



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Aspira Leadership And College Preparatory Academy

13330 SW 288TH ST
Homestead, FL 33033
305-246-1111

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

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
92%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
98%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Aspira Leadership/College Preparatory Academy

Principal

Garrick Keidan/Edward Hernandez

School Advisory Council chair

Cassandra Bain

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Garrick Keidan	Principal
Jose L. Rodriguez	Assistant Principal
Charmaine Dennis	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal 1; Teacher 1; Alternate Teacher 1; Educational Support Employee 1; Parent 4; EESAC Chairperson 1; Alternate Student 1; Business/Community Representative 1; Board of Directors 1; Governing Board Chair 1

Involvement of the SAC in the development of the SIP

SAC convened, examined, and provided recommendations to the SIP team based on a thorough review of documentation submitted by instructional staff pertaining to school improvement, goal analysis and alignment, overcoming barriers, and the development of strategies that work.

Activities of the SAC for the upcoming school year

SAC intends to convene 4 quarterly meetings, with each meeting focusing on a central theme (School Improvement, Common Core Standards, FCAT, Graduation)

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds are anticipated to be limited. Available funds will be equally divided to engage student, parent, and faculty activities, as it relates to the four key components indicated above.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Garrick Keidan/Edward Hernandez

Principal

Years as Administrator: 11

Years at Current School: 2

Credentials

B.S., M.S., Ed Leadership, K-12 computer science; 5-9 middle grades; K-12 exceptional student education; K-12 educational leadership

Performance Record

2013 – School Grade – B
Adjusted points earned- 560
Points earned- 558
Rdg. Proficiency, 52%
Math Proficiency, 62%
Writing- 28%
Science- 37%
Rdg. Lrg. Gains, 70 points
Math Lrg. Gains, 78 points
Rdg. Imp. of Lowest 25% - 67%
Math Imp. of Lowest 25%- 76%
Rdg. AMO –Yes
Math AMO–Yes

2012 – School Grade- A
Adjusted points earned- 611
Points earned- 611
Rdg. Proficiency, 50%
Math Proficiency, 60%
Writing- 69%
Science- 50%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% - 79%
Math Imp. of Lowest 25%-75%
Rdg. AMO –Yes
Math AMO–Yes

2011 –School Grade- A
Adjusted points earned- N/A
Points earned- 559
Rdg. Proficiency, 66%
Math Proficiency, 76%
Writing- 75%
Science- 34%
Rdg. Lrg. Gains, 71points
Math Lrg. Gains, 81points
Rdg. Imp. of Lowest 25% - 70%
Math Imp. of Lowest 25%- 86%
Rdg. AMO –Yes
Math AMO–Yes

2010- School Grade- A
Adjusted points earned- N/A
Points earned- 526
Rdg. Proficiency,64%
Math Proficiency, 69%

Writing- 89%
Science- 25%
Rdg. Lrg. Gains, 66 points
Math Lrg. Gains, 72 points
Rdg. Imp. of Lowest 25% - 70%
Math Imp. of Lowest 25%- 71%
Rdg. AMO –Yes
Math AMO–Yes
2009- School Grade- A
Adjusted points earned- N/A
Points earned- 549
Rdg. Proficiency, 55%
Math Proficiency, 65%
Writing- 98%
Science- 43%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 82%
Math Imp. of Lowest 25%-69%
Rdg. AMO –Yes
Math AMO–Yes

Charmaine Dennis

Asst Principal

Years as Administrator: 2

Years at Current School: 17

Credentials

B.A., Recreational Therapy

Performance Record

2013 – School Grade – B
Adjusted points earned- 560
Points earned- 558
Rdg. Proficiency, 52%
Math Proficiency, 62%
Writing- 28%
Science- 37%
Rdg. Lrg. Gains, 70 points
Math Lrg. Gains, 78 points
Rdg. Imp. of Lowest 25% - 67%
Math Imp. of Lowest 25%- 76%
Rdg. AMO –Yes
Math AMO–Yes

2012 – School Grade- A
Adjusted points earned- 611
Points earned- 611
Rdg. Proficiency, 50%
Math Proficiency, 60%
Writing- 69%
Science- 50%
Rdg. Lrg. Gains, 68 points
Math Lrg. Gains, 77 points
Rdg. Imp. of Lowest 25% - 79%
Math Imp. of Lowest 25%-75%
Rdg. AMO –Yes
Math AMO–Yes

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Writing- 75%
Science- 34%
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Math Lrg. Gains, 81points
Rdg. Imp. of Lowest 25% - 70%
Math Imp. of Lowest 25%- 86%
Rdg. AMO –Yes
Math AMO–Yes

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Points earned- 526
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Math Proficiency, 69%
Writing- 89%
Science- 25%

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Math Proficiency, 65%
Writing- 98%
Science- 43%
Rdg. Lrg. Gains, 67 points
Math Lrg. Gains, 70 points
Rdg. Imp. of Lowest 25% - 82%
Math Imp. of Lowest 25%-69%
Rdg. AMO –Yes
Math AMO–Yes

Jose L. Rodriguez

Asst Principal

Years as Administrator: 2

Years at Current School: 3

Credentials

B.A., Psychology
K-12 Exceptional Student Education

Performance Record

2013 – School Grade – B
Adjusted points earned- 560
Points earned- 558
Rdg. Proficiency, 52%
Math Proficiency, 62%
Writing- 28%
Science- 37%
Rdg. Lrg. Gains, 70 points
Math Lrg. Gains, 78 points
Rdg. Imp. of Lowest 25% - 67%
Math Imp. of Lowest 25%- 76%
Rdg. AMO –Yes
Math AMO–Yes
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Rdg. Lrg. Gains, 68 points
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Rdg. AMO –Yes
Math AMO–Yes
2011 –School Grade- A
Adjusted points earned- N/A
Points earned- 559
Rdg. Proficiency, 66%
Math Proficiency, 76%
Writing- 75%
Science- 34%
Rdg. Lrg. Gains, 71points
Math Lrg. Gains, 81points
Rdg. Imp. of Lowest 25% - 70%
Math Imp. of Lowest 25%- 86%
Rdg. AMO –Yes
Math AMO–Yes
2010- School Grade- A
Adjusted points earned- N/A
Points earned- 526
Rdg. Proficiency,64%
Math Proficiency, 69%
Writing- 89%

Science- 25%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 70%
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 Math AMO–Yes
 2009- School Grade- A
 Adjusted points earned- N/A
 Points earned- 549
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 Math Proficiency, 65%
 Writing- 98%
 Science- 43%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 82%
 Math Imp. of Lowest 25%-69%
 Rdg. AMO –Yes
 Math AMO–Yes

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

16

receiving effective rating or higher

16, 100%

Highly Qualified Teachers

100%

certified in-field

14, 88%

ESOL endorsed

4, 25%

reading endorsed

2, 13%

with advanced degrees

4, 25%

National Board Certified

0, 0%

first-year teachers

4, 25%

with 1-5 years of experience

3, 19%

with 6-14 years of experience

10, 63%

with 15 or more years of experience

3, 19%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Develop high quality and qualified personnel from within using Professional Development and Professional Learning Communities which focus on the unique needs of our school community especially reading; Recruit highly qualified staff who understand and complement our school's model; Use Dade County Public School's pay scale; Prescribe PD based on specific needs of instructor and student population. Principal and Assistant Principal will assume ultimate responsibility.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Prior extensive experience of mentors in science and classroom management strategies paired with newly hired science teachers; Classroom modeling and collaboration of teaching, discipline, engagement, and motivational strategies in science by mentors; Mentors will meet with mentees once a week during common planning periods.

Currently there are three newly hired teachers being mentored by seasoned professionals with credentials and experience. Mr. Willy Orozco being mentored by John Tanner. Mr. Tanner is also mentoring Mr. Albert Torres. Mrs. Celina Torres is currently being mentored by Mrs. Ana Quesada and Mrs. Lori Leon is also being mentored by Mrs. Emily Ricardo.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS 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 monthly 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 AMOs linked to the students at question. The MTSS Leadership Team will meet regularly (the 1st Monday of each month/after school) and collaborate often with the Reading Coach and Curriculum Specialist/AP to assemble and maintain a pool of real time and longitudinal data used to guide instruction with specific prescribed needs of the student population in mind and make data-based decisions to guide instruction. This information will be used within each grade level and subject area to develop instructional focus calendars with built in frequent remediation with the goal of meeting AMOs, avoiding student regression and lack of progression. The MTSS Team, Reading Coach, and Curriculum Specialist will then maintain frequent and open communication with instructional staff, students, and parents to maintain effective momentum of prescribed instruction and intervention strategies or to make changes to the intervention strategies when lack of progress is evident. As a Leadership Team, members will review data from a variety of sources to include PMRN, Interim Assessments, classroom assignments, and FCAT to identify students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. 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 a goal of prevention. Based on the above information, the team will prescribe and identify relevant professional development and resources to target identified deficiencies in instructional personnel's abilities to improve intervention skills with a goal of maximizing student's 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 also facilitate the process of building a culture and climate of consensus, focus efforts on building a supportive infrastructure, and making shared and data based decisions about implementation with all stakeholders including the students and parents.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based MTSS Leadership Team is a tentacle of the ASPIRA South Leadership Team and functions to support the SIP initiatives and implementation through a systematic process of problem identification, strategy prescription, and support by examination of available data sources and use of research/evidence based corrections. Special attention of the MTSS Leadership Team is given to goals which impact student achievement, behavior and resiliency, school safety, school culture and climate, attendance, and prevention of student failure through prevention.

