

Aspira Raul Arnaldo Martinez Charter School



2014-15 School Improvement Plan

Aspira Raul Arnaldo Martinez Charter School

13300 MEMORIAL HWY, North Miami, FL 33161

http://fl.aspira.org/north/charter/north_charter.htm

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

Yes

Minority

99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	58
Appendix 2: Professional Development and Technical Assistance Outlines	63
Professional Development Opportunities	64
Technical Assistance Items	66
Appendix 3: Budget to Support Goals	67

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To motivate, orient, and assist youth in their intellectual, personal, and cultural development through innovative educational programs, intensive counseling, and community awareness.

Provide the school's vision statement

A school with leadership as its core philosophy where students build their self-worth, improve their educational outcomes, stay in school, and prepare for high school through innovative pedagogy, skills development, and cultural sensitivity.

School Environment

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

It is about creating a school culture where differences are not only respected, but admired. The process begins during that first interaction with parents, usually, when they visit the school for a tour as they consider available options in the selection of a school for their child. It allows school staff to develop an understanding of the values important to the community and to each child's family. By studying and celebrating the traditions of our diverse school community, we realize and come to appreciate the strength of our uniqueness.

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

The school operates on a tight structure that has become routine for students. We begin our morning procedures with 6th, 7th and 8th grade in the cafeteria for breakfast. 6th graders have a designated area to sit, while the 7th and 8th grade students have a separate designated seating area. The cafeteria is split in half, 6th grade on one side, 7th and 8th grade, together, on the other side. 6th graders are picked up by their homeroom teachers at 8:10 a.m. and escorted to the classroom in an orderly and silent line. 7th and 8th grade students are contained on the basketball court area. At 8:10 a.m. Both 7th and 8th grade students are dismissed at once to report to homeroom. 7th grade is required to enter the school building through our North stairwell. 8th grade is required to enter the building through our South stairwell. This separation is done to minimize congestion in the stairwells and noise in the hallways. Classes begin promptly at 8:15 a.m.

During our class change transitions, students are required to walk on the right side of the hallway. The entire class is escorted to lunch by their teachers. The class is required to walk in a single line, in complete silence. During lunch, students are required to sit with the same class that they were brought to lunch with. Students are not allowed to leave their seats without permission. Students are then picked up by their teachers from lunch. During the dismissal process back to class, the entire cafeteria is required to be silent. Class groups are dismissed one table at a time and required to be silent during the transition between the cafeteria and the classroom.

The school has three floor levels. Our dismissal is done in three stages. The third floor is dismissed first. The second floor is dismissed next and the first floor is dismissed last. Students who are dismissed from the second and third floors are required to exit through the North and South stairwell, based on their classroom location, in proximity to the North, or South Stairwell. During dismissal all teachers are required to be the first to open their classroom doors and are required to stand post at their doors until the students have exited the building. After dismissal, students are not allowed to re-

enter the building. Teachers are posted at several different locations throughout the school to ensure that everyone exits the building safely.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our disciplinary actions are governed by the "12 Step Process," which allows students to receive consistent and standardized consequences, ranging from a verbal warning, as the first step, to an outdoor suspension, as the last resort step. All teachers have been trained during Pre-Planning, on the "12 Steps."

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

The school is ensuring that the social-emotional needs of the students are being met in several avenues. We have a school counselor, who is there to listen to the student's problems, issues, and concerns. The counselor also holds mediation amongst the students who are involved in conflict. There is peer support within the student body. At times, with the supervision of the counselor, students assist other students in coming up with solutions for their dilemmas. Peer support will also be displayed within the classroom with our anti-bullying workshop that is held for our sixth grade class. This year we have submitted a request to have the State Attorney's Office hold two presentations for our student body. One is about the importance of staying away from guns, violence, and gangs. The other one empowers the students to avoid being victims of bullies and internet predators.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school monitors student progress by analyzing data and recognizing patterns in a student's achievement record which signal "red flags" in the attainment of set goals. Students who are deemed as developing a pattern of absences or who have received behavioral referrals that have resulted in suspensions will be referred to the Multi-Tiered Systems of Support Team. School administrators, the guidance counselor, the reading and the math coaches, as well as all department chairs, will address student course failures and low performance results on statewide, standardized assessments to identify the best plan of action for each student in terms of course recovery and additional supports. These may include placement in intensive courses and small group instruction to address specific deficiencies.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	5	9	8	22
One or more suspensions	3	5	4	12
Course failure in ELA or Math	0	1	1	2
Level 1 on statewide assessment	105	118	114	337

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	4	7	8	19

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

Intervention for students with attendance below 90 % includes participation in an attendance conference for both the student and the parents. An attendance agreement is discussed and signed during the meeting. The student's academic record is reviewed to show the impact of absences on student achievement.

A corrective action plan is developed between the administrator, the parents, and the student to identify the cause of the misbehavior and prevent it from occurring. The student's behavior record is reviewed and parents and students are reminded of the consequences per the Student Conduct of Conduct. Students who receive behavioral referrals which result in suspension are provided support services through the school's counselor. Peer mediation is used as a means of assisting with conflict resolution.

A reward system is established to recognize students for academic achievement.

Students who fail English language arts or mathematics have several course recovery options including re-taking the course the following year as the school's seven-period schedule allows students to complete the course during the school year while still allowing for the addition of elective courses to the student's schedule.

Students who score at Level 1 on statewide assessments are enrolled in intensive remediation courses. In addition, small group instruction and tutoring are offered to target specific areas of deficiency. A Saturday Academy is available for those students who require additional support.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

ASPIRA RAM is a Title 1 school and will be completing the Parent Involvement Plan.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works closely with Miami-Dade College, Florida International University, and the University of Miami, among other institutions. Through our partnerships, ASPIRA faculty, staff, and students are able to extend learning opportunities beyond the classroom. For example, students participate in many of the colleges' events to develop an understanding of the rigor of college life and the importance of making the

most of their secondary school education to better compete in today's society. The universities help support our after-school program by bringing professionals from different areas to work with our students.

We also partner with the Haitian Heritage Art Museum and benefit from their innovative programs that extend beyond the arts.

