidence of Completion

Action Step 6 5

Provide Teacher Leaders with a Leadership Development program using the ten Association for School Curriculum and Development Teacher Leader Roles to empower them to foster the collaboration and forward thinking needed within their departments to change teaching and learning.

Person Responsible

Kim Parks

Schedule

Monthly, from 10/1/2016 to 6/8/2017

Evidence of Completion

Attendance roster, work samples, completion certificates

Action Step 7 5

Create a research-based structure for collaborative planning sessions so that when teachers meet, time is effectively utilized to improve instruction in order to yield improvement of student achievement.

Person Responsible

Kim Parks

Schedule

Weekly, from 10/4/2016 to 6/8/2017

Evidence of Completion

Planning Meeting Schedule, Master Schedule, Sign-in Sheets

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

Monitor teachers' implementation of strategies and best practices by conducting administrator classroom walk-throughs.

Person Responsible

Elaine Perez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-in rosters, walk-through rubric, teacher observation data, 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.B2.S1 7

Analyze progress monitoring data from I-Ready for Math and Reading, Mid-Year Assessments for Social Studies and Topic Assessments for Science and Math to ensure that the strategies and best practices implemented are positively impacting student achievement.

Person Responsible

Elaine Perez

Schedule

Daily, from 8/22/2016 to 6/8/2017


Evidence of Completion

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

G1.B6 Limited use of student data to drive all instructional decisions. 2

 B234319

G1.B6.S1 Implement a Multi-Tiered Support System (MTSS) to provide students with the necessary mechanisms in place to both support struggling students' and enrich advanced students' academic progress. 4

 S247079

Strategy Rationale

To strategically provide students with educational experience based on their strengths and areas of growth in order to meet their needs.

Action Step 1 5

Create a Multi-Tiered Support System based on current student academic profiles students inclusive of the necessary mechanisms in place to both support struggling students' and enrich advanced students' academic progress. This system will also require the establishment of an MTSS committee who will meet regularly and analyze student progress within each Tier group and make program adjustments as needed to ensure steady student academic progress. Lastly, once the system is finalized, train all instructional personnel on the understanding and implementation of this system to ensure all necessary parties may be held accountable.

Person Responsible

Kim Parks

Schedule

Monthly, from 10/4/2016 to 6/8/2017

Evidence of Completion

Multi-Tiered Support Plan, Student data, Meeting sign-in sheets

Action Step 2 5

Create a Data Plan, inclusive of processes for communication and discussion of data between various stakeholders in the school (specifically, administrator to teacher, teacher to student, and school to parent) to guide the collaboration on all instructional decisions and ensure that all parties are working towards the attainment of rigorous academic student goals.

Person Responsible

Elaine Perez

Schedule

Quarterly, from 9/22/2016 to 6/8/2017

Evidence of Completion

Data Plan, Data Chat Schedules, Sign-in Sheets.

Action Step 3 5

Create an 8 period Master Schedule that incorporates time within students' daily schedule for Tier 2 and Tier 3 supports and interventions for those that require it. These schedules will include the creation of classes title Math Lab, Science Lab, and Reading Lab (or something similar) to allocate the structured additional time for Tier 2 and Tier 3 supports.

Person Responsible

Marquis Harvard

Schedule

On 10/7/2016

Evidence of Completion

master schedule, student data, class rosters, I-ready reports

Action Step 4 5

Purchase and/or renew licenses for selected, research-based intervention programs for Tier 2 and Tier 3 students to ensure they receive the additional academic support they require to remediate towards grade level.

Person Responsible

Marquis Harvard

Schedule

On 10/4/2016

Evidence of Completion

master schedule, I-ready reports, student data, class rosters

Action Step 5 5

Create opportunity for a Biology Lab for all student enrolled that will teach precursor skills for student success in Biology.

Person Responsible

Marquis Harvard

Schedule

On 10/7/2016

Evidence of Completion

lesson plans, rosters, calendar of benchmarks to be taught

Action Step 6 5

Schedule and conduct professional development on all of the Tier 2 and Tier 3 programs to ensure fidelity of implementation. This effort will include an administrative monitoring plan to ensure that teachers are provided with support and guided throughout the year.