The MTSS Leadership Team will be composed of the following members: Principal (Garrick S. Keidan), Assistant Principal (Charmaine Dennis), Reading Leader (Robert Interian), Community Involvement Specialist (Marion Sneed), Exceptional Student Education Teacher (Maria Rivera), General Education Teacher (Core) (Emily Ricardo), General Education Teacher (Elective) (Julio Jorge-Ventura).

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school based MTSS Leadership Team will have a role in the development and ongoing implementation and progress monitoring of the SIP through regular (monthly) Leadership Team meetings throughout the Summer and through participation in the planning and development of the ASPIRA South 2013-14 Professional Development Calendar. Members of the Leadership Team will also attend regularly scheduled EESAC meetings. The Rtl Problem Solving Process will be used in the implementation of the SIP strategies to ensure barriers are being overcome and goals are being met effectively by the strategies implemented. This will be determined through OPM(ongoing progress monitoring) by the MTSS for all students.

The MTSS Leadership Team will use the Rtl problem solving process to streamline data collection, data analysis, problem solving, differentiated instruction and assessment, and progress monitoring into a seamless and effective process. The Team will implement the following elements specific to those classifications of students.

Tier 1

- Review curriculum and instructional goals in each core content area.
- Identify and communicate the School's AMO goals with each stakeholder.
- Plan long and short term assessments and gather/use assessment data to determine if adequate progress is being made toward goals.
- Review DI/DA processes for students who do not meet mastery.
- Develop enrichment strategies for higher performing students.
- Evaluate for response to intervention(s)

Tier 2

- Identify barrier to meeting goals as planned.
- Analyze the best strategies to address student's specific behavior or academic problems.
- Develop alternative behavioral and academic goals specific to student's unique considerations.
- Plan for DI to meet those goals.
- Use DA to assess for mastery of those goals.
- Implement strategies as supplemental interventions
- Tier 1 elements
- Evaluate for response to intervention(s)

Tier 3

- Analyze barriers which have specifically prevented individual student to meet academic or behavior goals
- Identify those specific barriers and plan specific intervention
- Implement intensive, individual instructional and supplemental interventions
- Assess for mastery of goal
- Evaluate for response to intervention(s)
- Tier 1 and 2 elements

The MTSS Leadership Team will monitor implementation of the SIP strategies for fidelity and effectiveness and adjust as necessary based on evaluation criteria. The Team will also provide support and guidance to instructional staff as needed based on student data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

As a Leadership Team, members will review academic data from a variety of sources to include PMRN, Baseline/Interim Assessments, Reading Plus, classroom grades/assignments, and FCAT to identify students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. Behavior data will also be available including information from the Student Case Management System, suspensions, referrals, attendance, and parent conferences. Organized data binders will be provided to all members of the Leadership Team and instructional staff and as new information becomes available, will be provided to all members of the instructional staff. Regular meetings (the 1st Monday of each month after school) will be held to identify and discuss student who are failing to respond to interventions, not making gains, and/or continue to display behavior problems. Individual plans will be developed for these students with weekly review by Administrative members of the MTSS Team until a positive response is observed. The parent and student will be included in the weekly review.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The ASPIRA South staff will be trained on MTSS through a series of Professional Development Workshops beginning with the ASPIRA South Orientation in August of 2013. This workshop will give the administrators and instructional staff a working knowledge of MTSS and the RtI process including Tier 1, 2 and 3 problem solving and use of the worksheets and intervention plan. After the initial training, quarterly workshops will be conducted with administrative and instructional staff to provide ongoing support and information on the effective problem solving process. After the initial training, quarterly workshops will be conducted with administrative and instructional staff to provide ongoing support and information on the effective problem solving process. Real world examples of problem solving and implantation of strategies will be provided including professionals from outside sources if possible.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year:** 5,000

Extended Learning Opportunities are offered on a daily basis to our students whom acquire about two and a half hours of additional instruction time on a weekly basis. Title I funds are used to acquire materials, books, and technology for before and after school tutoring along with FCAT Preparatory Saturday school. Teachers are paid through the Title I funding for their services.

The following are assessments used in determining student tracking and differentiated instruction:

Baseline Assessment

Fall and Interim Assessment

FCAT Results

Teacher made tests: Benchmark testing

Cella Testing

Fair Testing

Reading Plus- Individual Reading token systems and awards handed to the students for completing sessions done through the Reading classes.

FCAT Explorer- same

V-Math- same

Data is collected by Department chairs and teachers after the testing results become available with the Baseline, Fall and Interim testing scores results. Each teacher then creates an individual student tracking sheet for each student with individual results. Each teacher provides data chats on their areas of strength and areas that need improvement. These individual data chats occur after each test is administered and results become available. The Testing Chair distributes the results individually and/or each teacher can view and print the results. The results of each testing session are kept in an individual binder to provide immediate feedback to the student. This allows for the teachers to create lesson plans according to grouping needs providing differentiated instruction based on both grouping and individual basis in tutoring sessions.

In order to further increase the learning time and provide enrichment for the students, the following programs and/or sessions are provided throughout the year:

YMCA in conjunction with the after school programs Arts and Crafts along with Tutoring. This is done every day after school and transportation is provided for the students after the program finishes free of charge by the school.

Before and After School Tutoring

FCAT prep Saturday School

Writing Interventions grades 6-8 half hour every day

Reading Interventions grades 6-8 half hour every day

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

Reading plus access codes are given to each student individually by the Reading teachers to provide continuous progress to occur through the summer time sessions.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers meet weekly by departments for collaboration on areas of strength and weaknesses in order to ensure that teaching strategies are working and the implementation of new strategies are

placed into practice. Teachers from each department are elected to attend the Professional Developments that are given each year for teacher enrichment on teaching strategies. Furthermore, teachers are encouraged to go over test taking strategies to include test anxiety issues regularly during class time.

Who is responsible for monitoring implementation of this strategy?

Teachers are elected to Department Chair positions and, in turn, relay professional development materials to the appropriate department on a weekly and/or monthly basis. Teachers are encouraged and often assigned to attend regularly scheduled professional developments within their areas of instruction. New practices are discussed. The Assistant Principals review the meeting minutes with the Department Chairs to ensure sufficient professional development is achieved.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Garrick S. Keidan	Principal
Charmaine Dennis	Assistant Principal
Jose L. Rodriguez	Assistant Principal
Maria Rivera	Exceptional Student Education Teacher
Robert Interian	Reading Leader
Yoanna Marrero	General Education Teacher

How the school-based LLT functions

The LLT will be composed of a representative from each subject area and will meet monthly with the MTSS Team 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 for Tier 1, 2 and 3 students. Meetings will be conducted horizontally across subject areas and vertically across grade levels. 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. The LLT will collaborate with the Reading Leader and Assistant Principal to assemble and maintain a pool of real time and longitudinal data used to guide instruction with specific prescribed needs of the student population in mind and make data-based decisions to guide instruction. This information will be used within each grade level and subject area to develop instructional focus calendars with built in frequent remediation with the goal of avoiding student regression and lack of progression. The RtI Team, Reading Leader, and Assistant Principal will then maintain frequent and open communication with instructional staff, students, and parents to maintain effective momentum of prescribed instruction and intervention strategies. As a Leadership Team, members will review data to identify students who are meeting/exceeding benchmarks and those at moderate risk or at high risk for not meeting benchmarks. 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 a goal of prevention. Based on the above information, the team will prescribe and identify relevant professional development and resources to target identified deficiencies in instructional personnel's abilities to improve intervention skills with a goal of maximizing student's 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. Professional development will focus on recommendations from the team in an effort to strengthen instructional abilities and practices in identified areas. The team will also facilitate the process of building a culture and climate of consensus, focus efforts on building a supportive infrastructure, and making shared and data based decisions about implementation with all stakeholders.