Programs through the Children's Trust enable us to offer diverse academic opportunities that students may not otherwise be exposed to.

Individuals from these institutions as well as staff from the offices of the City of North Miami participate as guest speakers during Career Week and other school events such as Red Ribbon Week.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Feria, Kenneth	Principal
Ball, Bernard	Assistant Principal
Loyda, Lorenzo	Instructional Coach
Delancy, Nicole	Teacher, K-12
Bharath, Jaime	Teacher, K-12
Tucker, Timothy	Teacher, K-12
Toussaint, Richard	Teacher, K-12
Torrez, Midiala	Teacher, ESE

Duties

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

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, will monitor the fidelity of the delivery of instruction and intervention, and will provide levels of support and interventions to students based on data.

- Principal (Kenneth Feria): will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding Rtl.
- Assistant Principal (Bernard Ball): will assist the principal in providing support and ensuring that all resources will be allocated appropriately, ensuring proper implementation of interventions, providing professional development, observing and assessing school staff and communicating with stakeholders plans and activities regarding Rtl.
- Reading Coach (Loyda Lorenzo) and Math Leader (Nicole Delancy) will support teachers and students through classroom observations, modeling of lessons, data analysis, and professional development.
- SPED school site program director (Midiala Torrez) and ESOL teachers will participate in student data collection and collaboration with regular education teachers while providing additional support through regular consultations.
- Department Chairs & Select General Education Teachers will provide feedback regarding core

instruction, collect data, identify strengths and weaknesses in student achievement and provide appropriate interventions.

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

The school's Leadership Team will use data from multiple sources to make informed decisions on the effectiveness of core instruction and the assignment of students to group intervention (Tier 2) or individual intervention (Tier 3). The Leadership Team will review standardized data and classroom based assessments as well as formal and informal observations to identify students who are meeting/exceeding benchmarks and are at moderate risk or at high risk for not meeting standards. The Leadership Team will monitor the effectiveness of the educational programs, evaluate the school-wide professional development plan, and monitor the implementation of the school improvement plan. The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate year

Title 1:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, 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/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for 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 (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Supplemental Academic Instruction

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

Violence Prevention Program

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.

District Policy Against Bullying and Harassment

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or

volunteers. Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis. Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kenneth Feria	Principal
Loyda Lorenzo	Teacher
Blondine Pierre	Teacher
Milagros Almonte	Education Support Employee
Odalis Bliss	Parent
Adama Sey	Parent
Margareth Ladouceur	Parent
Matty Sey	Student
Wilson Valdez	Student
Julie Riveron	Business/Community
Edward Hernandez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

During the May 2014 monthly EESAC meeting, the student achievement data available at the time was reviewed and those in attendance discussed the effectiveness of the different strategies used. During the first back-to-school EESAC meeting, the principal shared the school grade accountability results and emphasized the focus areas for the new school year: math and writing. Increases in reading scores indicate that the plan to achieve learning gains yielded positive results.

Development of this school improvement plan

The purpose of the ASPIRA RAM Charter School Educational Excellence School Advisory Council (EESAC) is to work to ensure improved student achievement by monitoring school improvement efforts. One of the ways the Council will do this is by preparing and evaluating the school improvement plan as required by Section 229.591, F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability.

Preparation of the school's annual budget and plan

EESAC members prioritized expense areas in the following order: classroom resources, technology, and teacher recruitment.

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

The per student SAC allocation (\$5) was used to provide parents with the education and resources to strengthen the educational support at home. In addition, part of the funds was used to develop an incentive program for high student achievement on the standardized state exams.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Feria, Kenneth	Principal
Ball, Bernard	Assistant Principal
Loyda, Lorenzo	Instructional Coach
Delancy, Nicole	Teacher, K-12
Bharath, Jaime	Teacher, K-12
Tucker, Timothy	Teacher, K-12
Toussaint, Richard	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) major initiatives this year will be:

- Increase the proficiency and learning gains of all students
- Increase the rigor of instruction in the classroom
- Assist teachers in developing the skills to achieve adequate progress in reading.
- Enrichment of classroom libraries and resources
- Provide professional development for Reading and Writing in the content areas

The LLT will also monitor the effectiveness of the intervention strategies in targeting areas of deficiencies.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

This begins with the hiring process, being able to identify the teachers that fit the culture of the school and are willing to go above and beyond to meet the school goals. A school theme is developed each year with the collaboration of all stakeholders, including teachers, and it is used as a focus to all our improvement efforts. The 2014-2015 school theme is Growth, Pride, Success. G.P.S. will lead us to our destination! During the opening of school sessions we hold different team-building activities. Our human resources director holds different workshops throughout the school year on topics such as communication skills, professionalism, and stress management to foster a positive working environment. Teachers are grouped by departments led by a department chair and are provided with a planning period. All teachers participate in at least two committees. Collaborative planning occurs regularly and school-wide concerns are discussed during faculty meetings. Through all these strategies, a positive working environment is established which carries over into higher achievement in the classroom.

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

Principal- Soliciting referrals from current employees and IPEGS training and follow-up between new teachers and administrators. Working with the human resources director to post openings and improve the recruitment plan.

Human Resources Director- Developing a recruitment plan, including holding a job fair at the school.

Reading Coach-Partnering or mentoring new teachers with veteran teachers/staff members.
Academic Counselor-Participating in a college/job fair.

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

The mentoring program supports new teachers by enabling them to work with an experienced teacher and develop the skills to meet student needs. The mentor and mentee are paired based on subject area and meet biweekly in a professional learning community to discuss strategies to enhance students' comprehension of subject area, classroom management, assessment, and data analysis. The mentor will help the mentee plan and organize structured classroom time to maximize students' time on task and improve student achievement.

Reading Coach, Mrs. Lorenzo has extensive experience teaching Reading as well as training teachers across the curriculum and modeling the use of research based reading strategies with proven results. She will mentor the Language Arts and ESOL teachers while they are taking the Reading Courses for Reading Endorsement.

Mrs. Delancy-Charles, Math Leader, has extensive experience in the subject area, mentoring and Common Core State Standards for Math instructional support.

