

Aspira Leadership And College Preparatory Academy

13330 SW 288TH ST, Homestead, FL 33033

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	96%
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	2016-17	2015-16	2014-15	2013-14
Grade	B	D	C*	B

**Informational Baseline School Grade*

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

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Leadership And College Preparatory Academy

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.

Our school's mission is the same as our parent company, ASPIRA of Florida. That is:

"The mission of ASPIRA of Florida is to foster the social advancement of the Puerto Rican/Latino community by empowering its youth in the pursuit of educational excellence through leadership development programs that emphasize commitment to the community."

b. Provide the school's vision statement.

Our school's vision is that of our parent company, ASPIRA of Florida. That is:

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

2. School Environment

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

ASPIRA LCPA exists to serve a very diverse student population. A calendar of events has been created to identify the diverse needs of the school's population. Teachers, staff, parents and students collaborate during open forums to identify the process of integration. Both academic and school wide functions promote the cultural integration of all stakeholders. Students and teachers assist in the preparation of a variety of activities that promote teacher - student relationships. In addition, through several academic focused activities, students express ownership of their own cultural identities, while integrating others.

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

Students are presented with a variety of in-school programs that promote the overall safety and the well-being of students. These programs include: 1- Character education 2- Leadership qualities in students 3- "0 tolerance" for misbehavior and or violence. Students are monitored, during arrival and dismissal. Faculty and staff members have been assigned strategic locations ("hot-points") to further monitor possible at risk behaviors and overall security concerns. A full time security continuously monitors the campus to ensure a safe school. All faculty, staff and student body have been trained on the District Code of Student Conduct. The school's administration maintains an open line communication with our Metro Dade Police Community Service officer to explore ways of mutually maintaining a safe learning environment.

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.

ASPIRA LCPA fosters an environment that sets forth high expectations for both behavioral and instructional performances. Any behavior that deviates from the District Code of Student Conduct is quickly addressed and modification is offered. Faculty continues to receive professional development on effective classroom management strategies.

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.

ASPIRA LCPA , in order to satisfy 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa), our faculty and administrators have an open-door policy for students to encourage open dialogue between us and the students. In addition, we meet with various district professionals for specialized student services and our administration team has a system for making home visits when appropriate and deemed necessary. Our own school counselor ensures that that the emotional needs of our students are met.

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.

ASPIRA LCPA strives to minimize poor attendance , behaviors that lead to suspensions, poor performance in English Language Arts , Mathematics and scoring level 1 on the statewide assessments. ASPIRA's Leadership Team and faculty will utilize data-driven strategies to ensure positive performance in the following areas:

ELA and Mathematics course failures:

Monitoring students' performance utilizing I-Ready, differentiated instruction, class performance, response to Intervention (RTI), and teacher-created interim tests. A variety of tutoring services are made available for students to participate in and receive services, as the academic needs are identified; moreover, data-driven practices occur to monitor the needs of the students and identify barriers. Additional academic services will be provided through intensive courses, pull-out tutoring for both Reading and Math, after-school tutoring sessions. Faculty are implementing differentiated instruction (DI) through the small group model to further target and assess student's academic needs.

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	4	2	3	1	0	0	0	2	5	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	4	0	0	0	2	1	8	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	32	23	8	0	0	0	0	63
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	5	6	0	0	0	0	9	13	0	0	0	0	37

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

Academic performance is directly affected by poor school attendance and or behavior. The ASPIRA LCPA Leadership Team reviewed current practices and implemented practical procedures to improve student performance:

- 1- Students that demonstrate truancy are identified and referred to the school counselor. Parents are contacted and reminded of the importance of school attendance. Weekly reports are generated and disseminated to the Leadership Team for continuous identification and monitoring of students' attendance.
- 2- Behavior: Students identified as repeated offenders are identified and referred for interventions as soon as possible. The following system is in place at ASPIRA LCPA: the behavioral problems are identified and addressed; parental/guardian communication is made addressing such behaviors; referrals are given to proper school personnel to recommend intervention strategies to improve student's behavior; the Leadership team monitors the results and adjust interventions as needed. In addition, ASPIRA LCPA will host "Parent Workshops" to assist our families on effective practices regarding students' poor behaviors.

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?