Person Responsible

Marquis Harvard

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

lesson plans, rosters, calendar of standards to be taught

Action Step 7 5

Designate a Project Manager for all Tier 2 and Tier 3 support programs, train them to ensure they know how to monitor implementation and provide support, and conduct regular status updates to verify that the program is being implemented effectively.

Person Responsible

Kenneth Feria

Schedule

On 10/4/2016

Evidence of Completion

lesson plans, rosters, calendar of standards to be taught

Action Step 8 5

Implement an extended learning program that includes Before School, After School, and Saturday academic support opportunities for students to address identified gaps in standard acquisition using just-in-time assessment data.

Person Responsible

Elaine Perez

Schedule

Daily, from 10/1/2016 to 5/31/2017

Evidence of Completion

Student attendance rosters, Teacher schedules and payroll sheets

Action Step 9 5

Provide on-site, job embedded professional development on utilizing iReady to support instruction, remediate student deficiencies, and progress monitoring.

Person Responsible

Kim Parks

Schedule

Monthly, from 10/1/2016 to 1/17/2017

Evidence of Completion

lesson plans, pd sign-in sheets, PPT presentation, data binders

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

Monitor teachers' implementation of strategies and best practices by conducting administrator classroom walk-throughs with a calendar and focus for each administrator.

Person Responsible

Elaine Perez

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-in rosters, walk-through observation data, 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.B6.S1 7

Analyze progress monitoring data from I-Ready for Math and Reading, Mid-Year Assessments for Social Studies and Topic Assessments for Science and Math to ensure that the strategies and best practices implemented are positively impacting student achievement.