Mr. Toussaint will provide instructional support for Social Studies and Electives.

Mr. Tucker will provide instructional support for Science.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school follows the district pacing guides for Miami-Dade County Public schools, which outline the required curriculum for every subject area. Florida Standards for each course topic are provided in the pacing guide. Department heads and school administrators ensure that the Florida Standards form the basis of instruction through lesson plan reviews and classroom walkthroughs. Alignment of content to the Florida Standards is also the basis for the purchase of new curriculum resources. Data analysis of student achievement results further provides evidence of the alignment of the schools programs and materials to the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data guides all instructional decisions at the school. The master schedule is developed based on the needs of the students as course offerings include advanced classes for those students who have earned the highest scores on the State's standardized exams and remediation classes for those who have not scored in the proficiency range. Fall and winter interim assessment results are used to differentiate instruction and target each student's area(s) of deficiency. In addition, student progress is monitored through classroom assessments. Students not meeting the expectations are referred to the intervention program where they benefit from small group instruction or individual tutoring. After-school and pull-out tutoring are offered to provide students with additional support. The Saturday Academy is available for all students to further expand the learning opportunities.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 12,000

Our morning and afternoon program includes targeted tutoring based on data analysis of benchmark performance. There is collaboration among faculty and staff to modify strategies based on results. Incentives for students include meeting the criteria for participating in school clubs, contributing to a well-rounded individual.

Strategy Rationale

The additional instructional time spent by each student on identified areas of improvement will result in higher student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data will be collected monthly, and, as often as necessary to meet the program goal of increasing student proficiency.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Grade Level Orientations
Vertical Planning
Parent Nights
Data Chats
Educational Plans

College and Career Readiness

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

ASPIRA RAM makes a student's course of study personally meaningful by having students complete interest and career inventories, holding individual data chats, and offering a diverse program consisting of regular, honors, and advanced classes, as well as honor societies and interest clubs. In addition, a college and career fair will be held to further discuss requirements and help students make informed decisions about their future.

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

During the 2014-2015 school year, Aspira RAM will gather data from student surveys in order to build academies which will motivate students to prepare themselves for future careers. A college and career fair will be held to help students familiarize themselves with the requirements of each field.

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

Aspira RAM includes group and project-based learning in all areas of instruction to help foster higher level thinking and organizational skills for success in post-secondary education.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Core Instruction: The school's core instructional goal is to improve reading comprehension in the core content areas; English/language arts, mathematics, science, and social studies, as demonstrated by meeting each of the student achievement targets identified in the Targets Section.
- G2.** Early Warning System: The school's Early Warning System Goal is to improve attendance and behavior as well as to decrease course failures.
- G3.** STEM/ CTE: The school's STEM/ CTE goal is to increase the number of students participating in STEM activities in order to increase student achievement as demonstrated by meeting each of the student achievement targets identified in the Targets Section.
- G4.** Parental Involvement: The school's parental involvement goal can be found in the school's Title 1 Parental Involvement Plan.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Core Instruction: The school's core instructional goal is to improve reading comprehension in the core content areas; English/language arts, mathematics, science, and social studies, as demonstrated by meeting each of the student achievement targets identified in the Targets Section. 1a

G042574

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Reading - African American	63.0
AMO Reading - Hispanic	66.0
AMO Reading - ELL	53.0
AMO Reading - SWD	55.0
AMO Reading - ED	64.0
AMO Math - All Students	60.0
AMO Math - African American	60.0
AMO Math - Hispanic	59.0
AMO Math - ELL	60.0
AMO Math - SWD	54.0
AMO Math - ED	60.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	79.0
Math Gains	60.0
Math Lowest 25% Gains	62.0
FSA - English Language Arts - Proficiency Rate	18.0
FSA - Mathematics - Proficiency Rate	15.0
Algebra I EOC Pass Rate	73.0
Bio I EOC Pass	86.0
FCAT 2.0 Science Proficiency	19.0

Resources Available to Support the Goal 2

- A Reading Coach and Math Leader with several years' experience at the school location.
- A faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.
- Supplementary resources
- Intervention Program

Targeted Barriers to Achieving the Goal 3

- English/Language Arts: The lowest reporting categories based on the 2014 FCAT are reading application and vocabulary due to limited practice identifying different text structures and organizational patterns.
- Mathematics: The lowest reporting category based on the 2014 FCAT is geometry and measurement.
- Reading Subgroups: The Black, Hispanic, and Economically Disadvantaged (ED), English Language Learners (ELL), and Students with Disabilities (SWD) did not meet the Annual Measurable Objectives based on the 2014 FCAT results.

- Math Subgroups: The Black, Hispanic, and Economically Disadvantaged (ED), English Language Learners (ELL), and Students with Disabilities (SWD) did not meet the Annual Measurable Objectives based on the 2014 FCAT results.
- Science Instruction: Students struggle with performance in all content categories: Nature of Science, Earth and Space Science, Life Science, and Physical Science due to deficiencies in text comprehension.
- Social Studies Instruction: Students struggle with the content-specific vocabulary taught in social studies.

Plan to Monitor Progress Toward G1. 8

Review student achievement data, determine if enough progress is being made to reach goal by set date. Identify strategies to continue or consider new ones.

Person Responsible

Kenneth Feria

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased student achievement as evidenced by Interim Assessment Results and 2015 State Standardized Exams.

G2. Early Warning System: The school's Early Warning System Goal is to improve attendance and behavior as well as to decrease course failures. 1a

G042584

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	0.0
Attendance Below 90% Grade 07	0.0
Attendance Below 90% Grade 08	0.0
Course Failures Mathematics	4.0
Course Failures ELA	4.0
1+ Suspensions Grade 06	0.01
1+ Suspensions Grade 07	0.01
1+ Suspensions Grade 08	0.01

Resources Available to Support the Goal 2

- School Counselor who reviews student records for warning signs and provides appropriate interventions.
- Community Involvement Specialist who serves as a liaison between the school and the parents.
- Data management system to track student info that can serve as warning signs.
- Having the MTSS/RtI Team to monitor progress.

