

Miami-Dade County Public Schools

Aspira Raul Arnaldo Martinez Charter School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Aspira Raul Arnaldo Martinez Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of ASPIRA R.A.M. is to develop our students' intellect, personal and social skills, and cultural sensitivity through rigorous educational programs, innovative pedagogy, leadership training, and community awareness.

b. Provide the school's vision statement.

The vision of ASPIRA R.A.M. is to partner with teachers, families and professionals to develop a community of life-long learners by preparing them to succeed in college and beyond. ASPIRANTES will be able to apply knowledge and skills to real world situations while becoming leaders in their communities who positively impact society.

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 a progressive discipline plan aligned to the Miami-Dade County Public Schools Code of Student Conduct and PBS strategies.

Student Code of Conduct

Level 1 Behaviors:

Unauthorized Location

Confrontation with another Student (Public argument with a student)

Cutting class (skipping)

Disruptive Behavior (including behavior on the bus)

Talking

Singing

Standing Up

Yelling

Cursing

etc

Failure to follow school or classroom rules
Inappropriate public display of affection
Repeated use of profane or crude language
Unauthorized use of electronic devices
Dress Code Violation*
Possession of items or materials that are inappropriate for school

Consequences for Level 1 Behaviors:

First Infraction receives a warning
Second Infraction receives a verbal reprimand
Third Infraction receives parent contact
Fourth Infraction receives a detentions
Anything beyond a fourth infraction can and will result in the behavior being escalated to a Level 2 Behavior along with appropriate consequences as deemed by the teacher and or administration.

*Consequences for Dress Code Violations:

Student will be sent to the office to phone home for the correct uniform
If parent are unable to bring the student the uniform student will be required to wear a school provided alternative
Repeated (more than 2) Violations of the School Uniform Policy will be treated as a fourth Infraction and receive a detention
Failure to attend a detention will result in an automatic escalation to a level 2 Behavior and receive a 1 day indoor suspension

Level 2 Behaviors:

Cheating
Confrontation with a staff member (argument with a staff member)
Defiance of school personnel (refusing to follow instructions)
Distribution of items or materials that are inappropriate for school
Harassment
Instigative behavior
Leaving school grounds without permission
Petty theft (under \$300)
Use of profane or provocative language directed at someone (cursing at someone)
Prohibited sales on school grounds
Possession or use of tobacco products
Vandalism (destroying school property)

Consequences for Level 2 Behaviors:

All infractions receive a parent contact
First Infraction receives work duty (cleaning the cafeteria)
Second Infraction receives a detention
Third Infraction receives 1 day Indoor Suspension with work duty
Fourth Infraction Receives 3 day Indoor Suspensions with work duty
Anything beyond a fourth infraction can and will result in the behavior being escalated to a Level 3 Behavior along with appropriate consequences as deemed by administration

Level 3 Behaviors:

Assault/Threat against a non-staff member (threatening to hurt or fight another student)
Breaking and Entering/Burglary
Bullying (repeated harassment)
Fighting
Possessions or use of alcohol, unauthorized medications, por anything that is mood altering
Sexting (sending or receiving of sexual messages or pictures)

Sexual Harassment
Vandalism (major)

Consequences for Level 3 Behaviors:

All infraction receive a parent contact

First Infraction receives a 3 day indoor suspension with work duty

Second Infraction receives a 5 day indoor suspension with work duty

Third Infraction receives a 5 day outdoor suspension

Fourth Infraction receives a 10 day outdoor suspension

Anything beyond a fourth infraction will automatically receive a 10 day outdoor suspension with a recommendation for expulsion

Level 4 Behaviors:

Battery against a non-staff member

Grand Theft (over \$300.00)

Hate Crime

Motor Vehicle Theft

Other major crimes

Intent to sell or distribute alcohol, unauthorized medication, or anything that is used to alter mood

Sex Offenses (including possession or distribution of lewd materials)

Consequences for Level 4 Behaviors:

All infractions receive parent contact

All infractions receive a recommendation for expulsion

All Level 4 Behavior infractions can receive a police report

First Infraction receives a 3 day outdoor suspension

Second Infraction receives a 5 day outdoor suspension

Third Infraction receives a 10 day outdoor suspensions

Anything beyond a fourth infraction will be escalated to a Level 5 Behavior and appropriate consequences will be issued by administration.