Major initiatives of the LLT

The LLT, SAC, and all faculty members have a role in developing and implementing the school improvement plan and using the Florida Continuous Improvement Model as a template for growth. Each individual on the team is responsible to attend collaborative meetings and to disseminate the information discussed to their subject area and data on Tier 1, 2, and 3 targets. Additionally, faculty members are have a role as they function in determining best practices for our populations in areas such as student motivation, engagement, and reading comprehension and set clear expectations for student instruction. Additionally, they develop monthly, real-time data reports to disaggregate and analyze benchmark data from their classroom assessments and use various sources of data such as their student's FCAT scores, interim assessments, and classroom assessments to determine the best interventions and differentiation of instruction for their students to avoid the "wait to fail" scenario and to maximize student progression. Our LLT and faculty collaborate horizontally across grade levels and vertically within subject areas to share information, network and plan effective lessons and intervention calendars, and to develop SIP goals for our students for coming school year. Additionally, teachers will collaboratively develop a common and relevant lesson plan format which contains the following base elements: supportive reading strategies, provides a guide to systematically provide instruction based on Marzano's levels of mental processing, provides opportunities for real-world applications and inquiry learning, moves from abstract ideas to concrete concepts, and facilitates deep understanding to the higher levels of Blooms taxonomy (synthesis and evaluation). Teachers will also align Common Core Standards benchmarks with Next Generation Standards and Science Standards. Additionally, the LLT and instructional staff will develop a process based on the idea of prevention to systematically address and support Tier 2 and 3 student to identify skill deficits and maximize progression. The Principal will participate with and support the LLT and Rtl process by helping identify those veteran teachers who will act as mentors, conduct monitoring weekly walk through observations, and will identify those teachers who are successfully implementing the essential elements of reading and writing in their classrooms establishing these as "model" classrooms to be used as opportunities for others to observe and grow. Initiatives to increase the amount of student reading and writing will be developed including after school workshops, activities, and book clubs. Each student will step reading goals in each Language Arts and Reading classroom and all teachers will have a reading component in their lesson planning and encourage and promote reading as much as possible within all classrooms.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Supporting our students in reading is one of the core responsibilities of each ASPIRA South teacher no matter their subject area. In addition to administering daily reading intervention, our teachers support our students by participating in professional development activities to further their knowledge of effectively implementing reading strategies in their classroom, working with the Reading Coach and the LLT on adding reading strategies which best work for them in their classroom, observing classroom implementation of various strategies, and including as a base element in their weekly lesson plan reading strategies which are supportive of improving their student's comprehension abilities. Additionally, we have instructional members working together to complete their reading endorsement by the beginning of the 2013 academic year. Teachers will have relevant and current sources of data available to be analyzed and used for reflective data driven teaching, decision making, and ongoing progress monitoring. Implementation will be monitored by administrative classroom walk throughs, common

subject area lesson planning with collaboration to support instructors who are less knowledgeable in reading instruction, and by including a required component of reading strategies in the common lesson planning template.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Strategies for improving student readiness for the public postsecondary level

Students will be exposed, through career pathways, to a variety of career choices. Through the Magnet Schools individual presentations annually held at each high school, students will learn about different career choices at the schools. Furthermore, students are required to complete community service hours that will enhance their experience in the different fields of study and workforce. This allows for career exploration to take place.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	52%	No	65%
American Indian		0%		
Asian		0%		
Black/African American	29%	48%	Yes	36%
Hispanic	63%	52%	No	66%
White	74%	38%	No	77%
English language learners	57%	23%	No	61%
Students with disabilities	33%	7%	No	40%
Economically disadvantaged	61%	50%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	30%	40%
Students scoring at or above Achievement Level 4	64	21%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	37%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	30%	37%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	78%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	62%	No	74%
American Indian		0%		
Asian		0%		
Black/African American	48%	52%	No	54%
Hispanic	72%	62%	No	75%
White	74%		No	77%
English language learners	71%	44%	No	74%
Students with disabilities	42%	38%	No	48%
Economically disadvantaged	70%	59%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	37%	48%
Students scoring at or above Achievement Level 4	69	22%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		76%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		84%	86%
Middle school performance on high school EOC and industry certifications		92%	93%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	42%	43%
Students scoring at or above Achievement Level 4	12	46%	47%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	26%
Students scoring at or above Achievement Level 4	16	70%	70%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	78%	29%
Students scoring at or above Achievement Level 4	13	11%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	7%	6%
Students who fail a mathematics course	2	1%	1%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	75	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	20	6%	5%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school**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 (Rtl) 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Annual Title I Parent Orientation Meeting	171	52%	57%
Parent Surveys Collected	49	32%	37%
CIS Telephone/Email Contacts	169	52%	57%
Connect ED Telephone messages	124	38%	43%
Home Visits w/ signatures	2	.00%	10%
Home Visits w/out signatures (incomplete)	10	.03%	10%
Attendance: Parent Resource Center	196	60%	65%
Attendance: District Advisory Council	162	50%	55%
Attendance: Parent Advisory Council	53	16%	20%
The Parent Academy Activities	38	12%	17%
Additional Parent Activities	54	17%	22%

Area 10: Additional Targets

Additional targets for the school

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.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A	N/A	N/A%	N/A%

Goals Summary

- G1.** In 2012-2013, based on the FCAT 2.0 Reading exam, student proficiency was 52 percent. In the 2013-2014 school year, we expect student proficiency to increase to 65%, or a 13% increase.
- G2.** In 2012-2013, based on the FCAT 2.0 Writing Test, students scoring at a 3.5 or higher resulted in 28% proficiency. In the 2013-2014 school year, we expect student performance on the FCAT (scoring 3.5 or higher) to reach 35% proficiency, or a 7% increase.
- G3.** In 2012-2013, our students' performance on the FCAT 2.0 in Mathematics was 62% proficiency. Our target goal for the 2013-2014 school year is to reach 74% proficiency, or a 12% increase.
- G4.** In 2012-2013, our Middle School Acceleration score for Participation was 84% (Performance was 92%). In the 2013-2014 school year, we expect student Participation to increase to 86% (Performance to 93%), or a 2% increase (and 1% increase).
- G5.** In 2012-2013, based on the Algebra EOC, student proficiency for level 3 was 42% (Levels 4-5 was 46%). Our target goal for the 2013-2014 school year, for level 3, is to reach 43% proficiency (Levels 4-5 to reach 47%), or a 1% increase.
- G6.** In 2012-2013, based on the Geometry EOC, student proficiency for level 3 was 26% (Levels 4-5 was 70%). Our target goal for the 2013-2014 school year is to reach a 26% proficiency (Levels 4-5 to reach 70% proficiency), a zero % increase.
- G7.** In 2013, based on the FCAT 2.0 in Science, student proficiency for Level 3 was 25% (Level 4 or higher was 11%). In the 2013-2014 School Year, we expect student proficiency to reach 29% for Level 3 (and 13% for Level 4), or a 4% increase (2% for Level 4).
- G8.** In 2012-2013, our STEM initiative included 23 students taking the Algebra EOC and 22 students taking the Geometry EOC. In 2013-2014, our STEM goal is to maintain 26% for Geometry and reach 25 students in the Algebra EOC, or a 2% increase.
- G9.** In 2012-2013, our CTE initiative, based on the MDCPS Baseline results for the Civics EOC, had 0% students participate. In the 2013-2014 school year, our target goal is to increase participation to 10 students, or a 10% increase.
- G10.** In 2012-2013, our Civics EOC, had 0% students participate. In the 2013-2014 school year, our target goal is to increase participation to 10 students, or a 10% increase.
- G11.** In 2012-2013, our attendance rate (percentage of students who missed 10% or more of instructional time) was 7%. In the 2013-2014, we expect our attendance rate (students who miss 10% or more of instruction time) to decrease to 6%, a 1% reduction.

Goals Detail

G1. In 2012-2013, based on the FCAT 2.0 Reading exam, student proficiency was 52 percent. In the 2013-2014 school year, we expect student proficiency to increase to 65%, or a 13% increase.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- FCAT 2.0 2013-2014 Actual and Targeted Performance data

Targeted Barriers to Achieving the Goal

- The areas of deficiency for the Hispanic, ELL, SWD, and ED subgroups on the 2013 FCAT 2.0 administration indicate the following variances from our 2013 actual percentages to our 2014 targets: Hispanic: 2013 Actual = 52%, Target = 66%; ELL: 2013 Actual = 23%, Target = 61%; SWD: 2013 Actual = 7%, Target = 40%; ED: 2013 Actual = 50%, Target = 65%.

Plan to Monitor Progress Toward the Goal

• The students will locate and analyze elements of characterization, setting, plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction. The students will also assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule:

Monthly and quarterly.

Evidence of Completion:

Formative Assessments – Journeys and Reading Plus Quizzes/Tests along with Interim Assessments
Summative Assessments – Results for the 2014 FCAT 2.0

G2. In 2012-2013, based on the FCAT 2.0 Writing Test, students scoring at a 3.5 or higher resulted in 28% proficiency. In the 2013-2014 school year, we expect student performance on the FCAT (scoring 3.5 or higher) to reach 35% proficiency, or a 7% increase.