Targeted Barriers to Achieving the Goal 3

- While we don't have any students with less than 90% attendance, 10% of students have been late to school at least 5 times.
- Several students did not meet language arts or math standards and failed one or both courses.
- Some students violated school policies as listed in the student handbook and were suspended.

Plan to Monitor Progress Toward G2. 8

Review data of number of students with excessive tardies, behavior problems, and course failures to guide further action in targeting deficiencies.

Person Responsible

Kenneth Feria

Schedule

Quarterly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Decrease in the number of students exhibiting excessive tardies, behavior problems, and course failures.

G3. STEM/ CTE: The school's STEM/ CTE goal is to increase the number of students participating in STEM activities in order to increase student achievement as demonstrated by meeting each of the student achievement targets identified in the Targets Section. **1a**

G042581

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	34.0
Bio I EOC Pass	86.0
FSA - Mathematics - Proficiency Rate	15.0
Algebra I EOC Pass Rate	73.0

Resources Available to Support the Goal **2**

- Teachers interested in increasing the number of STEM-related experiences at all grade levels.
- A faculty with the knowledge and skills to increase student achievement.
- State-approved instructional materials.
- New science lab materials

Targeted Barriers to Achieving the Goal **3**

- Limited use of available technology.
- Teachers allocating most instructional time to whole group instruction and not sufficient time to STEM activities.
- Limited resources for classroom STEM activities.

Plan to Monitor Progress Toward G3. **8**

Identify trends in progress to determine course of action: continue same strategies or consider implementing new ones.

Person Responsible

Kenneth Feria

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. Student achievement results as demonstrated on the State's standardized exams.

G4. Parental Involvement: The school's parental involvement goal can be found in the school's Title 1 Parental Involvement Plan. 1a

G042580

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

.

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Core Instruction: The school's core instructional goal is to improve reading comprehension in the core content areas; English/language arts, mathematics, science, and social studies, as demonstrated by meeting each of the student achievement targets identified in the Targets Section. **1**

 G042574

G1.B1 English/Language Arts: The lowest reporting categories based on the 2014 FCAT are reading application and vocabulary due to limited practice identifying different text structures and organizational patterns. **2**

 B120508

G1.B1.S1 In differentiated instructional lessons, teachers will provide strategies for students to identify a variety of text structures: comparison/contrast, cause/effect, chronological order, argument/support, and problem/solution. **4**

 S132403

Strategy Rationale

There are multiple intelligences; students learn in many different ways. All students in a classroom are not at the same readiness level. Differentiated instruction allows teachers to tailor any of these components of instruction: content, process, product, or the learning environment, to meet individual learner needs.

Researchers establish the need for students to understand how texts are arranged in order to comprehend them. Strong readers create a mental representation of the text as they read.

Action Step 1 **5**

Students will identify clues to the pattern of text organization through signal words such as the following: therefore, as a result, first, then, next, similarly, instead, pros, cons, etc. in order to identify the type of text structure (comparison/contrast, cause/effect, chronological order, argument/support, and problem/solution) through differentiated lessons.

Person Responsible

Lorenzo Loyda

Schedule

On 11/12/2014

Evidence of Completion

Sign-in sheets.

Action Step 2 5

Students who require additional support to address areas of deficiency will be referred to the Tier 2 activities of the Response to Intervention (RtI) process.

Person Responsible

Kenneth Feria

Schedule

On 10/9/2015

Evidence of Completion

Sign-in sheets

Action Step 3 5

Students will complete Triumph Learning Common Core supplementary lessons.

Person Responsible

Kenneth Feria

Schedule

Daily, from 10/31/2014 to 6/4/2015

Evidence of Completion

Student assignments and lesson plans.

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

Administrators will review lesson plans.

Person Responsible

Bernard Ball

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Weekly lesson plans.

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

Classroom visitations by school administrators

Person Responsible

Kenneth Feria

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administrators' completion of class visitation form.

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

Analyze student achievement data for increases in reporting categories: reading application and vocabulary.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of interim assessments and unit exams.

G1.B1.S2 Practice the use of graphic organizers and text marking to analyze author's technique and style and to understand how these elements influence understanding of text. 4

 S142221

Strategy Rationale

Graphic organizers enable students to see the relationship among concepts in order to better understand the main idea.

Action Step 1 5

Students will practice using different types of graphic organizers such as semantic maps, concept maps, and story maps to support their vocabulary development.

Person Responsible

Lorenzo Loyda

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans will be reviewed to note for the use of graphic organizers in instruction.

Action Step 2 5

Students will use CRISS (Creating Independence through Student-owned Strategies) to improve reading comprehension.

Person Responsible

Lorenzo Loyda

Schedule

On 2/17/2015

Evidence of Completion

Sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom visits will be conducted to note for the use of strategies as indicated on the reading plan.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom visitation logs indicating the use of reading strategies.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Interim assessment data as well as classroom-based assessment data will be reviewed.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment data

G1.B1.S3 Practice the use of citing textual evidence to support analysis of the text as well as drawing inferences from the text. 4

 S142222

Strategy Rationale

Students improve reading comprehension by applying reading application skills to determine the main idea of a text.

Action Step 1 5

Students will use textual evidence to identify whether or not stated inferences are supported by the text.

Person Responsible

Lorenzo Loyda

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans will document assignments focusing on supported inferences.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom visits and discussion during department meetings will yield data as to the implementation of this strategy.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom visitation logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Interim assessment data as well as classroom-based assessment data will be reviewed.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of interim assessment data as well as classroom-based assessment data.

G1.B2 Mathematics: The lowest reporting category based on the 2014 FCAT is geometry and measurement. 2

 B120509

G1.B2.S1 Have students develop skills to derive word meanings and word relationships from context to be able to comprehend and solve math word problems. 4

 S132407

Strategy Rationale

Vocabulary limitations keep students from identifying the problem they are to find a solution for. With improved vocabulary skills, students are able to identify the problem and are better able to determine the steps to solve them.

Action Step 1 5

Students will apply the skill of using prefixes, suffixes, root words, and context clues to understand and solve math word problems.