Level 5 Behaviors:

Aggravated assault

Armed robbery

Arson

Assault/threat against school personnel (squaring up to fight with school personnel)

Battery or Aggravated battery against school personnel (physically harming school personnel)*

Homicide

Kidnapping/Abduction

Making a false report/threat against the school*

Sexual Battery

Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons*

Consequences for Level 5 Behaviors:

All infractions automatically require a police report

All infractions automatically incur a 10 day outdoor suspension

All infractions incur a recommendation for expulsion

Infractions with a * automatically incur a mandatory 1 year expulsion.

Teachers will utilize positive behavior intervention strategies such as class dojo to emphasize positive rather than negative behaviors. This will teach students to be responsible for their own behaviors through the emphasis on parent contact and classroom management interventions. The purpose of this strategy is to promote intrinsic responsibilities for behaviors in an effort to have maximize class

instruction time.

Faculty and Staff will be trained throughout the school year to ensure the system is fair and implemented effectively.

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 Administration 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 challenging students are to implement positive behavior intervention strategies, contact parents and 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 2017 Data/School Improvement Meeting to discuss the 2017 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 September 25, 2017 (Aligned to Results of 2016 FSA and I-Ready Diagnostic 1)
- Cycle 2: Beginning December 18, 2017 (Aligned to Results of I-Ready Diagnostic 2)
- Cycle 3: Beginning February 5, 2018 (I-Ready Progress Monitoring and/or Mid Year Assessments)

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:

- 2017 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	
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 / Reading Plus)
- 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 i-Ready program during the Intensive Reading class 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 i-Ready program during the Intensive Reading class 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/ Reading Plus) and small group pull out intervention.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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

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
Vasquez, Francisco	Teacher, K-12
Jean-Jacques, Jubenson	Teacher, K-12
Alcide, Jacques	Teacher, K-12
Harvard, Marquis	Assistant Principal
Parks, Kim	Teacher, K-12

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 (Denovilee Richardson) 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 (Rtl), and professional development.
- School Counselor (Dr. Melissa Harper Saint Jean): will assist the principal in facilitating a positive climate and school culture and parental and community involvement 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 and AP 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, Department Chairs
- Level 2) Assistant Principal, 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 quarterly 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 . United Way 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. The 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
Nabin Timilsina	Teacher
Edward Hernandez	Business/Community
Jaimie Bharath	Teacher
Francisco Vasquez	Teacher
Jubenson Jean-Jacques	Teacher
Donita Harmon	Teacher
Eugénise Mompremier	Parent
Veronique Mompremier	Student
Rolande Saint Preux	Parent
Myriam Jules	Parent
Debbie Hayles	Parent
Nanay Byssainthe	Student
Alanna Montgomery	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC will schedule a meeting to review the data points to determine the level of attainment of the SIP Goals for 2016-2017. The EESAC will identify the root causes for the low performance and established its two strategies for the 2017-2018. 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, Administrators, Department Chairpersons and teachers 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
Harvard, Marquis	Principal
Jorge, Marian	Teacher, K-12
Vasquez, Francisco	Teacher, K-12
Jean-Jacques, Jubenson	Teacher, K-12
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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 and 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.

ESP- 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.

Mr. Stone 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.

Mr. Timilsina will provide support for all teachers as the transformation liaison.

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 September 25, 2017 (Results of 2016 FSA and I-Ready Diagnostic 1)
- 2) Beginning December 11, 2017 (Results of I-Ready Diagnostic 2)
- 3) Beginning February 5, 2018 (I-Ready Progress and/or Mid Year Assessments)

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

The Administrative Team will conduct data chats with all teachers.