Targets Supported

- Writing

Resources Available to Support the Goal

- 2012-2013 FCAT online results, baseline, interim, and winter testing results.

Targeted Barriers to Achieving the Goal

- In the 2013 FCAT 2.0 Writing Assessment, only 32 students (28%) scored a 3.5 or higher. Our 2014 Target is 35%.

Plan to Monitor Progress Toward the Goal

An Excel spreadsheet will be used to monitor test scores for all 8th grade students with inputs to be added by the ELA teacher in September (for the August mock test), in January (for the December mock test), and in February (for the January mock test). Classes with 50% or more students scoring a 3 or less will be given more sample writing assignments and more classroom instruction on writing for Focus, Organization, Support and Convention. Students with a score of 3 or less will also be asked to attend 1-on-1 tutoring with an ELA teacher or to attend a writing workshop. Letters will be sent home to inform the scholars' parents of the deficiency and will be asked to support the faculty by scheduling one of these remedial workshops or tutoring sessions.

Person or Persons Responsible

Teachers and administration will be involved in monitoring the Excel spreadsheet and sign-in sheets to ensure our students are utilizing the resources available for remediation.

Target Dates or Schedule:

Quarterly assessments and reports, followed by impromptu tutoring and writing workshops following mock test scoring.

Evidence of Completion:

The scoring spreadsheet and tutoring/workshop attendance rosters will be monitored by the administrative team to track student progress. If the above strategies are not working by the January mock test, then immediate alternative interventions will be discussed for implementation.

G3. In 2012-2013, our students' performance on the FCAT 2.0 in Mathematics was 62% proficiency. Our target goal for the 2013-2014 school year is to reach 74% proficiency, or a 12% increase.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- 2012-2013 FCAT online results, baseline, interim, winter testing results

Targeted Barriers to Achieving the Goal

- The area of deficiency for the following subgroups, as noted on the 2013 FCAT 2.0 administration, as well as our 2014 targets are as follows: Black = 52%, Target = 54%; Hispanic = 62%, Target = 75%; ELL = 44%, Target = 74%; SWD = 38%, Target = 48%; ED = 59%, Target = 73%. The variance ranges from 2% to 30%.

Plan to Monitor Progress Toward the Goal

fractions, ratios/proportional, relationships and stats along with expression and equations, and geometry and measurement.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule:

weekly and monthly

Evidence of Completion:

The students will be monitored on a weekly basis through the Pacing Guide testing through the classroom teacher along with aligned testing for Baseline, Winter, and Interim testing. FCAT results from previous years will be compared to the recent data to provide feedback on the effectiveness of in-class strategies used. Teachers will plan, consult, and collaborate once a week to weigh the results and conclude on the strategic effectiveness of their lesson planning. Lesson plans will reflect changes in instructional strategies. Professional Development will be provided to all teachers on effective classroom strategies in math throughout the year.

G4. In 2012-2013, our Middle School Acceleration score for Participation was 84% (Performance was 92%). In the 2013-2014 school year, we expect student Participation to increase to 86% (Performance to 93%), or a 2% increase (and 1% increase).

Targets Supported

- Math (Middle School Acceleration)

Resources Available to Support the Goal

- Professional development of our Math faculty will ensure the standards are being taught with fidelity. Test results will be used to analyze and project where student deficiencies are within the NGSSS and Common Core standards so that data-driven instruction accommodates those needs. In order to overcome EOC testing deficiencies that are student-driven, the faculty will attempt to increase motivation by providing students with motivational tokens such as: designated field trips, awards for high achievement, and special events that increase student morale.

Targeted Barriers to Achieving the Goal

- The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

Plan to Monitor Progress Toward the Goal

The Testing Chair will review IA scores and disseminate the findings to the Math Chair.

Person or Persons Responsible

Math Chairperson and teachers. Special guidance will be provided by Administration and Test Chair.

Target Dates or Schedule:

monthly and quarterly.

Evidence of Completion:

1. The students will be monitored on a monthly basis through the Pacing Guide testing through the classroom teacher along with aligned testing for Baseline and Interim testing. 2. Interim Assessments.

G5. In 2012-2013, based on the Algebra EOC, student proficiency for level 3 was 42% (Levels 4-5 was 46%). Our target goal for the 2013-2014 school year, for level 3, is to reach 43% proficiency (Levels 4-5 to reach 47%), or a 1% increase.

Targets Supported

- Math ()
- Algebra 1 EOC

Resources Available to Support the Goal

- Professional development of our Math faculty will ensure the standards are being taught with fidelity. Test results will be used to analyze and project where student deficiencies are within the NGSSS and Common Core standards so that data-driven instruction accommodates those needs. In order to overcome EOC testing deficiencies that are student-driven, the faculty will attempt to increase motivation by providing students with motivational tokens such as: designated field trips, awards for high achievement, and special events that increase student morale.

Targeted Barriers to Achieving the Goal

- The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

Plan to Monitor Progress Toward the Goal

The Testing Chair will review IA scores and disseminate the findings to the Math Chair.

Person or Persons Responsible

Math Chairperson and teachers. Special guidance will be provided by Administration and Test Chair.

Target Dates or Schedule:

monthly and quarterly.

Evidence of Completion:

1. The students will be monitored on a monthly basis through the Pacing Guide testing through the classroom teacher along with aligned testing for Baseline and Interim testing. 2. Interim Assessments.

G6. In 2012-2013, based on the Geometry EOC, student proficiency for level 3 was 26% (Levels 4-5 was 70%). Our target goal for the 2013-2014 school year is to reach a 26% proficiency (Levels 4-5 to reach 70% proficiency), a zero % increase.

Targets Supported

- Math ()
- Geometry EOC

Resources Available to Support the Goal

- Professional development of our Math faculty will ensure the standards are being taught with fidelity. Test results will be used to analyze and project where student deficiencies are within the NGSSS and Common Core standards so that data-driven instruction accommodates those needs. In order to overcome EOC testing deficiencies that are student-driven, the faculty will attempt to increase motivation by providing students with motivational tokens such as: designated field trips, awards for high achievement, and special events that increase student morale.

Targeted Barriers to Achieving the Goal

- The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

Plan to Monitor Progress Toward the Goal

The Testing Chair will review IA scores and disseminate the findings to the Math Chair.

Person or Persons Responsible

Math Chairperson and teachers. Special guidance will be provided by Administration and Test Chair.

Target Dates or Schedule:

monthly and quarterly.

Evidence of Completion:

1. The students will be monitored on a monthly basis through the Pacing Guide testing through the classroom teacher along with aligned testing for Baseline and Interim testing.
2. Interim Assessments.

G7. In 2013, based on the FCAT 2.0 in Science, student proficiency for Level 3 was 25% (Level 4 or higher was 11%). In the 2013-2014 School Year, we expect student proficiency to reach 29% for Level 3 (and 13% for Level 4), or a 4% increase (2% for Level 4).

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- 2012-2013 FCAT online results, baseline, interim, winter testing results

Targeted Barriers to Achieving the Goal

- According to the updated test results from 2012 and 2013 there was a drop-off in performance from 50% to 37% in all areas to include Nature of Science, Earth and Space Science, Physical Science, and Life Science. According to Winter, Fall, and Baseline testing in all areas show a drop-off in performance across all categories.

Plan to Monitor Progress Toward the Goal

to increase the performance of all student taking the FCAT 2.0 Science on a level 3 or higher.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule:

monthly and yearly

Evidence of Completion:

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. Progress will be monitored by way of Baseline and Interim as well as student work and teacher made assessments in class.

G8. In 2012-2013, our STEM initiative included 23 students taking the Algebra EOC and 22 students taking the Geometry EOC. In 2013-2014, our STEM goal is to maintain 26% for Geometry and reach 25 students in the Algebra EOC, or a 2% increase.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Utilization of our STEM faculty members (Science and Math Chairs) to cross-train non-STEM faculty in contemporary methods of infusing STEM into their curriculum.

Targeted Barriers to Achieving the Goal

- Lack of virtual labs, small amount of desktop computers available, lack of in-house professional development training curriculum for STEM-based infusion into non-STEM content areas.

Plan to Monitor Progress Toward the Goal

Math and Science Department Chairs will collaborate with the Testing Department and Non-STEM faculty to determine the effectiveness of the individual standards being taught across the curriculum to determine learning gains.

Person or Persons Responsible

teachers and department chairs.

Target Dates or Schedule:

Quarterly.

Evidence of Completion:

Department Chairs will report to Administration after each quarterly assessment to determine the effectiveness of STEM strategy inclusion.

