

Miami-Dade County Public Schools

Aspira Arts Deco Charter



2018-19 Schoolwide Improvement Plan

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Aspira Arts Deco Charter

1911 NE MIAMI CT, Miami, FL 33136

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	93%
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	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	D*

School Board Approval

N/A

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Carrill, Amy	Instructional Coach
Caceres, Marie	Principal
Collado, Juan	Teacher, ESE
Chaca, Priscilla	Assistant Principal
Parra, Ruben	Teacher, K-12
Purcell, Charles	Teacher, K-12
Casas, Jose	Teacher, K-12

Duties

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

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

Ms. Priscilla Chaca, Assistant Principal - In charge of school discipline for 6th, 7th, and 8th grades. Supervises office staff; Lends support to instructional staff as needed.

Mr. Jose Casas: Testing Chairperson / ESOL Program Coordinator.

Mr. Juan Collado: Special Education Coordinator.

Early Warning Systems

Year 2017-18

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	21	29	32	0	0	0	0	82	
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	0	2	1	0	0	0	0	3	
Level 1 on statewide assessment	0	0	0	0	0	0	73	103	118	0	0	0	0	294	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/18/2018

Year 2016-17 - As Reported

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	22	29	27	0	0	0	0	78	
One or more suspensions	0	0	0	0	0	0	3	5	4	0	0	0	0	12	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3	
Level 1 on statewide assessment	0	0	0	0	0	0	78	114	141	0	0	0	0	333	

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	1	0	0	0	0	0	0	0	0	0	0	0	1	

Year 2016-17 - Updated

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	22	29	27	0	0	0	0	78	
One or more suspensions	0	0	0	0	0	0	3	5	4	0	0	0	0	12	
Course failure in ELA or Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3	
Level 1 on statewide assessment	0	0	0	0	0	0	78	114	141	0	0	0	0	333	

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	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science Achievement, Yes it is a trend

Which data component showed the greatest decline from prior year?

N/A

Which data component had the biggest gap when compared to the state average?

Science

Which data component showed the most improvement? Is this a trend?

Middle school exhilaration, Yes its a trend

Describe the actions or changes that led to the improvement in this area.

Providing opportunistic for those proficient to excel in high school courses. We afford RTI and tutorial services in biology and algebra to assist this students.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	56%	53%	22%	51%	52%
ELA Learning Gains	48%	56%	54%	50%	55%	53%
ELA Lowest 25th Percentile	61%	52%	47%	64%	51%	45%
Math Achievement	44%	56%	58%	19%	51%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	63%	56%	57%	38%	53%	55%
Math Lowest 25th Percentile	58%	55%	51%	58%	48%	47%
Science Achievement	27%	52%	52%	22%	49%	50%
Social Studies Achievement	56%	73%	72%	39%	63%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	21 (22)	29 (29)	32 (27)	82 (78)
One or more suspensions	0 (3)	0 (5)	0 (4)	0 (12)
Course failure in ELA or Math	0 (0)	2 (2)	1 (1)	3 (3)
Level 1 on statewide assessment	73 (78)	103 (114)	118 (141)	294 (333)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	53%	-30%	52%	-29%
	2017	20%	53%	-33%	52%	-32%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	28%	54%	-26%	51%	-23%
	2017	16%	52%	-36%	52%	-36%
Same Grade Comparison		12%				
Cohort Comparison		8%				
08	2018	30%	59%	-29%	58%	-28%
	2017	24%	55%	-31%	55%	-31%
Same Grade Comparison		6%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	47%	56%	-9%	52%	-5%
	2017	28%	52%	-24%	51%	-23%
Same Grade Comparison		19%				
Cohort Comparison						
07	2018	36%	52%	-16%	54%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	32%	49%	-17%	53%	-21%
Same Grade Comparison		4%				
Cohort Comparison		8%				
08	2018	28%	38%	-10%	45%	-17%
	2017	23%	39%	-16%	46%	-23%
Same Grade Comparison		5%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	7%	44%	-37%	50%	-43%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	65%	5%	65%	5%
2017	96%	62%	34%	63%	33%
Compare		-26%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	72%	-17%	71%	-16%
2017	38%	69%	-31%	69%	-31%
Compare		17%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	59%	33%	62%	30%
2017	71%	58%	13%	60%	11%
Compare		21%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	2	36	55	19	43	40	7	7			
ELL	13	51	64	38	65	67	7	49	69		
BLK	29	41	46	43	57	44	23	54	100		
HSP	28	52	64	45	67	66	27	58	83		
FRL	29	48	61	44	63	59	27	56	89		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	28	32	10	45	38	7	33			
ELL	9	42	48	29	57	54	5	34			
BLK	18	36	46	27	39	33	18	33	59		
HSP	23	42	48	33	49	50	26	44	57		
FRL	20	39	46	30	45	42	23	37	59		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Science
Rationale	Science scores have declined from 9% to 7% student achievement. This declining outcome, as well as the low-performing trend in Science is a concern and adversely affects overall student achievement.
Intended Outcome	Scaffolding the curriculum in 6th, 7th, and 8th grade while reinforcing and reviewing 6th and 7th grade standards in 8th grade will improve student achievement in Science by 30 percentage points.
Point Person	Amy Carrill (acarril@decocharter.aspirafll.org)
Action Step	
Description	Teaching personnel in Science is changed to better serve our students' needs.
Person Responsible	Marie Caceres (mcaceres@dadeschools.net)
Plan to Monitor Effectiveness	
Description	Formal and informal planning sessions, as well as administrative support and formal/informal observations, while monitoring overall student performance on benchmark and topic assessments will be constants that will gauge classroom effectiveness.
Person Responsible	Priscilla Chaca (pchaca@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

ASPIRA Eugenio M. de Hostos is a Title 1 school and will be completing the Parent Involvement Plan.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

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

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

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

Tier 2

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

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

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourages parental participation in the decision making processes at the school site. Administration and teachers develop and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.

Title III

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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

Part V: Budget

Total:	\$0.00
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