Person Responsible

Nicole Delancy

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher lesson plans and student assignments.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Lesson plans will be reviewed and classroom visits will be conducted.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and classroom visits.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Individual student areas of deficiency will show improvement as evidence of the effectiveness of the monitoring system.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 10/9/2014 to 6/4/2015

Evidence of Completion

Increase in student achievement scores.

G1.B2.S2 Provide contexts for mathematical exploration and the development of academic language through the use of math manipulatives for practice. 4

 S144957

Strategy Rationale

The basis of instruction is teaching the concrete to understand the abstract. The mathematical concept is the abstract. The manipulative is the concrete which builds the connection to the concept.

Action Step 1 5

Students will use manipulatives to solve math problems. In doing so, they will be immersed in the process of developing academic vocabulary to better understand word problems.

Person Responsible

Nicole Delancy

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assignments, lesson plans, classroom visitation logs.

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

Lesson plans will be reviewed and classroom visits will be conducted.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and classroom visitation logs.

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

Student achievement data will be analyzed.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Interim assessment results as well as classroom-based assessment results.

G1.B3 Reading Subgroups: The Black, Hispanic, and Economically Disadvantaged (ED), English Language Learners (ELL), and Students with Disabilities (SWD) did not meet the Annual Measurable Objectives based on the 2014 FCAT results. 2

 B125998

G1.B3.S1 For the Black, Hispanic, and ED subgroups: Have students practice the use of summarizing skills to determine main idea and author's purpose. 4

 S137889

Strategy Rationale

Summarizing skills will provide students with the tools to be able to understand text structure and determine main idea and author's purpose.

Action Step 1 5

Students will practice the skill of summarizing information to determine text structure and main idea through the use of CRISS strategies such as one-sentence summaries, among others.

Person Responsible

Lorenzo Loyda

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assignments and lesson plans identifying the use of summarizing skills.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom observation of summarizing skills in determining main idea and author's purpose during visitation.

Person Responsible

Schedule

Daily, from 8/4/2014 to 6/4/2015

Evidence of Completion

Lesson plans and classroom visitation log.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data will be analyzed to guide further steps.

Person Responsible

Kenneth Feria

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of classroom assessments and interim assessments.

G1.B3.S2 For the ELL subgroup: Have students practice clarifying the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. 4

 S140919

Strategy Rationale

Vocabulary development will support a student's understanding of text. The strategies listed above provide a tool to decipher the meaning of unfamiliar words.

Action Step 1 5

Students will read a passage and identify the context clues and word parts that support their understanding of the main idea.

Person Responsible

Lorenzo Loyda

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and student homework assignments.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Review lesson plans and conduct classroom visits

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and student homework assignments.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Student achievement data will be used to guide further steps.

Person Responsible

Bernard Ball


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of classroom assessments and interim assessments.

G1.B3.S3 For the SWD subgroup: Have students practice the use of summarizing skills to determine main idea and author's purpose. 4

 S140920

Strategy Rationale

Summarizing skills will provide students with the tools to be able to understand text structure and determine main idea and author's purpose.

Action Step 1 5

Students will practice the skill of summarizing information to determine text structure and main idea through the use of CRISS strategies such as one-sentence summaries, among others.

Person Responsible

Lorenzo Loyda

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assignments and lesson plans identifying the use of summarizing skills.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Classroom observation of summarizing skills in determining main idea and author's purpose during visitation.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and classroom visitation log.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Data will be analyzed to guide further steps.

Person Responsible

Kenneth Feria

Schedule

Monthly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Results of classroom assessments and interim assessments.

G1.B4 Math Subgroups: The Black, Hispanic, and Economically Disadvantaged (ED), English Language Learners (ELL), and Students with Disabilities (SWD) did not meet the Annual Measurable Objectives based on the 2014 FCAT results. **2**

 B128790

G1.B4.S1 For the Black, Hispanic, and ED subgroups: Provide contexts for the understanding of math academic vocabulary through the use of manipulatives. **4**

 S140923

Strategy Rationale

Manipulatives and other engaging opportunities help students develop academic vocabulary and problem solving skills.

Action Step 1 **5**

Students will use manipulatives to understand math concepts and develop the academic vocabulary.

Person Responsible

Nicole Delancy

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson implementation showing use of manipulatives in math instruction.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Math Coach and Assistant Principal will conduct classroom walkthrough and observe for the use of manipulatives.

Person Responsible

Bernard Ball

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom visitation logs documenting the use of manipulatives.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Data will be analyzed for trends in performance.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of Fall and Winter Interim Assessments as well as classroom based assessments.

G1.B4.S2 For the ELL subgroup: Provide instruction in the academic vocabulary through the use of word lists, word walls, and visuals to enable students to interpret and solve math problems. 4

 S140924

Strategy Rationale

Vocabulary enrichment will allow students to interpret math problems and determine the steps necessary to solve them.

Action Step 1 5

Have students use word lists, word walls, and visuals to develop vocabulary skills to interpret and solve math word problems.

Person Responsible

Nicole Delancy

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and classroom observation.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Lesson plans will be reviewed and classroom observations will be conducted for use of vocabulary instructional strategies.

Person Responsible

Bernard Ball

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assignments, lesson plans and classroom visitation logs.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Data will be analyzed for trends in performance.

Person Responsible

Kenneth Feria

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Results of Fall and Winter Interim Assessments as well as classroom based assessments.

G1.B4.S3 For the SWD subgroup: Provide contexts for the understanding of math academic vocabulary through the use of manipulatives. 4

S140925

Strategy Rationale

Manipulatives and other engaging opportunities help students develop academic vocabulary and problem solving skills.

Action Step 1 5

Students will use manipulatives to understand math concepts and develop the academic vocabulary.

Person Responsible

Nicole Delancy

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assignments, lesson plans and classroom observations.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Classroom visitation

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom visitation log

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Review of assessment data

Person Responsible

Kenneth Feria

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion


Fall and Winter Interim Assessment results as well as classroom based assessments

G1.B5 Science Instruction: Students struggle with performance in all content categories: Nature of Science, Earth and Space Science, Life Science, and Physical Science due to deficiencies in text comprehension.