Person Responsible

Elaine Perez

Schedule

Monthly, from 10/1/2016 to 6/8/2017





Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A321427	Create a master schedule that allocates one block every other day for a collaborative planning...	Perez, Elaine	6/27/2016	Master Schedule, Collaborative Planning Schedule	8/15/2016 one-time
G1.B6.S1.A4 A321442	Purchase and/or renew licenses for selected, research-based intervention programs for Tier 2 and...	Harvard, Marquis	9/22/2016	master schedule, I-ready reports, student data, class rosters	10/4/2016 one-time
G1.B6.S1.A7 A321445	Designate a Project Manager for all Tier 2 and Tier 3 support programs, train them to ensure they...	Feria, Kenneth	10/4/2016	lesson plans, rosters, calendar of standards to be taught	10/4/2016 one-time
G1.B6.S1.A3 A321441	Create an 8 period Master Schedule that incorporates time within students' daily schedule for Tier...	Harvard, Marquis	9/22/2016	master schedule, student data, class rosters, I-ready reports	10/7/2016 one-time
G1.B6.S1.A5 A321443	Create opportunity for a Biology Lab for all student enrolled that will teach precursor skills for...	Harvard, Marquis	9/22/2016	lesson plans, rosters, calendar of benchmarks to be taught	10/7/2016 one-time
G1.B6.S1.A9 A321447	Provide on-site, job embedded professional development on utilizing iReady to support instruction,...	Parks, Kim	10/1/2016	lesson plans, pd sign-in sheets, PPT presentation, data binders	1/17/2017 monthly
G1.B2.S1.A2 A321428	Create a comprehensive professional development plan specifically for M-DCPS Teacher Planning Days...	Perez, Elaine	8/30/2016	Professional Development Plan, Sign in sheets, PPT Presentations, Lesson Plans, Classroom Walkthrough Data	3/24/2017 quarterly
G1.B2.S1.A3 A321429	Create a Saturday Teacher Academy series of Professional Development Sessions to improve teachers'...	Perez, Elaine	10/1/2016	PD Sign in Sheet, PPT Presentations, lesson plans, student journals/ notebooks, student folders, assessment reports, classroom walkthrough data	4/30/2017 monthly
G1.B6.S1.A8 A321446	Implement an extended learning program that includes Before School, After School, and Saturday...	Perez, Elaine	10/1/2016	Student attendance rosters, Teacher schedules and payroll sheets	5/31/2017 daily
G1.MA1 M334564	Engage in the cyclical and recursive practice of pre-conferencing, observing, debriefing, and...	Perez, Elaine	8/22/2016	Student performance results as detailed on the data plan. Data Wall.	6/8/2017 quarterly
G1.B2.S1.MA1 M334550	Analyze progress monitoring data from I-Ready for Math and Reading, Mid-Year Assessments for Social...	Perez, Elaine	8/22/2016	Instructional walk-through forms, student data, student work products, lesson plans	6/8/2017 daily
G1.B2.S1.MA1 M334551	Monitor teachers' implementation of strategies and best practices by conducting administrator...	Perez, Elaine	8/22/2016	Sign-in rosters, walk-through rubric, teacher observation data, teachers' lesson plans, Miami-Dade County Public Schools My Learning Plan platform, student work products, student data, teachers' professional development growth plans	6/8/2017 weekly
G1.B2.S1.A4 A321430	Implement an online Professional Learning Community for all teachers to provide a venue that will...	Parks, Kim	10/4/2016	CP sign in sheets, CP agendas, lesson plans,	6/8/2017 monthly
G1.B2.S1.A5 A321431	Conduct a comprehensive search to contract with an Educational Service Provider that has a track...	Perez, Elaine	9/19/2016		6/8/2017 daily
G1.B2.S1.A6 A321432	Provide Teacher Leaders with a Leadership Development program using the ten Association for School...	Parks, Kim	10/1/2016	Attendance roster, work samples, completion certificates	6/8/2017 monthly
G1.B2.S1.A7 A321433	Create a research-based structure for collaborative planning sessions so that when teachers meet,...	Parks, Kim	10/4/2016	Planning Meeting Schedule, Master Schedule, Sign-in Sheets	6/8/2017 weekly
G1.B6.S1.MA1 M334562	Analyze progress monitoring data from I-Ready for Math and Reading, Mid-Year Assessments for Social...	Perez, Elaine	10/1/2016	Instructional walk-through forms, student data, student work products, lesson plans	6/8/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA1  M334563	Monitor teachers' implementation of strategies and best practices by conducting administrator...	Perez, Elaine	8/22/2016	Sign-in rosters, walk-through observation data, teachers' lesson plans, Miami-Dade County Public Schools My Learning Plan platform, student work products, student data, teachers' professional development growth plans	6/8/2017 daily
G1.B6.S1.A1  A321439	Create a Multi-Tiered Support System based on current student academic profiles students inclusive...	Parks, Kim	10/4/2016	Multi-Tiered Support Plan, Student data, Meeting sign-in sheets	6/8/2017 monthly
G1.B6.S1.A2  A321440	Create a Data Plan, inclusive of processes for communication and discussion of data between various...	Perez, Elaine	9/22/2016	Data Plan, Data Chat Schedules, Sign-in Sheets.	6/8/2017 quarterly
G1.B6.S1.A6  A321444	Schedule and conduct professional development on all of the Tier 2 and Tier 3 programs to ensure...	Harvard, Marquis	8/22/2016	lesson plans, rosters, calendar of standards to be taught	6/8/2017 quarterly

V. Professional Development Opportunities

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

G1. If core instruction is improved at ASPIRA R.A.M. then student academic success will be evident.

G1.B2 Limited opportunities for teachers to collaborate and research instructional practices.

G1.B2.S1 Provide job-embedded professional development for all teachers on methodology and content aligned to the Florida Standards to improve their lesson design to yield learning at the four levels of Webb's Depth of Knowledge.

PD Opportunity 1

Create a comprehensive professional development plan specifically for M-DCPS Teacher Planning Days to improve the understanding of the Florida State Standards and the evolved role of teacher and student in the classroom to improve the quality of teaching and learning via on-site, job-embedded professional development and support with effective standards based instructional planning strategies. Modules, based on the careful analysis of student data, will include but not be limited to Backwards Design, Webb's Depth of Knowledge, Formative and Summative Assessment processes, and the Gradual Release of Responsibility (GRR) Model.