Yes

1. PFEP Link

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

2. Description

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration,

is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year. The Community Involvement Specialist conducts orientations that involve parents in the planning and implementation of the Title I Program and extend an open invitation to the community regarding available programs, their rights under No Child Left Behind ACT, and other referral services. ASPIRA South's Community Involvement Specialist increases parental engagement by having parents complete 36 community service hours as an enrollment requirement, join the Parent Academy, and by offering Parental Workshops. ASPIRA South Youth Leadership Charter School requires each parent and student to sign our Title I School-Parent/Student Compact. To comply Response to Instruction/Intervention (RtI) with dissemination and proper reporting, our Title I Parental Involvement Policy is posted, our Title I Orientation Meetings (Open House) are scheduled, informal parent surveys are conducted to determine specific wants and needs of our parents, parental workshops are designed and conveniently scheduled, and other documents/activities are made available. Our Community Involvement Specialist completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will also be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and promote modern teaching practices to establish quality school environments.

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.

ASPIRA L.C.P.A. fosters an approach that sustains students success through community partnerships. Our school is located in a vibrant sector of Leisure City, Florida. To support our student achievement , our current partners offer a variety of after school programs, high school and college readiness programs, vocational education, and parental involvement. Field trips and extracurricular activities are strategically planned in order to allow students to be exposed to community-based learning and to develop leadership traits.

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
Cejas, Antonio	Principal
Dennis, Charmaine	Assistant Principal
Diaz, Oliva	Teacher, K-12
Marrero, Yoana	Registrar
Mendoza, Mayda	Teacher, ESE
Rodriguez, Jose	Assistant Principal
Espinosa, Paola	Instructional Coach

b. Duties

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

Mr. Antonio Cejas, Principal, oversees the entire school operations; he also secures proper personnel for key positions, and instructional leaders. Mr. Jose L. Rodriguez, Assistant Principal, is in charge of day-to-day operations, school discipline, lends support to instructional staff as needed and assists with other administrative duties. Mrs. Dennis Charmaine, Dean of Students and Community Involvement Specialist - she serves as the liaison between parents and the school, leads with Title I functions, evaluates services needed and supports disciplinary functions; Mrs. Paola Espinosa, Reading Specialist and PD Liaison, supports instructional staff with data and instructional strategic needs, oversees lesson plans for the ELA/Reading teachers, and serves as the PD Liaison. Mr. Robert Interian, Testing Chair and Assessment Coordinator, coordinates all testing schedules and assists teachers with assessment needs. Mrs. Maria Rivera-Ruiz and Mrs. Mayda Mendoza, ESE Specialists, oversee the ESE program and support teachers with ESE needs; Mrs. Mendoza also oversees Response to Intervention at L.C.P.A.; Mrs. Rivera-Ruiz also oversees the after-school program. Ms. Emily Ricardo, ELL Coordinator, is in charge of the school's ELL functions - including assessments, documentation and lending support to the instructional staff regarding ELL needs.

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

The MTSS Leadership Team will meet regularly and discuss the following components:

1. Using the four-step problem solving process as the foundation for goal setting, planning, and program evaluation during all meetings - the focus will be on student achievement improvement or behavioral success.
 - a) Define problem b) Identify Reasons c) Develop Strategies d) Evaluate Effectiveness
 2. Progress Monitoring - we will utilize I-Ready for Reading and Math as well as other teacher-made assessments.
 3. Use the MTSS problem-solving process where teachers and administrators monitor progress of instruction.
 4. Respond when students are demonstrating a positive response or provide enrichment respectively.
 5. Gather and analyze data at all tiers to determine professional development for faculty as indicated by needs assessment survey conducted by our PD Liaison
 6. Ensure that students in need of intervention are receiving appropriate supplemental Tier 2 intervention; gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem-solving process after each OPM.
- Tier II: Consists of supplemental and customized instruction/intervention provided in addition to and in alignment with effective core instruction and a behavioral system that supports targeted students who need the additional support. Tier 2 problem-solving meetings are ongoing - they discuss OPM data for intervention groups to evaluate group and individual student response. They then select students for SST Tier 3 intervention.

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

Title I, Part A

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

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

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

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected

schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2016-2017 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
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- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

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

Nutrition Programs

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

Housing Programs - N/A

Head Start- N/A

Adult Education

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

Career and Technical Education

By promoting Career Pathways and Programs of Study students at ASPIRA L.C.P.A will become academy program graduates and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training- N/A

Parent Involvement Plan

- The PIP functions to involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
- To increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with

dissemination and reporting requirements.