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 2017 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:

Teacher-Parent Data Chats will coincide with the release of report cards. The school will hold a report card pick up night by grade level where parents will have the opportunity to sit with a teacher and review their child's grades and ongoing assessment data.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 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 2017-2018 school year, 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

G096677

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	55.0
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
ELA/Reading Gains	51.0
AMO Math - SWD	66.0
ELA/Reading Lowest 25% Gains	60.0
AMO Math - ED	70.0
Math Gains	43.0
AMO Reading - African American	73.0
Math Lowest 25% Gains	50.0
AMO Reading - Hispanic	75.0
FSA ELA Achievement	33.0
AMO Reading - ELL	65.0
FSA Mathematics Achievement	32.0
AMO Reading - SWD	67.0
Algebra I EOC Pass Rate	51.0
AMO Reading - ED	73.0
Bio I EOC Pass	63.0

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
- Discipline and PBS plan
- All teachers have a planning period and opportunities for collaborative planning.
- INSIDE Levels A-D
- HMH Collections Instructional Program
- Before and After School tutoring
- 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
- 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
- Mobile Tablet Carts
- Additional RTI Class for students built in Master Schedule

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 9/1/2017 to 5/31/2018

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

G096677

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

B260036

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

S275486

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 comprehensive professional development plan to begin the week before the beginning of the school year and during 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, the Gradual Release of Responsibility (GRR) Model, Culturally Responsive Teaching, Independent vs. Dependent Learners, and Standards Based Grading.

Person Responsible

Elaine Perez

Schedule

Quarterly, from 8/10/2017 to 3/30/2018

Evidence of Completion

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

Action Step 2 5

Deliver Professional Development Sessions to all teachers during Teacher Planning Days, Early Release Days, and Saturdays on the following topics:

- Module 1 - Unpacking the Florida Standards
- Module 2 - Backward Planning & The GRRM
- Module 3 - Formative & Summative Assessments (Webb's Depth of Knowledge)
- Module 4 - Standard Based Grading
- Module 5 - Collaborative Structures for Student Engagement
- Module 6 - Analyzing Data and Differentiating Instruction

Person Responsible

Elaine Perez

Schedule

Monthly, from 10/1/2017 to 4/30/2018

Evidence of Completion

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

Action Step 3 5

Conduct classroom walkthroughs to analyze implementation of the skills learned from the Professional Development opportunities.

Person Responsible

Elaine Perez

Schedule

Daily, from 10/1/2017 to 6/29/2018

Evidence of Completion

Walkthrough Checklists / Notes, Teacher/Admin Debriefing Summaries

Action Step 4 5

Engage in the coaching cycle protocol with identified teachers to build capacity.

Person Responsible

Marquis Harvard

Schedule

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

Evidence of Completion

Attendance roster, work samples, completion certificates

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.B2.S2 Provide collaborative planning opportunities and job-embedded support to build teacher capacity. 4

S275487

Strategy Rationale

Action Step 1 5

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

Person Responsible

Elaine Perez

Schedule

On 8/21/2017

Evidence of Completion

Collaborative Planning Framework

Action Step 2 5

Implement Collaborative Planning from 3:20-4:30 twice per week where teachers will plan lessons and reflect on student work to assess the effectiveness of the lessons delivered.

Person Responsible

Marquis Harvard

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

, Lesson Plan Samples, Sign-in Sheets

Action Step 3 5

Conduct walkthroughs to assess the effectiveness of lessons planned during Collaborative Planning.

Person Responsible

Elaine Perez

Schedule

Daily, from 9/4/2017 to 5/31/2018

Evidence of Completion

walkthrough checklists / notes, debriefing summaries, lesson plans

Action Step 4 5

Engage in Coaching Cycle support for teachers who demonstrate need based on walkthrough data.

Person Responsible

Marquis Harvard

Schedule

On 5/31/2018

Evidence of Completion

coaching cycle notes and reflections, debriefing summaries, lesson plans

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

Conduct Formal and Informal Observations to evaluate practice

Person Responsible

Elaine Perez

Schedule

On 5/31/2018

Evidence of Completion

Observation notes, checklists, lesson plans, sign-in sheets

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

Analyze diagnostic, mid year, and classroom assignment data to ensure practice is leading to student achievement.

Person Responsible

Elaine Perez

Schedule

On 5/31/2018

Evidence of Completion

i-ready diagnostic data, Reading Plus data, Mid-Year assessment results, formative and summative assessment results.