2

 B128793

G1.B5.S1 Incorporate reading strategies and the usage of informational text, as delineated by Common Core Standards. 4

 S141221

Strategy Rationale

In science, students have opportunities to use language in the context of solving meaningful problems, and, as a result, engage in the kind of purposeful, communicative interactions that promote genuine language use which result in understanding of science text.

Action Step 1 5

Have students use Venn Diagrams and graphic organizers to develop comprehension of science vocabulary.

Person Responsible

Timothy Tucker

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assignments showing the use of Venn Diagrams and graphic organizers.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administrators will conduct classroom visitations to check for the implementation of the action plan.

Person Responsible

Bernard Ball

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom visitation logs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Data will be analyzed to check for trends in student performance and guide further instruction.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Fall and Winter Interim Assessment Results as well as classroom-based assessments.

G1.B5.S2 Have students engage in science demonstrations and experiments to make meaning of science and support reading comprehension development. 4

 S145059

Strategy Rationale

Experiencing science in action will support the acquisition of science knowledge and academic vocabulary.

Action Step 1 5

Students will read, interpret, and follow directions to conduct science experiments. A lab report of findings will be completed.

Person Responsible

Timothy Tucker

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lab reports

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Lesson plans will be reviewed and classroom visitations will be conducted.

Person Responsible

Timothy Tucker

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and classroom visitation logs.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Student achievement data will be reviewed.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Results of interim assessments and classroom-based assessments.

G1.B6 Social Studies Instruction: Students struggle with the content-specific vocabulary taught in social studies. 2

 B128794

G1.B6.S1 Provide activities which help students develop close reading skills to understand complex text. Skills include analyzing, synthesizing, evaluating ideas, and using evidence from the text. 4

 S141222

Strategy Rationale

Students need to be grounded in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers. Student comprehension of social studies text is improved with academic vocabulary development through close reading.

Action Step 1 5

Students will practice close reading skills with a variety of texts such as primary documents in a social studies class in order to uncover layers of meaning that support deep understanding of text and key concepts.

Person Responsible

Richard Toussaint

Schedule

Evidence of Completion

Student assignments

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Review of lesson plans and classroom visitations to note for the implementation of the strategy.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and classroom visitation logs.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Data will be analyzed to guide instruction.

Person Responsible

Kenneth Feria

Schedule

Quarterly, from 11/17/2014 to 6/4/2015


Evidence of Completion

Results of interim assessments and classroom-based assessments.


G2. Early Warning System: The school's Early Warning System Goal is to improve attendance and behavior as well as to decrease course failures. **1**

 G042584

G2.B1 While we don't have any students with less than 90% attendance, 10% of students have been late to school at least 5 times. **2**

 B130243

G2.B1.S1 Develop an incentive plan for student attendance which includes getting to school on time. **4**

 S142266

Strategy Rationale

An incentive program will motivate students to get to school on time.

Action Step 1 **5**

Students will qualify for prizes based on their attendance record.

Person Responsible

Ana Malvar

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student attendance records.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Student attendance records will be reviewed.

Person Responsible

Ana Malvar

Schedule

Quarterly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Student attendance records.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student records will be reviewed for monitoring of the strategy.

Person Responsible

Bernard Ball


Schedule

Quarterly, from 10/27/2014 to 6/4/2015


Evidence of Completion

Student attendance records.

G2.B2 Several students did not meet language arts or math standards and failed one or both courses. 2

 B130244

G2.B2.S1 Progress monitor students. Refer students to the Rtl program as necessary. 4

 S142267

Strategy Rationale

Parents and students need to be informed regularly of progress in order to address deficiencies and increase student achievement.

Action Step 1 5

Students and parents will participate in data chats to discuss student progress and address deficiencies while there is still time to provide intervention. Students will be referred to an intervention program as necessary.

Person Responsible

Ana Malvar

Schedule

Every 2 Months, from 10/27/2014 to 6/4/2015

Evidence of Completion

Data chat form

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

A roster will be developed of all students who are at risk of failing in order for appropriate measures to be taken.

Person Responsible

Ana Malvar

Schedule

Every 2 Months, from 10/27/2014 to 6/4/2015

Evidence of Completion

At-risk roster and parent's signature on data form.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student achievement data will be reviewed for progress.

Person Responsible

Bernard Ball


Schedule

Every 2 Months, from 10/27/2014 to 6/4/2015


Evidence of Completion

Student achievement data

G2.B3 Some students violated school policies as listed in the student handbook and were suspended. 2

 B130245

G2.B3.S1 Hold student handbook review session during the school year, in addition to the orientation, so that students are reminded of policies and consequences for violating them. 4

 S142268

Strategy Rationale

A review of school policies will help students understand the behavior expectations and consequences and decrease the number of violations.

Action Step 1 5

Students will participate in a review session of the school's discipline policies and procedures.

Person Responsible

Bernard Ball

Schedule

On 1/12/2015

Evidence of Completion

Student attendance at review session.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Leadership team meeting discussions for the planning and implementation of the strategy.

Person Responsible

Bernard Ball

Schedule

Semiannually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Leadership team meeting agendas and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student suspension data will be reviewed to guide further action.

Person Responsible

Bernard Ball

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student suspension data.

G3. STEM/ CTE: The school's STEM/ CTE goal is to increase the number of students participating in STEM activities in order to increase student achievement as demonstrated by meeting each of the student achievement targets identified in the Targets Section. 1

G042581

G3.B1 Limited use of available technology. 2

B103938

G3.B1.S1 Increase the number of technology-based lessons instead of whole group, textbook-based instruction. 4

S132512

Strategy Rationale

Technology facilitates the acquisition of skills as instruction is tailored to the needs of each child.

Action Step 1 5

Students will participate in lessons with technology components to support the acquisition of technical skills that enhance learning in all courses.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, classroom visitation form, observation of technology-use.

Action Step 2 5

Students will make use of the computer lab and laptop cart to complete research assignments.

Person Responsible

Lorenzo Loyda

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Computer class and laptop cart reservation forms, observation of technology-use in lessons.