- To conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
- The Community Involvement Specialist completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.
- The Community Involvement Specialist conducts orientations that involve parents in the planning and implementation of the Title I Program and extend an open invitation to the community regarding available programs, their rights under No Child Left Behind ACT, and other referral services.
- The Community Involvement Specialist increases parental engagement by having parents complete 36 community service hours as an enrollment requirement, join the Parent Academy, and by offering Parental Workshops. ASPIRA L.C.P.A. requires each parent and student to sign our Title I School-Parent/Student Compact.
- To comply with Response to Instruction/Intervention (RTI) with dissemination and proper reporting, our Title I Parental Involvement Policy is posted, our Title I Orientation Meetings (Open House) are scheduled, informal parent surveys are conducted to determine specific wants and needs of our parents, parental workshops are designed and conveniently scheduled, and other documents/activities are made available.
- Our Community Involvement Specialist completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will also be provided to any students in the school in "homeless situations" as applicable.

Academic & Support Services

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

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

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

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children’s Vision Program

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mr. Antonio R. Cejas	Principal
Charmainne Dennis	Education Support Employee
Martha Guillen	Business/Community
Emily Ricardo	Teacher
Olisisa Loredo	Parent
Nestora amaro	Parent
Yesenia Jaimes	Parent
Damarys Ramos	Parent
Maria Zayas	Parent
	Teacher
Olivia Diaz	Student
	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 school advisory council (SAC) convened on September, 2017 to evaluate last year's SIP, discussed the Mid-year reflection, and the FSA results that were released over the summer. Plans for changes to the SIP were reviewed and approved by the EESAC committee during their September meeting.

b. Development of this school improvement plan

After consultation and collaboration with all stakeholders, we developed the new SIP with the focus on improving the school grade (FSA Reading & Math scores) as well as AMOs, EWS, STEM, and Parent Involvement. These goals were created with a focus on analysis and alignment, overcoming barriers, and the development of strategies that will work with fidelity and accountability. All of these goals will be infused with technology as per the district's requirements for technology in education.

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

The EESAC members collaboratively allocate and recommend modifications to the annual budget and plan.

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

The amount of 1% of the Title I budget 2017-2018 per student used to pay for Parental Outreach initiatives through the Blackboard Connect Program and printed materials.

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
Cejas, Antonio	Principal
Dennis, Charmaine	Assistant Principal
Diaz, Oliva	Teacher, K-12
Mendoza, Mayda	Teacher, ESE
Espinosa, Paola	Instructional Coach
Marrero, Yoana	Other
Jabour, Adriana	Teacher, K-12

b. Duties

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

Based on our most recent FSA data, we've identified our lowest 25% performing students in Reading; therefore the major initiative of the LLT this year is to closely monitor (OPM) our students and address the specific areas of need in Reading. We will use I-Ready data in addition to other Reading assessments to target these specific areas of need. Our Reading Coach is utilizing such data to target our lowest performing students and strategically work on the students' areas of need based on data in the various Reading domains.

Ongoing motivational initiatives occur to incentivize our students to enjoy reading while enhancing those key skills that need improvement. Independent Reading contests are aligned to our school's Calendar of Events (i.e. Hispanic Heritage month is tied to a reading contest where students present a product based on a text they read by a Hispanic author); teachers create class contests for the

most lessons completed in I-Ready. Literacy is continuously promoted cross-curriculum as these school-wide initiatives are happening.

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 year we have implemented a new strategy of scheduling teacher planning periods (common planning) by department to enable our teachers to meet with their department peers more frequently to discuss best practices, challenges, deadlines, and other academic matters. Moreover, we hold monthly departmental meetings (at least twice a month), monthly faculty meetings, SST meetings as well as professional development sessions. A seventh and eighth period have been added to the master schedule to facilitate extra time for I-ready labs.

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

Recruitment is of utmost importance - we seek highly qualified candidates to meet the needs of all students.

Educating the current staff through Professional Development opportunities is another priority at our school. ASPIRA LCPA fosters several partnerships with local colleges and universities schools of Education to identify highly qualified candidates. Competitive salaries and benefits are also offered at ASPIRA of Florida, Inc.- the organization is also revising the current benefits offered and will provide fringe benefits that will attract highly qualified teachers.

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

- Hiring Experienced and Qualified Staff
- Educating through continued Professional Development Opportunities
- Compensating staff with Competitive Salaries and Benefits

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

The Leadership Team will identify highly effective teachers to assist new teachers with lesson planning, instructional best practices, effective methodology and classroom management.