G1.B2.S3 Contract with outside entity to provide services directly to students, teachers and administrators. 4

 S275488

Strategy Rationale

Action Step 1 5

Contract with outside entity to provide services directly to students, teachers and administrators

Person Responsible

Elaine Perez

Schedule

On 9/6/2017

Evidence of Completion

Contract, Board Minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

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

Person Responsible

Elaine Perez

Schedule

Weekly, from 9/1/2017 to 6/7/2018

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.S3 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 9/1/2017 to 6/7/2018

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**

 B260040

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**

 S275494

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

Elaine Perez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

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 8/21/2017 to 5/31/2018

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 8/31/2017

Evidence of Completion

master schedule, student data, class rosters

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 8/21/2017

Evidence of Completion

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

Action Step 5 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 8/28/2017 to 5/31/2018

Evidence of Completion

lesson plans, rosters, calendar of standards to be taught

Action Step 6 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

Elaine Perez

Schedule

On 8/21/2017

Evidence of Completion

lesson plans, rosters, calendar of standards to be taught

Action Step 7 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 9/4/2017 to 5/31/2018

Evidence of Completion

Student attendance rosters, Teacher schedules and payroll sheets

Action Step 8 5

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

Person Responsible

Marquis Harvard

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

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 8/28/2017 to 6/7/2018

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 10/2/2017 to 10/2/2017

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
2018					
G1.B2.S1.MA1 M398313	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 M398314	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 A369901	Engage in the coaching cycle protocol with identified teachers to build capacity.	Harvard, Marquis	10/1/2016	Attendance roster, work samples, completion certificates	6/8/2017 biweekly
G1.B6.S1.A4 A369915	Purchase and/or renew licenses for selected, research-based intervention programs for Tier 2 and...	Harvard, Marquis	8/21/2017	master schedule, I-ready reports, student data, class rosters	8/21/2017 one-time
G1.B6.S1.A6 A369917	Designate a Project Manager for all Tier 2 and Tier 3 support programs, train them to ensure they...	Perez, Elaine	8/21/2017	lesson plans, rosters, calendar of standards to be taught	8/21/2017 one-time
G1.B2.S2.A1 A369902	Create a research-based structure for collaborative planning sessions including planning and...	Perez, Elaine	8/21/2017	Collaborative Planning Framework	8/21/2017 one-time
G1.B6.S1.A3 A369914	Create an 8 period Master Schedule that incorporates time within students' daily schedule for Tier...	Harvard, Marquis	8/21/2017	master schedule, student data, class rosters	8/31/2017 one-time
G1.B2.S3.A1 A369906	Contract with outside entity to provide services directly to students, teachers and administrators	Perez, Elaine	9/1/2017	Contract, Board Minutes	9/6/2017 one-time
G1.B6.S1.MA1 M398329	Analyze progress monitoring data from I-Ready for Math and Reading, Mid-Year Assessments for Social...	Perez, Elaine	10/2/2017	Instructional walk-through forms, student data, student work products, lesson plans	10/2/2017 monthly
G1.B2.S1.A1 A369898	Create a comprehensive professional development plan to begin the week before the beginning of the...	Perez, Elaine	8/10/2017	Professional Development Plan, Sign in sheets, PPT Presentations, Lesson Plans, Classroom Walkthrough Data	3/30/2018 quarterly
G1.B2.S1.A2 A369899	Deliver Professional Development Sessions to all teachers during Teacher Planning Days, Early...	Perez, Elaine	10/1/2017	PD Sign in Sheet, PPT Presentations, lesson plans, student journals/ notebooks, student folders, assessment reports, classroom walkthrough data	4/30/2018 monthly
G1.MA1 M398331	Engage in the cyclical and recursive practice of pre-conferencing, observing, debriefing, and...	Perez, Elaine	9/1/2017	Student performance results as detailed on the data plan. Data Wall.	5/31/2018 quarterly
G1.B6.S1.A2 A369913	Create a Data Plan, inclusive of processes for communication and discussion of data between various...	Perez, Elaine	8/21/2017	Data Plan, Data Chat Schedules, Sign-in Sheets.	5/31/2018 quarterly
G1.B6.S1.A5 A369916	Schedule and conduct professional development on all of the Tier 2 and Tier 3 programs to ensure...	Harvard, Marquis	8/28/2017	lesson plans, rosters, calendar of standards to be taught	5/31/2018 quarterly
G1.B6.S1.A7 A369918	Implement an extended learning program that includes Before School, After School, and Saturday...	Perez, Elaine	9/4/2017	Student attendance rosters, Teacher schedules and payroll sheets	5/31/2018 daily
G1.B6.S1.A8 A369919	Provide on-site, job embedded professional development on utilizing iReady to support instruction,...	Harvard, Marquis	8/21/2017	lesson plans, pd sign-in sheets, PPT presentation, data binders	5/31/2018 quarterly
G1.B2.S2.MA1 M398315	Analyze diagnostic, mid year, and classroom assignment data to ensure practice is leading to...	Perez, Elaine	9/4/2017	i-ready diagnostic data, Reading Plus data, Mid-Year assessment results,	5/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				formative and summative assessment results.	
G1.B2.S2.MA1 M398316	Conduct Formal and Informal Observations to evaluate practice	Perez, Elaine	9/4/2017	Observation notes, checklists, lesson plans, sign-in sheets	5/31/2018 one-time
G1.B2.S2.A2 A369903	Implement Collaborative Planning from 3:20-4:30 twice per week where teachers will plan lessons and...	Harvard, Marquis	8/28/2017	, Lesson Plan Samples, Sign-in Sheets	5/31/2018 weekly
G1.B2.S2.A3 A369904	Conduct walkthroughs to assess the effectiveness of lessons planned during Collaborative Planning.	Perez, Elaine	9/4/2017	walkthrough checklists / notes, debriefing summaries, lesson plans	5/31/2018 daily
G1.B2.S2.A4 A369905	Engage in Coaching Cycle support for teachers who demonstrate need based on walkthrough data.	Harvard, Marquis	9/11/2017	coaching cycle notes and reflections, debriefing summaries, lesson plans	5/31/2018 one-time
G1.B6.S1.MA1 M398330	Monitor teachers' implementation of strategies and best practices by conducting administrator...	Perez, Elaine	8/28/2017	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	6/7/2018 daily
G1.B6.S1.A1 A369912	Create a Multi-Tiered Support System based on current student academic profiles students inclusive...	Perez, Elaine	8/21/2017	Multi-Tiered Support Plan, Student data, Meeting sign-in sheets	6/7/2018 monthly
G1.B2.S3.MA1 M398317	Analyze progress monitoring data from I-Ready for Math and Reading, Mid-Year Assessments for Social...	Perez, Elaine	9/1/2017	Instructional walk-through forms, student data, student work products, lesson plans	6/7/2018 monthly
G1.B2.S3.MA1 M398318	Monitor teachers' implementation of strategies and best practices by conducting administrator...	Perez, Elaine	9/1/2017	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	6/7/2018 weekly
G1.B2.S1.A3 A369900	Conduct classroom walkthroughs to analyze implementation of the skills learned from the...	Perez, Elaine	10/1/2017	Walkthrough Checklists / Notes, Teacher/Admin Debriefing Summaries	6/29/2018 daily