G9. In 2012-2013, our CTE initiative, based on the MDCPS Baseline results for the Civics EOC, had 0% students participate. In the 2013-2014 school year, our target goal is to increase participation to 10 students, or a 10% increase.

Targets Supported

- CTE

Resources Available to Support the Goal

- 1. Utilization of our Civics and Career Planning faculty members to incorporate contemporary methods of CTE into their curriculum. 2. On-going Professional Development of CTE-based methods of instructional strategies and industry awareness.

Targeted Barriers to Achieving the Goal

- Lack of virtual labs, small amount of desktop computers available, lack of in-house professional development training curriculum for CTE-based content.

Plan to Monitor Progress Toward the Goal

Civics and Career Planning Department Chairs will collaborate with faculty to determine the effectiveness of the CTE components within their curriculum to determine learning gains.

Person or Persons Responsible

Teachers and Department Chairs.

Target Dates or Schedule:

Quarterly.

Evidence of Completion:

Department Chairs will report to Administration periodically to report the effectiveness of CTE content within Civics and Career Planning courses.

G10. In 2012-2013, our Civics EOC, had 0% students participate. In the 2013-2014 school year, our target goal is to increase participation to 10 students, or a 10% increase.

Targets Supported

- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal

- FCAT 2.0 testing results, Baseline, Winter, Fall testing results

Targeted Barriers to Achieving the Goal

- • Using the Baseline data we will be able to monitor and obtain an expected performance of 10% for the Civics testing.

Plan to Monitor Progress Toward the Goal

to obtain a 10% Civics EOC testing of students.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule:

daily, weekly, monthly, and yearly data reports.

Evidence of Completion:

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.

Progress will be monitored by way of Baseline and Interim as well as student work and teacher made assessments in class. Results of the FCAT 2.0 will be analyzed and lesson plans as well as teaching strategies will be adjusted as needed.

G11. In 2012-2013, our attendance rate (percentage of students who missed 10% or more of instructional time) was 7%. In the 2013-2014, we expect our attendance rate (students who miss 10% or more of instruction time) to decrease to 6%, a 1% reduction.

Targets Supported

- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Online attendance and suspension reports.

Targeted Barriers to Achieving the Goal

- ASPIRA South Leadership Charter School prides itself on being a “Red Ribbon” school for 0% tolerance on drugs, alcohol, tobacco, gang involvement and/or promotion or affiliation. The schools policy holds parents, students, teachers, and administrators accountable for student attendance as well as behavior.

Plan to Monitor Progress Toward the Goal

to continue to increase our attendance rate/percentage while decreasing our referrals and in/outdoor suspensions by 3%.

Person or Persons Responsible

teachers, administrators, and attendance manager

Target Dates or Schedule:

daily

Evidence of Completion:

Students are monitored daily on attendance where policy will remain to notify parents daily of students absences as well as requiring parents to sign their children in when arriving late to school. ASPIRA South Leadership Charter School has maintained a high level of attendance and low level of truancy occurrences throughout the years by maintaining and upholding these policies in place daily.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In 2012-2013, based on the FCAT 2.0 Reading exam, student proficiency was 52 percent. In the 2013-2014 school year, we expect student proficiency to increase to 65%, or a 13% increase.

G1.B1 The areas of deficiency for the Hispanic, ELL, SWD, and ED subgroups on the 2013 FCAT 2.0 administration indicate the following variances from our 2013 actual percentages to our 2014 targets: Hispanic: 2013 Actual = 52%, Target = 66%; ELL: 2013 Actual = 23%, Target = 61%; SWD: 2013 Actual = 7%, Target = 40%; ED: 2013 Actual = 50%, Target = 65%.

G1.B1.S1 • The students will locate and analyze elements of characterization, setting, plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction. • The students will assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources. • The Lead Teacher, Gen. Ed. Teacher, SPED/ELL teachers, and administration will monitor the implementation of the strategies during instructional time. • Weekly in-class assessments along with Baseline, Interim, and Winter Assessments will monitor and check the strategies progress and effectiveness in classroom instruction. Weekly student tracking by teachers will monitor the students individual progress. • The student will use context clues to determine the meanings of unfamiliar words. The student will also determine the correct meaning of words with multiple meanings in context. The teacher will bridge the language from their native language to English through the use of the Spanish to English dictionary as part of the class materials. • The General Ed. and ELL teachers will collaborate and consult every two weeks during their department meetings on the progress of their students and through the student tracking system during instructional time. • Weekly in-class assessments along with Baseline, Interim, and Winter Assessments will be used to monitor and check the progress of these strategies and to gauge their effectiveness in classroom instruction. Teachers will monitor the student's individual progress weekly by conducting student grade tracking and weekly or semi-quarterly progress reports as warranted. • The ESOL teacher will correct each student when speaking and/or repeating oral exams within the class period on a weekly basis. The ESOL teacher will also monitor students' individual progress weekly by conducting student grade tracking and weekly or semi-quarterly progress reports as warranted.

Action Step 1

Gen. Education teachers will allow for the student to use a Spanish/English or Creole/English dictionaries during class work and testing. SPED students will use their accommodations both in regular classroom sessions and while testing is conducted. Regular Ed. students will use extra instructional time before and after school to advance and improve in problem areas.

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule

Monthly and quarterly.

Evidence of Completion

Formative Assessments – In class assessments along with Baseline, Interim, and Winter Assessments. Cella Testing will be conducted in the area of Speaking and Listening towards the end of the year also by the ESOL/Gen. Ed. Teachers involved with the student. This process will take place at the end of the year in order for ESOL exit to occur. This portion of the exam will be administered on a one on one basis. Summative Assessments – Results for the 2014 FCAT 2.0.

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

Gen. Education teachers will allow for the student to use a Spanish/English and Creole/English dictionaries during class work and testing. SPED students will use their accommodations both in regular classroom sessions and while testing is conducted. Regular Ed. students will use extra instructional time before and after school to advance and improve in problem areas.

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule

Monthly and quarterly.

Evidence of Completion

Formative Assessments – In class assessments along with Baseline, Interim, and Winter Assessments. Cella Testing will be conducted in the area of Speaking and Listening towards the end of the year also by the ESOL/Gen. Ed. Teachers involved with the student. This process will take place at the end of the year in order for ESOL exit to occur. This portion of the exam will be administered on a one-on-one basis. Summative Assessments – Results for the 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G1.B1.S1

The progress of student performance on teacher made tests along with District Assessments.

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule

Monthly and quarterly.

Evidence of Completion

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. Teachers and administrators will monitor for progress through: Formative assessments such as District Baseline and Interim assessments along with student work.

G2. In 2012-2013, based on the FCAT 2.0 Writing Test, students scoring at a 3.5 or higher resulted in 28% proficiency. In the 2013-2014 school year, we expect student performance on the FCAT (scoring 3.5 or higher) to reach 35% proficiency, or a 7% increase.

G2.B1 In the 2013 FCAT 2.0 Writing Assessment, only 32 students (28%) scored a 3.5 or higher. Our 2014 Target is 35%.

G2.B1.S1 • Teachers will focus on training students to master the following: Focus, Organization, Support and Convention. The objective is to clearly state their topic, stay focused and organized through the writing process, use supporting details to validate their contention, and to demonstrate the proper use of mechanics (punctuation, spelling, grammar, and syntax) in their writing. • Students will create and/or generate ideas from multiple sources such as prior knowledge, discussion with others, and research materials among other avenues. • Students will develop main ideas and establish a logical organizational pattern with supporting details that are substantial, specific, and relevant to the topic. • Students will evaluate the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

Action Step 1

To improve student performance on the FCAT 2.0 Writing Assessment and to achieve future gains using the Common Core Standards by at least 7% in 2014.

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule

Random teacher writing assessments, quarterly Benchmark exams, and the EOC/FCAT 2.0 Writing Assessment.

Evidence of Completion

Formative Assessments – In class assessments along with Baseline, Interim, and Winter Assessments. Cella Testing will be conducted in the area of Speaking and Listening towards the end of the year also by the ESOL/Gen. Ed. Teachers involved with the student. This process will take place at the end of the year in order for ESOL exit to occur. This portion of the exam will be administered on a one on one basis. Summative Assessments – Results for the 2014 FCAT 2.0

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Language Arts Teachers will issue student writing prompts to gauge students' knowledge of Focus, Organization, Support, and Convention. The Language Arts department chair will review 8th grade student scores on mock FCAT 2.0 Writing Assessments to determine their proficiency, then report the data to the Administrative team.

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule

Quarterly.

Evidence of Completion

Formative Assessments: In-class assessments, along with Baseline, Interim, and Winter Assessments. Cella Testing will be conducted in the area of Speaking and Listening towards the end of the year also by the ESOL/Gen. Ed. Teachers involved with the student. This process will take place at the end of the year in order for ESOL exit to occur. This portion of the exam will be administered on a one-on-one basis. Summative Assessments: Results for the 2014 FCAT 2.0.