Reading / Language Arts will be supported by our full time Reading coach. Mrs. Paola Espinosa will assist in the identification as well as the interventions needed for the low 25% performing students. The reading coach possesses experience and qualities that can benefit all ELA teachers.

Mrs. Marrero, Math Department Chair will mentor all math teachers within the department to improve standards mastery.

Mr. Knigin, a highly effective master teacher, will coach and mentor the middle school science teachers to ensure improvement on the standards.

Mrs. Paola Espinosa , reading Coach and Clinical classroom, for all ELL classrooms.

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.

Through coaching sessions and departmental meetings, our teachers are trained with the Florida standards as well as the current curriculum materials that are aligned to these standards. We also provide our instructional staff with supplemental curriculum materials to reinforce these standards - I-Ready; Scholastic magazines, and others. In addition, ongoing training opportunities are offered to teachers to discuss and unpack the Florida Standards so they gain a deeper understanding.

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.

Our content area teachers have curriculum resources to accommodate the needs of our diverse student body. For example, our Language Arts curriculum includes a comprehensive literacy approach that includes whole group, small group and individualized instruction - it caters to students who are below, proficient and above grade level. The curriculum also includes ESOL and enhanced support activities to supplement instruction.

FSA-like writing skills are infused cross-curriculum; data chats with students occurs in core classes; general and special education teachers collaborate the inclusive model to target and facilitate instruction for SPED students.

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

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

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: After School Program

Minutes added to school year: 4,860

Our diverse after-school program includes homework help, remediation, sports, clubs and other after school enrichment activities. Students who are selected for the tutoring program include those who were below grade level in Reading and Math (as per FSA results). Teachers were paid through the several sources for their services.

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

Strategy Rationale

By offering before/after school tutoring opportunities, academic reinforcement is continuously offered as well as in the daily learning they receive; thus, all this supports their skills in key areas such as Reading and Math, allowing them to improve on those skills on which they show deficiencies.

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

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Mendoza, Mayda, mmendoza@dadeschools.net

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

Baseline Assessment
Mid-year and Spring assessment
FSA (2016-17)
Teacher-made assessments

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.

Career readiness focus has been established across ASPIRA L.C.P.A. to remain faithful to the mission statement of the campus. We prepare our students for high school by educating our student body on career pathways and programs of study (career readiness program) so that they may

become 'academy' program graduates and/or have a better understanding and appreciation of the post-secondary opportunities available to them in high school (AP credits) and in tertiary schools, as well as a plan for how they will acquire the skills necessary to take advantage of scholarship opportunities.

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 L.C.P.A. continues to foster partnerships with Miami-Dade Community College (Homestead campus), Chispa (Florida International University's Frost Museum), City of Homestead (City Hall), Robert Morgan vocational career programs. In addition, we offer regular and honors classes along with a Critical Thinking course that prepares students for high school and post-secondary through research-based study skills, text analysis and other crucial thinking skills needed.

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

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

The Leadership team has designated Career Week (week of 11/14/16) - in preparation for this event, students will be surveyed to determine interests; the leadership team will reach out to individuals and partners that will present to the student body. The local colleges and universities will be contacted as well as former Aspirantes to co-present their different programs. Moreover, the local magnet programs and academies will be invited to be active participants during this week event. We will communicate to all stakeholders to actively participate in this important event.

During the 2017-2018 school year, ASPIRA LCPA is interested in preparing students for college and career readiness. By providing student surveys in order to better address the needs and interests of our students population and to build workshops and presentations which will motivate students to prepare themselves for future careers.

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

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

Our school instills project-based learning cross-curriculum during school hours as well as in the after-school programs. A college career mentoring will be provided in partnership through Miami Dada College (Homestead Campus). Regular visits from the recruiter will monitor students and assist them with college readiness questions. Neighboring feeder- pattern secondary and vocational schools will regularly facilitate opportunities for our student to partake in presentations that will further assist them in the decision-making process in selecting higher 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.

ASPIRA LCPA provides qualifying and eligible students with the following opportunities:

Algebra I, Biology, Spanish Honors, Geometry, and Physical science as requirement for local magnet and academies-based high schools.