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 to begin the week before the beginning of the school year and during 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, the Gradual Release of Responsibility (GRR) Model, Culturally Responsive Teaching, Independent vs. Dependent Learners, and Standards Based Grading.

Facilitator

Ms. Denovilee Richardson, Assistant Principal

Participants

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

Schedule

Quarterly, from 8/10/2017 to 3/30/2018

PD Opportunity 2

Deliver Professional Development Sessions to all teachers during Teacher Planning Days, Early Release Days, and Saturdays on the following topics: Module 1 - Unpacking the Florida Standards Module 2 - Backward Planning & The GRRM Module 3 - Formative & Summative Assessments (Webb's Depth of Knowledge) Module 4 - Standard Based Grading Module 5 - Collaborative Structures for Student Engagement Module 6 - Analyzing Data and Differentiating Instruction

Facilitator

Dr. Elaine Perez & Denovilee Richardson

Participants

All Teachers

Schedule

Monthly, from 10/1/2017 to 4/30/2018

PD Opportunity 3

Engage in the coaching cycle protocol with identified teachers to build capacity.

Facilitator

National Academic Educational Partners (Educational Service Provider)

Participants

Department Chairpersons and Administrators

Schedule

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

G1.B2.S2 Provide collaborative planning opportunities and job-embedded support to build teacher capacity.

PD Opportunity 1

Implement Collaborative Planning from 3:20-4:30 twice per week where teachers will plan lessons and reflect on student work to assess the effectiveness of the lessons delivered.