Facilitator

Dr. Elaine Perez, Assistant Principal

Participants

ELA teachers, Mathematics teachers, Science teachers, Social Studies teachers, Electives Teachers

Schedule

Quarterly, from 8/30/2016 to 3/24/2017

PD Opportunity 2

Create a Saturday Teacher Academy series of Professional Development Sessions to improve teachers' instructional methodology to support student achievement in ELA Math via an outcome-driven focus on the following topics: - Module 1) Citing Textual Evidence - Module 2) Academic Vocabulary - Module 3) Problem Solving, Precision, and Perseverance in Mathematics - Module 4) Creating a Viable Argument in Mathematics - Module 5) Argumentative Writing - Module 6) Text Dependent Questions

Facilitator

National Academic Educational Partners (Educational Service Provider)

Participants

English Language Arts teachers, Math teachers, Science teachers, Social Studies teachers, Administrators

Schedule

Monthly, from 10/1/2016 to 4/30/2017

PD Opportunity 3

Implement an online Professional Learning Community for all teachers to provide a venue that will support their acquisition and effective implementation of the topics delivered during the professional development sessions in action steps 2 and 3.

Facilitator

National Academic Educational Partners (Educational Service Provider)

Participants

English Language Arts teachers, Mathematics teachers, Science teachers, Social Studies teachers, Administrators

Schedule

Monthly, from 10/4/2016 to 6/8/2017

PD Opportunity 4

Provide Teacher Leaders with a Leadership Development program using the ten Association for School Curriculum and Development Teacher Leader Roles to empower them to foster the collaboration and forward thinking needed within their departments to change teaching and learning.

Facilitator

National Academic Educational Partners (Educational Service Provider)

Participants

Department Chairpersons and Administrators

Schedule

Monthly, from 10/1/2016 to 6/8/2017

G1.B6 Limited use of student data to drive all instructional decisions.

G1.B6.S1 Implement a Multi-Tiered Support System (MTSS) to provide students with the necessary mechanisms in place to both support struggling students' and enrich advanced students' academic progress.

PD Opportunity 1

Schedule and conduct professional development on all of the Tier 2 and Tier 3 programs to ensure fidelity of implementation. This effort will include an administrative monitoring plan to ensure that teachers are provided with support and guided throughout the year.

Facilitator

Pilar Baldwin from I-Ready

Participants

ELA and Math Faculty

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Provide on-site, job embedded professional development on utilizing iReady to support instruction, remediate student deficiencies, and progress monitoring.

Facilitator

i-Ready Support Personnel

Participants

Reading, ELA and Math teachers

Schedule

Monthly, from 10/1/2016 to 1/17/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Create a master schedule that allocates one block every other day for a collaborative planning schedule in which teachers meet consistently to develop lessons, share best practices and reflect on lesson effectiveness.				\$0.00
2	G1.B2.S1.A2	Create a comprehensive professional development plan specifically for M-DCPS Teacher Planning Days to improve the understanding of the Florida State Standards and the evolved role of teacher and student in the classroom to improve the quality of teaching and learning via on-site, job-embedded professional development and support with effective standards based instructional planning strategies. Modules, based on the careful analysis of student data, will include but not be limited to Backwards Design, Webb's Depth of Knowledge, Formative and Summative Assessment processes, and the Gradual Release of Responsibility (GRR) Model.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		300-Purchased Services	6020 - Aspira Raul Arnaldo Martinez Charter School	Title I, Part A		\$20,000.00
<i>Notes: Contract with Educational Service Provider</i>						
3	G1.B2.S1.A3	Create a Saturday Teacher Academy series of Professional Development Sessions to improve teachers' instructional methodology to support student achievement in ELA Math via an outcome-driven focus on the following topics: - Module 1) Citing Textual Evidence - Module 2) Academic Vocabulary - Module 3) Problem Solving, Precision, and Perseverance in Mathematics - Module 4) Creating a Viable Argument in Mathematics - Module 5) Argumentative Writing - Module 6) Text Dependent Questions				\$28,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	Title I, Part A		\$28,000.00
<i>Notes: Teacher Hourly Stipends for Attending.</i>						
4	G1.B2.S1.A4	Implement an online Professional Learning Community for all teachers to provide a venue that will support their acquisition and effective implementation of the topics delivered during the professional development sessions in action steps 2 and 3.				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	Title I, Part A		\$11,000.00
<i>Notes: Teacher Stipend for Attending</i>						
5	G1.B2.S1.A5	Conduct a comprehensive search to contract with an Educational Service Provider that has a track record of improving school operations and academic performance. This provider will support the school's Governing Board and Leadership in improving ASPIRA RAM's overall performance. This service will				\$0.00