Action Step 3 5

Students will participate in rigorous and relevant lessons.

Person Responsible

Kenneth Feria

Schedule

On 1/16/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review lesson plans and computer lab and laptop reservation forms. Visit classes to note use of technology in all lessons.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, computer lab and laptop cart reservation forms, classroom visitation logs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review student achievement results to determine effectiveness of technology in all lessons.

Person Responsible

Kenneth Feria


Schedule

Daily, from 8/18/2014 to 6/4/2015


Evidence of Completion

Progress monitoring reports, student achievement results.

G3.B2 Teachers allocating most instructional time to whole group instruction and not sufficient time to STEM activities. 2

 B103939

G3.B2.S1 Teachers will be required to include STEM activities in all lessons to support the development of higher-order thinking skills. 4

 S115060

Strategy Rationale

Use of STEM activities will allow students to develop higher order skills to prepare for high school, college, and careers.

Action Step 1 5

Students will participate in lessons with STEM components focusing on demonstrations, experiments, and project-based learning.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plan and classroom visitation log.

Action Step 2 5

Students will participate in the school science fair by submitting group projects. The school will also be participating in the county science fair.

Person Responsible

Timothy Tucker

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Completion of science fair projects and participation in county science fair.

Action Step 3 5

Students will participate in the District's SECME Olympiad and District technology, engineering, and math competitions.

Person Responsible

Nicole Delancy

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Number of students participating and number of projects submitted to District competitions.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will review lesson plans and conduct classroom visits to ensure that STEM is a part of every lesson.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, classroom visitation logs, number of students participating in STEM activities, and number of projects submitted to District competitions.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Review student achievement results, noting improvements or areas in need of improvement.

Person Responsible

Kenneth Feria


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, classroom visitation logs, science projects, and other evidence of project-based learning.

G3.B3 Limited resources for classroom STEM activities. 2

 B120842

G3.B3.S1 Provide teachers with STEM resources for student use. 4

 S132755

Strategy Rationale

Students retain more information when instructional activities are hands-on and focus on higher-order thinking skills.

Action Step 1 5

Students will make use of STEM resources such as the essential lab materials to support the acquisition of STEM skills.

Person Responsible

Timothy Tucker

Schedule

On 8/18/2014

Evidence of Completion

Action Step 2 5

Students will make use of the new Glencoe Math (Courses 1,2, 3) materials.

Person Responsible

Nicole Delancy

Schedule

On 8/18/2014

Evidence of Completion

Arrival of the Glencoe book purchase.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Check for use of STEM resources by students during classroom visitation.

Person Responsible

Bernard Ball

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom visitation logs, student lab reports and class assignments

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Data will be analyzed to check for student progress.

Person Responsible

Bernard Ball

Schedule

Biweekly, from 8/18/2014 to 6/14/2015

Evidence of Completion

Student assessment results.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1	Students will participate in lessons with STEM components focusing on demonstrations, experiments, and project-based learning.	Ball, Bernard	8/18/2014	Lesson plan and classroom visitation log.	6/4/2015 daily
G1.B1.S1.A1	Students will identify clues to the pattern of text organization through signal words such as the following: therefore, as a result, first, then, next, similarly, instead, pros, cons, etc. in order to identify the type of text structure (comparison/contrast, cause/effect, chronological order, argument/support, and problem/solution) through differentiated lessons.	Loyda, Lorenzo	11/12/2014	Sign-in sheets.	11/12/2014 one-time
G1.B2.S1.A1	Students will apply the skill of using prefixes, suffixes, root words, and context clues to understand and solve math word problems.	Delancy, Nicole	8/18/2014	Teacher lesson plans and student assignments.	6/4/2015 daily
G3.B1.S1.A1	Students will participate in lessons with technology components to support the acquisition of technical skills that enhance learning in all courses.	Ball, Bernard	8/18/2014	Lesson plans, classroom visitation form, observation of technology-use.	6/4/2015 daily
G3.B3.S1.A1	Students will make use of STEM resources such as the essential lab materials to support the acquisition of STEM skills.	Tucker, Timothy	8/18/2014		8/18/2014 one-time
G1.B3.S1.A1	Students will practice the skill of summarizing information to determine text structure and main idea through the use of CRISS strategies such as one-sentence summaries, among others.	Loyda, Lorenzo	8/18/2014	Student assignments and lesson plans identifying the use of summarizing skills.	6/4/2015 weekly
G1.B3.S2.A1	Students will read a passage and identify the context clues and word parts that support their understanding of the main idea.	Loyda, Lorenzo	8/18/2014	Lesson plans and student homework assignments.	6/4/2015 weekly
G1.B3.S3.A1	Students will practice the skill of summarizing information to determine text structure and main idea through the use of CRISS strategies such as one-sentence summaries, among others.	Loyda, Lorenzo	8/18/2014	Student assignments and lesson plans identifying the use of summarizing skills.	6/4/2015 weekly
G1.B4.S1.A1	Students will use manipulatives to understand math concepts and develop the academic vocabulary.	Delancy, Nicole	8/18/2014	Lesson implementation showing use of manipulatives in math instruction.	6/4/2015 daily
G1.B4.S2.A1	Have students use word lists, word walls, and visuals to develop vocabulary skills to interpret and solve math word problems.	Delancy, Nicole	8/18/2014	Lesson plans and classroom observation.	6/4/2015 daily
G1.B4.S3.A1	Students will use manipulatives to understand math concepts and develop the academic vocabulary.	Delancy, Nicole	8/18/2014	Student assignments, lesson plans and classroom observations.	6/4/2015 weekly
G1.B5.S1.A1	Have students use Venn Diagrams and graphic organizers to develop comprehension of science vocabulary.	Tucker, Timothy	8/18/2014	Student assignments showing the use of Venn Diagrams and graphic organizers.	6/4/2015 daily
G1.B6.S1.A1	Students will practice close reading skills with a variety of texts such as primary documents in a social studies class in order to uncover layers of meaning that support deep understanding of text and key concepts.	Toussaint, Richard	8/18/2014	Student assignments	daily