Plan to Monitor Effectiveness of G2.B1.S1

Mock FCAT 2.0 Writing Assessments using sample test prompts will be collected and reviewed by the 8th grade ELA teacher. The ELA chair will review the test scores on a quarterly basis to assess the effectiveness of student lessons in preparing for the actual 8th grade writing assessment. If the scores are not commensurate with the 2014 learning gains target, then the department chair will discuss teaching strategies and after school writing workshops for students demonstrating writing deficiencies.

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule

Quarterly and yearly data reports.

Evidence of Completion

The sample writing assessments will be collected and graded by the 8th grade ELA teacher at the beginning of the school year, prior to the winter break, and in late January or early February. The ELA chair will discuss student scores/deficiencies at each interval and identify interventions such as writing workshops, personal tutoring, and additional writing activities/educational strategies for the classroom. Sign-in sheets will be collected and delivered to the administrative team to ensure these strategies are implemented with fidelity.

G3. In 2012-2013, our students' performance on the FCAT 2.0 in Mathematics was 62% proficiency. Our target goal for the 2013-2014 school year is to reach 74% proficiency, or a 12% increase.

G3.B1 The area of deficiency for the following subgroups, as noted on the 2013 FCAT 2.0 administration, as well as our 2014 targets are as follows: Black = 52%, Target = 54%; Hispanic = 62%, Target = 75%; ELL = 44%, Target = 74%; SWD = 38%, Target = 48%; ED = 59%, Target = 73%. The variance ranges from 2% to 30%.

G3.B1.S1 • Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. • Provide students opportunities to utilize problem-solving strategies by implementing discovery based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. • Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics.

Action Step 1

fractions, ratios/proportional, relationships and stats along with expression and equations, and geometry and measurement.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

weekly, yearly

Evidence of Completion

The students will be monitored on a weekly basis through the Pacing Guide testing through the classroom teacher along with aligned testing for Baseline, Winter, and Interim testing. FCAT results from previous years will be compared to the recent data to provide feedback on the effectiveness of in-class strategies used. Teachers will plan, consult, and collaborate once a week to weigh the results and conclude on the strategic effectiveness of their lesson planning. Lesson plans will reflect changes in instructional strategies. Professional Development will be provided to all teachers on effective classroom strategies in math throughout the year.

Facilitator:

MELISSA PRADO AGUILAR

Participants:

teachers and administrators

Plan to Monitor Fidelity of Implementation of G3.B1.S1

fractions, ratios/proportional, relationships and stats along with expression and equations, and geometry and measurement.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

weekly

Evidence of Completion

The students will be monitored on a weekly basis through the Pacing Guide testing through the classroom teacher along with aligned testing for Baseline, Winter, and Interim testing. FCAT results from previous years will be compared to the recent data to provide feedback on the effectiveness of in-class strategies used. Teachers will plan, consult, and collaborate once a week to weigh the results and conclude on the strategic effectiveness of their lesson planning. Lesson plans will reflect changes in instructional strategies. Professional Development will be provided to all teachers on effective classroom strategies in math throughout the year.

Plan to Monitor Effectiveness of G3.B1.S1

fractions, ratios/proportional, relationships and stats along with expression and equations, and geometry and measurement.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

weekly

Evidence of Completion

The students will be monitored on a weekly basis through the Pacing Guide testing through the classroom teacher along with aligned testing for Baseline, Winter, and Interim testing. FCAT results from previous years will be compared to the recent data to provide feedback on the effectiveness of in-class strategies used. Teachers will plan, consult, and collaborate once a week to weigh the results and conclude on the strategic effectiveness of their lesson planning. Lesson plans will reflect changes in instructional strategies. Professional Development will be provided to all teachers on effective classroom strategies in math throughout the year.

G4. In 2012-2013, our Middle School Acceleration score for Participation was 84% (Performance was 92%). In the 2013-2014 school year, we expect student Participation to increase to 86% (Performance to 93%), or a 2% increase (and 1% increase).

G4.B1 The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

G4.B1.S1 1) Increase the opportunities for our Math faculty to attend professional development training in both the areas of Algebra and Geometry EOCs. 2) Provide professional development courses in data-driven instruction to all faculty. 3) Implement motivational strategies for students that are not currently being used, such as designated field trips, motivational pep rallies, and special awards for high-achievers.

Action Step 1

Increasing EOC test results

Person or Persons Responsible

Math faculty

Target Dates or Schedule

Yearly

Evidence of Completion

EOC results for 2013-2014 school year will demonstrate a higher proficiency level (with a range of 1 to 5% increases) across levels 3 thru 5 in both Algebra and Geometry.

Facilitator:

Mrs. Yoanna Marrero, Math Department Chair.

Participants:

Math faculty and administration.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Administration will oversee the development of a training schedule aligned with the Common Core Standards (and NGSSS) by the Math Department Chair.

Person or Persons Responsible

APs and Department Chair.

Target Dates or Schedule

After the baseline and each subsequent interim assessment (IA).

Evidence of Completion

Prior to the faculty meeting/professional development session, the Dept. Chair will provide administration with an agenda of the professional development and follow-up activities.

Plan to Monitor Effectiveness of G4.B1.S1

Teacher made assessments.

Person or Persons Responsible

Math faculty

Target Dates or Schedule

Two per grading period.

Evidence of Completion

1. The students will be monitored on a quarterly basis through the Pacing Guide testing through the classroom teacher along with district-aligned testing (Baseline and Interim testing.) 2. EOC results from previous years will be compared to the current data to provide feedback on the effectiveness of in-class strategies used. 3. Teachers will plan, consult, and collaborate monthly to weigh the results and conclude on the strategic effectiveness of their lesson planning. 4. Lesson plans will reflect changes in instructional strategies. 5. Professional Development will be provided to all teachers on effective classroom strategies in math throughout the year.

G5. In 2012-2013, based on the Algebra EOC, student proficiency for level 3 was 42% (Levels 4-5 was 46%). Our target goal for the 2013-2014 school year, for level 3, is to reach 43% proficiency (Levels 4-5 to reach 47%), or a 1% increase.

G5.B1 The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

G5.B1.S1 1) Increase the opportunities for our Math faculty to attend professional development training in the Algebra EOC. 2) Provide professional development courses in data-driven instruction to all faculty. 3) Implement motivational strategies for students that are not currently being used, such as designated field trips, motivational pep rallies, and special awards for high-achievers.

Action Step 1

Increasing EOC test results

Person or Persons Responsible

Math faculty

Target Dates or Schedule

Yearly

Evidence of Completion

EOC results for 2013-2014 school year will demonstrate a higher proficiency level (with a range of 1 to 5% increases) across levels 3 thru 5 in both Algebra.

Facilitator:

Mrs. Yoanna Marrero, Math Department Chair.

Participants:

Math faculty and administration.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Administration will oversee the development of a training schedule aligned with the Common Core Standards (and NGSSS) by the Math Department Chair.

Person or Persons Responsible

APs and Department Chair.

Target Dates or Schedule

After the baseline and each subsequent interim assessment (IA).

Evidence of Completion

Prior to the faculty meeting/professional development session, the Dept. Chair will provide administration with an agenda of the professional development and follow-up activities.

Plan to Monitor Effectiveness of G5.B1.S1

Teacher made assessments.

Person or Persons Responsible

Math faculty

Target Dates or Schedule

Two per grading period.

Evidence of Completion

1. The students will be monitored on a quarterly basis through the Pacing Guide testing through the classroom teacher along with district-aligned testing (Baseline and Interim testing.) 2. EOC results from previous years will be compared to the current data to provide feedback on the effectiveness of in-class strategies used. 3. Teachers will plan, consult, and collaborate monthly to weigh the results and conclude on the strategic effectiveness of their lesson planning. 4. Lesson plans will reflect changes in instructional strategies. 5. Professional Development will be provided to all teachers on effective classroom strategies in math throughout the year.

G6. In 2012-2013, based on the Geometry EOC, student proficiency for level 3 was 26% (Levels 4-5 was 70%). Our target goal for the 2013-2014 school year is to reach a 26% proficiency (Levels 4-5 to reach 70% proficiency), a zero % increase.

G6.B1 The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

G6.B1.S1 1) Increase the opportunities for our Math faculty to attend professional development training in the Geometry EOC. 2) Provide professional development courses in data-driven instruction to all faculty. 3) Implement motivational strategies for students that are not currently being used, such as designated field trips, motivational pep rallies, and special awards for high-achievers.