		include but not be limited to: Leadership Development, Teacher Development, Project Management and Transformation Actions.				
6	G1.B2.S1.A6	Provide Teacher Leaders with a Leadership Development program using the ten Association for School Curriculum and Development Teacher Leader Roles to empower them to foster the collaboration and forward thinking needed within their departments to change teaching and learning.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		300-Purchased Services	6020 - Aspira Raul Arnaldo Martinez Charter School	Title I, Part A		\$7,000.00
			<i>Notes: Contract with Educational Service Provider</i>			
7	G1.B2.S1.A7	Create a research-based structure for collaborative planning sessions so that when teachers meet, time is effectively utilized to improve instruction in order to yield improvement of student achievement.				\$0.00
8	G1.B6.S1.A1	Create a Multi-Tiered Support System based on current student academic profiles students inclusive of the necessary mechanisms in place to both support struggling students' and enrich advanced students' academic progress. This system will also require the establishment of an MTSS committee who will meet regularly and analyze student progress within each Tier group and make program adjustments as needed to ensure steady student academic progress. Lastly, once the system is finalized, train all instructional personnel on the understanding and implementation of this system to ensure all necessary parties may be held accountable.				\$0.00
9	G1.B6.S1.A2	Create a Data Plan, inclusive of processes for communication and discussion of data between various stakeholders in the school (specifically, administrator to teacher, teacher to student, and school to parent) to guide the collaboration on all instructional decisions and ensure that all parties are working towards the attainment of rigorous academic student goals.				\$0.00
10	G1.B6.S1.A3	Create an 8 period Master Schedule that incorporates time within students' daily schedule for Tier 2 and Tier 3 supports and interventions for those that require it. These schedules will include the creation of classes title Math Lab, Science Lab, and Reading Lab (or something similar) to allocate the structured additional time for Tier 2 and Tier 3 supports.				\$0.00
11	G1.B6.S1.A4	Purchase and/or renew licenses for selected, research-based intervention programs for Tier 2 and Tier 3 students to ensure they receive the additional academic support they require to remediate towards grade level.				\$29,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6020 - Aspira Raul Arnaldo Martinez Charter School	General Fund	18.0	\$29,000.00
			<i>Notes: I-Ready \$18,000 Reading Plus \$11,000</i>			
12	G1.B6.S1.A5	Create opportunity for a Biology Lab for all student enrolled that will teach precursor skills for student success in Biology.				\$0.00
13	G1.B6.S1.A6	Schedule and conduct professional development on all of the Tier 2 and Tier 3 programs to ensure fidelity of implementation. This effort will include an administrative monitoring plan to ensure that teachers are provided with support and guided throughout the year.				\$3,500.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6020 - Aspira Raul Arnaldo Martinez Charter School	General Fund		\$3,500.00
			<i>Notes: I-Ready PD</i>			
14	G1.B6.S1.A7	Designate a Project Manager for all Tier 2 and Tier 3 support programs, train them to ensure they know how to monitor implementation and provide support, and conduct regular status updates to very that the program is being implemented effectively.				\$0.00
15	G1.B6.S1.A8	Implement an extended learning program that includes Before School, After School, and Saturday academic support opportunities for students to address identified gaps in standard acquisition using just-in-time assessment data.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6020 - Aspira Raul Arnaldo Martinez Charter School	General Fund		\$30,000.00
			<i>Notes: Before and After-School Tutoring Saturday Academy</i>			
16	G1.B6.S1.A9	Provide on-site, job embedded professional development on utilizing iReady to support instruction, remediate student deficiencies, and progress monitoring.				\$0.00
					Total:	\$128,500.00