Facilitator

Department Chairpersons, Administrators

Participants

All Teachers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

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 Teachers

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

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

Quarterly, from 8/21/2017 to 5/31/2018

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	<p>Create a comprehensive professional development plan to begin the week before the beginning of the school year and during 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, the Gradual Release of Responsibility (GRR) Model, Culturally Responsive Teaching, Independent vs. Dependent Learners, and Standards Based Grading.</p>				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	310-Professional and Technical Services	6020 - Aspira Raul Arnaldo Martinez Charter School	UniSIG		\$20,000.00
<i>Notes: Contract with Educational Service Provider</i>						
2	G1.B2.S1.A2	<p>Deliver Professional Development Sessions to all teachers during Teacher Planning Days, Early Release Days, and Saturdays on the following topics: Module 1 - Unpacking the Florida Standards Module 2 - Backward Planning & The GRRM Module 3 - Formative & Summative Assessments (Webb's Depth of Knowledge) Module 4 - Standard Based Grading Module 5 - Collaborative Structures for Student Engagement Module 6 - Analyzing Data and Differentiating Instruction</p>				\$62,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	UniSIG		\$62,500.00
<i>Notes: Teacher PD Stipends for Attending.</i>						
3	G1.B2.S1.A3	<p>Conduct classroom walkthroughs to analyze implementation of the skills learned from the Professional Development opportunities.</p>				\$0.00
4	G1.B2.S1.A4	<p>Engage in the coaching cycle protocol with identified teachers to build capacity.</p>				\$0.00
5	G1.B2.S2.A1	<p>Create a research-based structure for collaborative planning sessions including planning and reflection of student work, so that when teachers meet, time is effectively utilized to improve instruction in order to yield improvement of student achievement.</p>				\$0.00
6	G1.B2.S2.A2	<p>Implement Collaborative Planning from 3:20-4:30 twice per week where teachers will plan lessons and reflect on student work to assess the effectiveness of the lessons delivered.</p>				\$0.00
7	G1.B2.S2.A3	<p>Conduct walkthroughs to assess the effectiveness of lessons planned during Collaborative Planning.</p>				\$0.00

8	G1.B2.S2.A4	Engage in Coaching Cycle support for teachers who demonstrate need based on walkthrough data.				\$122,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$122,000.00
<i>Notes: Reading Coach & Math Coach Salaries, Fringes, & Benefits</i>						
9	G1.B2.S3.A1	Contract with outside entity to provide services directly to students, teachers and administrators				\$80,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	310-Professional and Technical Services	6020 - Aspira Raul Arnaldo Martinez Charter School	UniSIG		\$80,000.00
<i>Notes: Outside Entity</i>						
10	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.				\$32,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	239-Other	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$2,500.00
<i>Notes: Parental Involvement</i>						
	6300	330-Travel	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$30,000.00
<i>Notes: Student educational trips and Incentives</i>						
11	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.				\$51,968.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7000	100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$51,968.00
<i>Notes: Community Involvement Specialist</i>						
12	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.				\$49,540.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6000	100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	UniSIG		\$49,540.00	
<i>Notes: 1 RTI Teachers</i>							
13	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.					\$141,076.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6000	690-Computer Software	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A	18.0	\$29,000.00	
<i>Notes: I-Ready \$18,000 Reading Plus \$11,000</i>							
	6000	644-Computer Hardware Non-Capitalized	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$92,636.00	
<i>Notes: Laptops</i>							
	6000	100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$19,440.00	
<i>Notes: paraprofessional</i>							
14	G1.B6.S1.A5	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.					\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6300	310-Professional and Technical Services	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$7,000.00	
<i>Notes: Supplies</i>							
15	G1.B6.S1.A6	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.					\$48,912.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6300	100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$48,912.00	
<i>Notes: RTI Teacher</i>							
16	G1.B6.S1.A7	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.					\$44,264.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6000	100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$39,424.00	

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			<i>Notes: Before and After-School Tutoring</i>			
	6000	100-Salaries	6020 - Aspira Raul Arnaldo Martinez Charter School	Title, I Part A		\$4,840.00
			<i>Notes: Chess Program</i>			
17	G1.B6.S1.A8	Provide on-site, job embedded professional development on utilizing iReady to support instruction, remediate student deficiencies, and progress monitoring.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6020 - Aspira Raul Arnaldo Martinez Charter School			\$0.00
					Total:	\$659,760.00