Action Step 1

Increasing EOC test results

Person or Persons Responsible

Math faculty

Target Dates or Schedule

Yearly

Evidence of Completion

EOC results for 2013-2014 school year will demonstrate at least the same proficiency level across levels 3 thru 5 in both Geometry.

Facilitator:

Mrs. Yoanna Marrero, Math Department Chair.

Participants:

Math faculty and administration.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Administration will oversee the development of a training schedule aligned with the Common Core Standards (and NGSSS) by the Math Department Chair.

Person or Persons Responsible

APs and Department Chair.

Target Dates or Schedule

After the baseline and each subsequent interim assessment (IA).

Evidence of Completion

Prior to the faculty meeting/professional development session, the Dept. Chair will provide administration with an agenda of the professional development and follow-up activities.

Plan to Monitor Effectiveness of G6.B1.S1

Teacher made assessments.

Person or Persons Responsible

Math faculty

Target Dates or Schedule

Two per grading period.

Evidence of Completion

1. The students will be monitored on a quarterly basis through the Pacing Guide testing through the classroom teacher along with district-aligned testing (Baseline and Interim testing.) 2. EOC results from previous years will be compared to the current data to provide feedback on the effectiveness of in-class strategies used. 3. Teachers will plan, consult, and collaborate monthly to weigh the results and conclude on the strategic effectiveness of their lesson planning. 4. Lesson plans will reflect changes in instructional strategies. 5. Professional Development will be provided to all teachers on effective classroom strategies in math throughout the year.

G7. In 2013, based on the FCAT 2.0 in Science, student proficiency for Level 3 was 25% (Level 4 or higher was 11%). In the 2013-2014 School Year, we expect student proficiency to reach 29% for Level 3 (and 13% for Level 4), or a 4% increase (2% for Level 4).

G7.B1 According to the updated test results from 2012 and 2013 there was a drop-off in performance from 50% to 37% in all areas to include Nature of Science, Earth and Space Science, Physical Science, and Life Science. According to Winter, Fall, and Baseline testing in all areas show a drop-off in performance across all categories.

G7.B1.S1 • The Department Chair, SPED, ESOL, and Gen. Ed. Teachers will collaboratively plan on a weekly basis using the District Pacing Guide comparing student performance across Baseline, Interim, and Winter testing results. The teachers will meet weekly and individual results will be given to the students on a one on one basis as they become available. • Student teacher performance chats will occur upon the results of all testing as well as weekly feedback on teacher made tests resulting from Pacing Guide curriculum and district benchmarks. • Teachers will monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. In addition, teachers will ensure that students write lab conclusions with claim-evidence-reasoning included for all investigations, as delineated by Common Core Standards. • The staff will promote the use of instructional technology to enhance and remediate student conceptual understanding of topics being addressed.

Action Step 1

Nature of Science, Earth and Space Science, Physical Science, and Life Science. According to Winter, Fall, and Baseline testing in all areas show a drop-off in performance across all categories.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

daily, weekly, monthly

Evidence of Completion

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. Progress will be monitored by way of Baseline and Interim as well as student work and teacher made assessments in class.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Nature of Science, Earth and Space Science, Physical Science, and Life Science. According to Winter, Fall, and Baseline testing in all areas show a drop-off in performance across all categories.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

daily, weekly, monthly

Evidence of Completion

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. Progress will be monitored by way of Baseline and Interim as well as student work and teacher made assessments in class.

Plan to Monitor Effectiveness of G7.B1.S1

Nature of Science, Earth and Space Science, Physical Science, and Life Science. According to Winter, Fall, and Baseline testing in all areas show a drop-off in performance across all categories.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

daily, weekly, monthly and yearly

Evidence of Completion

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. Progress will be monitored by way of Baseline and Interim as well as student work and teacher made assessments in class.

G8. In 2012-2013, our STEM initiative included 23 students taking the Algebra EOC and 22 students taking the Geometry EOC. In 2013-2014, our STEM goal is to maintain 26% for Geometry and reach 25 students in the Algebra EOC, or a 2% increase.

G8.B1 Lack of virtual labs, small amount of desktop computers available, lack of in-house professional development training curriculum for STEM-based infusion into non-STEM content areas.

G8.B1.S1 • The Science and Math Department Chairs and content area teachers will collaboratively plan on including STEM education into their curriculum. • The staff will promote the use of technology in the classroom to enhance students' conceptual understanding of STEM topics.

Action Step 1

In-house Professional Development will be created to train the faculty of how to align and infuse STEM-based learning within their curriculum.

Person or Persons Responsible

Math and Science Department Chairs and non-STEM content area teachers.

Target Dates or Schedule

Monthly.

Evidence of Completion

Inclusion of STEM-based strategies within the non-STEM content area lesson plans.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Monitoring of lesson plans to ensure they include STEM strategies.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans will be analyzed and reviewed following a checklist that ensures STEM strategies are included.

Plan to Monitor Effectiveness of G8.B1.S1

Proper inclusion of STEM-based training across the curriculum will be evident in higher benchmark scores in Math and Science. Any reduction in scores will be evidence of questionable or poor implementation practices.

Person or Persons Responsible

The Testing Chair, Math and Science faculty will monitor interim assessments to assess learning gains based on specific STEM-based standards that are taught in non-STEM faculty Professional Development sessions.

Target Dates or Schedule

Quarterly evidence.

Evidence of Completion

Baseline and Interim assessments, as well as student work and teacher made assessments in class.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Monitoring of lesson plans to ensure they include CTE skills and interests curriculum.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans will be analyzed and reviewed following a checklist that ensures CTE content is being included.

Plan to Monitor Effectiveness of G9.B1.S1

Proper inclusion of CTE questions on teacher-made exams within the curriculum.

Person or Persons Responsible

The Civics and Career Planning Department Chairs will monitor teacher-made tests to assess learning gains.

Target Dates or Schedule

Quarterly evidence.

Evidence of Completion

Student work and teacher made assessments in class.

G10. In 2012-2013, our Civics EOC, had 0% students participate. In the 2013-2014 school year, our target goal is to increase participation to 10 students, or a 10% increase.

G10.B1 • Using the Baseline data we will be able to monitor and obtain an expected performance of 10% for the Civics testing.

G10.B1.S1 • Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. • Utilize District-published lesson plans with assessments aligned to the tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. • Ensure that all Civics students participate in the District's baseline, winter, and spring interim assessments and data from said assessments are utilized to shape instructions and address students' weak areas of benchmark mastery. • Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. • Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. • Provide activities that allow students to interpret primary and secondary sources of information. • Provide opportunities for students to examine opposing points of view on a variety of issues. • Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. • Provide opportunities for students to write to inform and to persuade. • Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched. • Provide opportunities for students to Master Common Core State Standards for Literacy, Writing, and Speaking, through Civics content. • Provide opportunities for students to analyze and understand their own performance data from interim assessments in order to maximize understanding of content strengths and areas in need of performance. • Provide opportunities/intervention for students who demonstrate deficiencies in benchmark mastery. • Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., Project Citizen.

Action Step 1

to obtain a 10% Civics EOC testing of students.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

daily, weekly, monthly, and yearly data reports.

Evidence of Completion

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. Progress will be monitored by way of Baseline and Interim as well as student work and teacher made assessments in class. Results of the FCAT 2.0 will be analyzed and lesson plans as well as teaching strategies will be adjusted as needed.

Plan to Monitor Fidelity of Implementation of G10.B1.S1

to obtain a 10% Civics EOC testing of students.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

daily, weekly, monthly, and yearly data reports.

Evidence of Completion

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. Progress will be monitored by way of Baseline and Interim as well as student work and teacher made assessments in class. Results of the FCAT 2.0 will be analyzed and lesson plans as well as teaching strategies will be adjusted as needed.

Plan to Monitor Effectiveness of G10.B1.S1

to obtain a 10% Civics EOC testing of students.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

daily, weekly, monthly, and yearly data reports.

Evidence of Completion

Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. Progress will be monitored by way of Baseline and Interim as well as student work and teacher made assessments in class. Results of the FCAT 2.0 will be analyzed and lesson plans as well as teaching strategies will be adjusted as needed.

G11. In 2012-2013, our attendance rate (percentage of students who missed 10% or more of instructional time) was 7%. In the 2013-2014, we expect our attendance rate (students who miss 10% or more of instruction time) to decrease to 6%, a 1% reduction.

G11.B1 ASPIRA South Leadership Charter School prides itself on being a “Red Ribbon” school for 0% tolerance on drugs, alcohol, tobacco, gang involvement and/or promotion or affiliation. The schools policy holds parents, students, teachers, and administrators accountable for student attendance as well as behavior.

