Aspira Leadership And College Preparatory Academy

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	94%

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	2017-18	2016-17	2015-16	2014-15
Grade	A	B	D	C*

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.

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."

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."

School Leadership Team

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

Name	Title
Rodriguez, Jose	Principal
Dennis, Charmaine	Instructional Coach
Cardona, Liza	Teacher, K-12
Ricardo, Emily	Teacher, K-12
Rivera, Maria	Assistant Principal
Sanchez, Yamalis	Instructional Coach
Medina, Geiker	Teacher, K-12
Reyes, Jennifer	Instructional Coach
Ramjus, Terry-Ann	Teacher, ESE

Duties

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

The principal acts as the lead in the decision making process along with the Assistant Principal to ensure that best practices are being executed on a school-wide basis. Instructional Coaches as well

as the registrar and teachers provide support and feedback to the team as well as the instructional and support staff.

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	1	0	2	0	0	3	1	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	6	0	1	1	0	1	1	2	0	0	0	0	15
Level 1 on statewide assessment	3	4	9	8	25	0	17	19	20	0	0	0	0	105

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	2	3	9	9	24	0	17	18	21	0	0	0	0	103

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)	4	0	1	9	0	0	0	0	0	0	0	0	0	14

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	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

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	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

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?

The Science 8th grade FCAT performance will be the one area of focus for the 2018-2019 school year. The performance from last years results have been studied in depth by the administration. This has been a trend for the last 2 years and adjustments have been made to correct and accelerate this years performance.

Which data component showed the greatest decline from prior year?

The Science 8th grade component showed the greatest decline.

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

The Science 8th grade component showed the biggest gap.

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

The Social Studies results showed the most improvement overall. Although this has not been a trend throughout the years, we will focus on the practices used last year to continue the trend for the upcoming years.

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

We established Professional Development throughout the year focused on increasing our performance in this area. The professional teaching the class has more experience and was given an ample amount of professional development throughout the school year. The curriculum used was enhanced from one year to another as well as test taking strategies.

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	49%	62%	60%	29%	56%	55%
ELA Learning Gains	64%	61%	57%	43%	57%	54%
ELA Lowest 25th Percentile	68%	57%	52%	54%	53%	49%
Math Achievement	53%	65%	61%	26%	59%	56%
Math Learning Gains	56%	61%	58%	36%	57%	54%
Math Lowest 25th Percentile	63%	55%	52%	33%	49%	48%
Science Achievement	38%	57%	57%	23%	53%	52%
Social Studies Achievement	90%	79%	77%	28%	71%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 (4)	0 (2)	1 (3)	0 (1)	2 (0)	0 (0)	0 (0)	3 (2)	1 (5)	7 (17)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	3 (2)	6 (2)	0 (4)	1 (0)	1 (0)	0 (0)	1 (2)	1 (1)	2 (8)	15 (19)
Level 1 on statewide assessment	3 (0)	4 (0)	9 (0)	8 (0)	25 (0)	0 (0)	17 (32)	19 (23)	20 (8)	105 (63)

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
03	2018	40%	61%	-21%	57%	-17%
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018	52%	53%	-1%	52%	0%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2017	68%	53%	15%	52%	16%
Same Grade Comparison		-16%				
Cohort Comparison		52%				
07	2018	50%	54%	-4%	51%	-1%
	2017	23%	52%	-29%	52%	-29%
Same Grade Comparison		27%				
Cohort Comparison		-18%				
08	2018	53%	59%	-6%	58%	-5%
	2017	44%	55%	-11%	55%	-11%
Same Grade Comparison		9%				
Cohort Comparison		30%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	36%	67%	-31%	62%	-26%
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018	64%	56%	8%	52%	12%
	2017	80%	52%	28%	51%	29%
Same Grade Comparison		-16%				
Cohort Comparison		64%				
07	2018	37%	52%	-15%	54%	-17%
	2017	37%	49%	-12%	53%	-16%
Same Grade Comparison		0%				
Cohort Comparison		-43%				
08	2018	34%	38%	-4%	45%	-11%
	2017	52%	39%	13%	46%	6%
Same Grade Comparison		-18%				
Cohort Comparison		-3%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018					
	2017					
Cohort Comparison						
08	2018	23%	44%	-21%	50%	-27%
	2017					

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		23%				

BIOLOGY EOC						
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	67%	65%	2%	65%	2%
2017	73%	62%	11%	63%	10%
Compare		-6%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	88%	72%	16%	71%	17%
2017	38%	69%	-31%	69%	-31%
Compare		50%			

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	88%	59%	29%	62%	26%
2017					

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	39	50		33	50		55				
ELL	41	79	79	44	67						
BLK	55			36							
HSP	51	66	71	55	58	65	40	90	81		
FRL	47	63	68	51	56	59	38	93	81		

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	33	50		50	75						
ELL	20	54	74	37	78	80	24	21			
BLK	35	42		32	67		20				
HSP	44	63	68	56	85	81	42	39	50		
FRL	43	60	65	52	82	83	39	38	47		

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 8th grade FCAT
Rationale	The teacher charged with this portion of testing will utilize extended and supportive curriculum to enhance the learning time and styles of the lowest 25% of the student population. Additional time, through after school tutoring will be implemented throughout the year as well as Saturday Academy to allow additional time for review.
Intended Outcome	An increase in overall performance will be exhibited at the end of the year through state results on the exam.
Point Person	Jose Rodriguez (jrodriguez33@dadeschools.net)

Action Step

Description	The curriculum will be followed by the new teacher that has been placed into the position spearheading the direct results of the state examinations. The curriculum will be monitored closely by the teacher (department head) to ensure that pacing guides are being followed and planning is occurring accordingly as a result. Timely feedback to students, parents, and administration will occur on a bi-weekly basis as well.
Person Responsible	Jose Rodriguez (jrodriguez33@dadeschools.net)

Plan to Monitor Effectiveness

Description	The plan that has been established to follow the effectiveness of the monitoring will be done consistently on a bi-weekly basis through teacher made tests, observations, assignments given in class as well as homework. Timely feedback to students, parents, and administrators will be given regularly and consistently.
Person Responsible	Jose Rodriguez (jrodriguez33@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.

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.
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 under the ESSA law.
Behind ACT, and other referral services. ASPIRA LCPA'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
LCPA Charter School requires each parent and student to sign our Title I School-Parent/Student Compact. To comply.

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.

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.

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.

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.

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), City of Homestead (City Hall), Robert Morgan vocational career programs, and a planned career/magnet fair for high schools in October of this year. 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.

Part V: Budget

Total:	$207,000.00