As a Middle School, our school provides qualifying students, selected based on grades and State

Assessment scores, with advance high school courses such as Physical Science Honors, Algebra I and Biology. By doing this the students will be able to take High School courses that will allow them to be ready for the post-secondary level.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. To increase student achievement by improving core instruction in all content areas. 1a

G097143

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	40.0
FSA ELA Achievement	40.0
Civics EOC Pass	50.0
Algebra I EOC Pass Rate	75.0
Science Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- 1- Professional Development 2- Technology readily available. 3- Technical Support.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1- The use of i-Ready at a cost \$9265.00. On going professional development continues to be provided for the faculty and leadership team. 2- INSIDE support curriculum has been purchased and deployed for the ESOL and SPED classes as a regular resource curriculum. 3- Civic - \$2356.00 , Biology \$3200.00 , Math Text and Consumable Books \$ 8700.00 have been purchased and in current use. 4- A truancy committee monitors the students attendance and make recommendations and referrals to assess performance.

Plan to Monitor Progress Toward G1. 8

on going monitoring of i-Ready usage with fidelity on a regular basis.

Person Responsible

Antonio Cejas

Schedule

Biweekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

Students DATA chats to reflect students academic progress and revision of academic goals.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

🔑 G097143

G1.B1 1- Professional Development 2- Technology readily available. 3- Technical Support. **2**

🔑 B261318

G1.B1.S1 i-Ready baseline test will be administered within the first three weeks of school , mid-year and end of year to facilitate progress monitoring. **4**

🔑 S276640

Strategy Rationale

Constantly identify and monitor students performance based on DATA collected.

Action Step 1 **5**

i-Ready reading and math will be implemented and integrated to monitor and assess student progress.

Person Responsible

Paola Espinosa

Schedule

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

Evidence of Completion

i-Ready usage reports will be distributed among all faculty and staff members.

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

i-Ready weekly reports, baseline and interim assessments results will be compared with current teacher made tests.

Person Responsible

Antonio Cejas

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Student test DATA results will reflect improvement in core tested subjects.

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

i-Ready test results and teacher made tests will demonstrate skills proficiency in specific benchmarks which are aligned with the districts pacing guides.

Person Responsible

Antonio Cejas

Schedule

Weekly, from 9/1/2016 to 6/9/2017

Evidence of Completion

i-Ready results will demonstrate both individual and group progress.

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.B1.S1.MA1 M401045	i-Ready weekly reports, baseline and interim assessments results will be compared with current...	Cejas, Antonio	9/1/2016	Student test DATA results will reflect improvement in core tested subjects.	6/8/2017 weekly
G1.MA1 M401046	on going monitoring of i-Ready usage with fidelity on a regular basis.	Cejas, Antonio	9/1/2016	Students DATA chats to reflect students academic progress and revision of academic goals.	6/9/2017 biweekly
G1.B1.S1.MA1 M401044	i-Ready test results and teacher made tests will demonstrate skills proficiency in specific...	Cejas, Antonio	9/1/2016	i-Ready results will demonstrate both individual and group progress.	6/9/2017 weekly
G1.B1.S1.A1 A372946	i-Ready reading and math will be implemented and integrated to monitor and assess student progress.	Espinosa, Paola	8/22/2016	i-Ready usage reports will be distributed among all faculty and staff members.	6/9/2017 daily

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	i-Ready reading and math will be implemented and integrated to monitor and assess student progress.				\$35,765.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		690-Computer Software	6060 - Aspira Leadership/ College Preparatory Academy	General Fund		\$9,265.00
			<i>Notes: i-Ready Software</i>			
		610-Library Books	6060 - Aspira Leadership/ College Preparatory Academy	General Fund		\$3,000.00
			<i>Notes: Periodicals, Scholastic K-8th Grade, Science, Math, language Arts</i>			
		520-Textbooks	6060 - Aspira Leadership/ College Preparatory Academy	General Fund		\$5,500.00
			<i>Notes: Biology text and consumable workbooks Pre-Algebra</i>			
		310-Professional and Technical Services	6060 - Aspira Leadership/ College Preparatory Academy	General Fund		\$3,000.00
			<i>Notes: i-Ready Professional Development module / Google Classroom</i>			
		520-Textbooks	6060 - Aspira Leadership/ College Preparatory Academy	General Fund		\$3,500.00
			<i>Notes: Science Middle School books (consumables)</i>			
		520-Textbooks	6060 - Aspira Leadership/ College Preparatory Academy	General Fund		\$11,500.00
			<i>Notes: INSIDE/ CENGAGE 6-8 Multi-Level Intervention (ESOL & ESE)</i>			
Total:						\$35,765.00