G11.B1.S1 • Through drug and alcohol seminars sponsored by local clubs and sponsors (called “The ASPIRA Club”), the students at ASPIRA South Leadership Charter School will maintain the focus and instruct students on the disadvantages and dangers of using illicit drugs, alcohol, and tobacco. The groups are present several times (2-3 times) during the school year to facilitate pertinent information on the subjects by grade level. • Orientation is held for each grade level the first week of school where a detailed Powerpoint presentation is given to them detailing the effects of tardiness and absences in school along with the rules and policies that are monitored on a daily basis in order to maintain order, structure, and promote academic and behavioral awareness while in school. • Orientation for parents and students (Open House) is held the second week of school where parents and students are invited to the school to attend an informational presentation conducted by administrators and teachers. These 3 separate nights (held 4-6 p.m. one night per grade level) allow for parents to have the flexibility to attend at least one of the nights to better inform themselves what is expected of the student as well as themselves. Through Title I, parents are encouraged participation in our EESAC meetings, school functions, and parent/teacher/student conferences to be held throughout the school year on a monthly basis.

Action Step 1

to maintain a 0% tolerance for absences, tardy, referrals, and in/outdoor suspensions.

Person or Persons Responsible

teachers and administrators

Target Dates or Schedule

daily

Evidence of Completion

Students are monitored daily on attendance where policy will remain to notify parents daily of students absences as well as requiring parents to sign their children in when arriving late to school. ASPIRA South Leadership Charter School has maintained a high level of attendance and low level of truancy occurrences throughout the years by maintaining and upholding these policies in place daily.

Plan to Monitor Fidelity of Implementation of G11.B1.S1

to continue to increase our attendance rate/percentage while decreasing our referrals and in/outdoor suspensions by 3%.

Person or Persons Responsible

teachers, administrators, and attendance manager

Target Dates or Schedule

daily

Evidence of Completion

Students are monitored daily on attendance where policy will remain to notify parents daily of students absences as well as requiring parents to sign their children in when arriving late to school. ASPIRA South Leadership Charter School has maintained a high level of attendance and low level of truancy occurrences throughout the years by maintaining and upholding these policies in place daily.

Plan to Monitor Effectiveness of G11.B1.S1

to continue to increase our attendance rate/percentage while decreasing our referrals and in/outdoor suspensions by 3%.

Person or Persons Responsible

teachers, administrators, and attendance manager

Target Dates or Schedule

daily

Evidence of Completion

Students are monitored daily on attendance where policy will remain to notify parents daily of students absences as well as requiring parents to sign their children in when arriving late to school. ASPIRA South Leadership Charter School has maintained a high level of attendance and low level of truancy occurrences throughout the years by maintaining and upholding these policies in place daily.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title I, Part A Services are provided at ASPIRA South 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 bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage 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 South 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 South'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 2012-2013 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.
- 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.

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 South Charter school 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 South 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 South Charter School 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 South will become academy program completers and have a better understanding and appreciation of the postsecondary 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 postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary 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

Other

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 (Rtl) 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.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. In 2012-2013, our students' performance on the FCAT 2.0 in Mathematics was 62% proficiency. Our target goal for the 2013-2014 school year is to reach 74% proficiency, or a 12% increase.

G3.B1 The area of deficiency for the following subgroups, as noted on the 2013 FCAT 2.0 administration, as well as our 2014 targets are as follows: Black = 52%, Target = 54%; Hispanic = 62%, Target = 75%; ELL = 44%, Target = 74%; SWD = 38%, Target = 48%; ED = 59%, Target = 73%. The variance ranges from 2% to 30%.

G3.B1.S1 • Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. • Provide students opportunities to utilize problem-solving strategies by implementing discovery based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. • Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics.

PD Opportunity 1

fractions, ratios/proportional, relationships and stats along with expression and equations, and geometry and measurement.

Facilitator

MELISSA PRADO AGUILAR

Participants

teachers and administrators

Target Dates or Schedule

weekly, yearly

Evidence of Completion

The students will be monitored on a weekly basis through the Pacing Guide testing through the classroom teacher along with aligned testing for Baseline, Winter, and Interim testing. FCAT results from previous years will be compared to the recent data to provide feedback on the effectiveness of in-class strategies used. Teachers will plan, consult, and collaborate once a week to weigh the results and conclude on the strategic effectiveness of their lesson planning. Lesson plans will reflect changes in instructional strategies. Professional Development will be provided to all teachers on effective classroom strategies in math throughout the year.

G4. In 2012-2013, our Middle School Acceleration score for Participation was 84% (Performance was 92%). In the 2013-2014 school year, we expect student Participation to increase to 86% (Performance to 93%), or a 2% increase (and 1% increase).

G4.B1 The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

G4.B1.S1 1) Increase the opportunities for our Math faculty to attend professional development training in both the areas of Algebra and Geometry EOCs. 2) Provide professional development courses in data-driven instruction to all faculty. 3) Implement motivational strategies for students that are not currently being used, such as designated field trips, motivational pep rallies, and special awards for high-achievers.

PD Opportunity 1

Increasing EOC test results

Facilitator

Mrs. Yoanna Marrero, Math Department Chair.

Participants

Math faculty and administration.

Target Dates or Schedule

Yearly

Evidence of Completion

EOC results for 2013-2014 school year will demonstrate a higher proficiency level (with a range of 1 to 5% increases) across levels 3 thru 5 in both Algebra and Geometry.

G5. In 2012-2013, based on the Algebra EOC, student proficiency for level 3 was 42% (Levels 4-5 was 46%). Our target goal for the 2013-2014 school year, for level 3, is to reach 43% proficiency (Levels 4-5 to reach 47%), or a 1% increase.

G5.B1 The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

G5.B1.S1 1) Increase the opportunities for our Math faculty to attend professional development training in the Algebra EOC. 2) Provide professional development courses in data-driven instruction to all faculty. 3) Implement motivational strategies for students that are not currently being used, such as designated field trips, motivational pep rallies, and special awards for high-achievers.

PD Opportunity 1

Increasing EOC test results

Facilitator

Mrs. Yoanna Marrero, Math Department Chair.

Participants

Math faculty and administration.

Target Dates or Schedule

Yearly

Evidence of Completion

EOC results for 2013-2014 school year will demonstrate a higher proficiency level (with a range of 1 to 5% increases) across levels 3 thru 5 in both Algebra.

G6. In 2012-2013, based on the Geometry EOC, student proficiency for level 3 was 26% (Levels 4-5 was 70%). Our target goal for the 2013-2014 school year is to reach a 26% proficiency (Levels 4-5 to reach 70% proficiency), a zero % increase.

G6.B1 The absence of data-driven instruction and student test scores that are a result of (1) a lack of student motivation, or (2) poor test-taking strategies.

G6.B1.S1 1) Increase the opportunities for our Math faculty to attend professional development training in the Geometry EOC. 2) Provide professional development courses in data-driven instruction to all faculty. 3) Implement motivational strategies for students that are not currently being used, such as designated field trips, motivational pep rallies, and special awards for high-achievers.

PD Opportunity 1

Increasing EOC test results

Facilitator

Mrs. Yoanna Marrero, Math Department Chair.

Participants

Math faculty and administration.

Target Dates or Schedule

Yearly

Evidence of Completion

EOC results for 2013-2014 school year will demonstrate at least the same proficiency level across levels 3 thru 5 in both Geometry.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	In 2012-2013, our students' performance on the FCAT 2.0 in Mathematics was 62% proficiency. Our target goal for the 2013-2014 school year is to reach 74% proficiency, or a 12% increase.	\$5,000
	Total	\$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
FTE General Funds		\$5,000
Total		\$5,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. In 2012-2013, our students' performance on the FCAT 2.0 in Mathematics was 62% proficiency. Our target goal for the 2013-2014 school year is to reach 74% proficiency, or a 12% increase.

G3.B1 The area of deficiency for the following subgroups, as noted on the 2013 FCAT 2.0 administration, as well as our 2014 targets are as follows: Black = 52%, Target = 54%; Hispanic = 62%, Target = 75%; ELL = 44%, Target = 74%; SWD = 38%, Target = 48%; ED = 59%, Target = 73%. The variance ranges from 2% to 30%.

G3.B1.S1 • Plan lessons infusing the Mathematical Practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency in the areas of fractions, ratios, proportional relationships, and statistics. • Provide students opportunities to utilize problem-solving strategies by implementing discovery based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. • Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves Focus resources to progress monitor students' mastery of targeted grade level objectives and essential content. • Provide students with opportunities to use multiple representations to translate and model multi-step real world application problems involving fractions, ratios, proportional relationships, and statistics.

Action Step 1

fractions, ratios/proportional, relationships and stats along with expression and equations, and geometry and measurement.

Resource Type

Evidence-Based Program

Resource

Professional Development geared towards learning the new Reading Plus 4.0 and transitioning teachers from the 3.7 version. The Reading Plus program has been purchased by the school and available to all instructional staff.

Funding Source

FTE General Funds

Amount Needed

\$5,000