Dade - 6020 - Aspira Raul Arnaldo Martinez Charter School - 2014-15 SIP
Aspira Raul Arnaldo Martinez Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Students will practice using different types of graphic organizers such as semantic maps, concept maps, and story maps to support their vocabulary development.	Loyda, Lorenzo	8/18/2014	Lesson plans will be reviewed to note for the use of graphic organizers in instruction.	6/4/2015 daily
G1.B1.S3.A1	Students will use textual evidence to identify whether or not stated inferences are supported by the text.	Loyda, Lorenzo	8/18/2014	Lesson plans will document assignments focusing on supported inferences.	6/4/2015 daily
G2.B1.S1.A1	Students will qualify for prizes based on their attendance record.	Malvar, Ana	8/18/2014	Student attendance records.	6/4/2015 daily
G2.B2.S1.A1	Students and parents will participate in data chats to discuss student progress and address deficiencies while there is still time to provide intervention. Students will be referred to an intervention program as necessary.	Malvar, Ana	10/27/2014	Data chat form	6/4/2015 every-2-months
G2.B3.S1.A1	Students will participate in a review session of the school's discipline policies and procedures.	Ball, Bernard	1/12/2015	Student attendance at review session.	1/12/2015 one-time
G1.B2.S2.A1	Students will use manipulatives to solve math problems. In doing so, they will be immersed in the process of developing academic vocabulary to better understand word problems.	Delancy, Nicole	8/18/2014	Student assignments, lesson plans, classroom visitation logs.	6/4/2015 daily
G1.B5.S2.A1	Students will read, interpret, and follow directions to conduct science experiments. A lab report of findings will be completed.	Tucker, Timothy	8/18/2014	Lab reports	6/4/2015 weekly
G3.B1.S1.A2	Students will make use of the computer lab and laptop cart to complete research assignments.	Loyda, Lorenzo	8/18/2014	Computer class and laptop cart reservation forms, observation of technology-use in lessons.	6/4/2015 daily
G3.B2.S1.A2	Students will participate in the school science fair by submitting group projects. The school will also be participating in the county science fair.	Tucker, Timothy	8/18/2014	Completion of science fair projects and participation in county science fair.	6/4/2015 daily
G3.B3.S1.A2	Students will make use of the new Glencoe Math (Courses 1,2, 3) materials.	Delancy, Nicole	8/18/2014	Arrival of the Glencoe book purchase.	8/18/2014 one-time
G1.B1.S2.A2	Students will use CRISS (Creating Independence through Student-owned Strategies) to improve reading comprehension.	Loyda, Lorenzo	2/17/2015	Sign-in sheets.	2/17/2015 one-time
G1.B1.S1.A2	Students who require additional support to address areas of deficiency will be referred to the Tier 2 activities of the Response to Intervention (Rtl) process.	Feria, Kenneth	10/9/2014	Sign-in sheets	10/9/2015 one-time
G3.B1.S1.A3	Students will participate in rigorous and relevant lessons.	Feria, Kenneth	1/16/2015	Sign-in sheets	1/16/2015 one-time
G3.B2.S1.A3	Students will participate in the District's SECME Olympiad and District technology, engineering, and math competitions.	Delancy, Nicole	8/18/2014	Number of students participating and number of projects submitted to District competitions.	6/4/2015 daily
G1.B1.S1.A3	Students will complete Triumph Learning Common Core supplementary lessons.	Feria, Kenneth	10/31/2014	Student assignments and lesson plans.	6/4/2015 daily
G1.MA1	Review student achievement data, determine if enough progress is being made to reach goal by set date. Identify strategies to continue or consider new ones.	Feria, Kenneth	8/18/2014	Increased student achievement as evidenced by Interim Assessment Results and 2015 State Standardized Exams.	6/4/2015 monthly

Dade - 6020 - Aspira Raul Arnaldo Martinez Charter School - 2014-15 SIP
Aspira Raul Arnaldo Martinez Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Analyze student achievement data for increases in reporting categories: reading application and vocabulary.	Feria, Kenneth	8/18/2014	Results of interim assessments and unit exams.	6/4/2015 monthly
G1.B1.S1.MA1	Administrators will review lesson plans.	Ball, Bernard	8/18/2014	Weekly lesson plans.	6/4/2015 weekly
G1.B1.S1.MA2	Classroom visitations by school administrators	Feria, Kenneth	8/18/2014	Administrators' completion of class visitation form.	6/4/2015 daily
G1.B2.S1.MA1	Individual student areas of deficiency will show improvement as evidence of the effectiveness of the monitoring system.	Feria, Kenneth	10/9/2014	Increase in student achievement scores.	6/4/2015 monthly
G1.B2.S1.MA1	Lesson plans will be reviewed and classroom visits will be conducted.	Ball, Bernard	8/18/2014	Lesson plans and classroom visits.	6/4/2015 daily
G1.B3.S1.MA1	Data will be analyzed to guide further steps.	Feria, Kenneth	8/18/2014	Results of classroom assessments and interim assessments.	6/4/2015 monthly
G1.B3.S1.MA1	Classroom observation of summarizing skills in determining main idea and author's purpose during visitation.		8/4/2014	Lesson plans and classroom visitation log.	6/4/2015 daily
G1.B4.S1.MA1	Data will be analyzed for trends in performance.	Feria, Kenneth	8/18/2014	Results of Fall and Winter Interim Assessments as well as classroom based assessments.	6/4/2015 monthly
G1.B4.S1.MA1	Math Coach and Assistant Principal will conduct classroom walkthrough and observe for the use of manipulatives.	Ball, Bernard	8/18/2014	Classroom visitation logs documenting the use of manipulatives.	6/4/2015 weekly
G1.B5.S1.MA1	Data will be analyzed to check for trends in student performance and guide further instruction.	Feria, Kenneth	8/18/2014	Fall and Winter Interim Assessment Results as well as classroom-based assessments.	6/4/2015 monthly
G1.B5.S1.MA1	Administrators will conduct classroom visitations to check for the implementation of the action plan.	Ball, Bernard	8/18/2014	Classroom visitation logs	6/4/2015 weekly
G1.B6.S1.MA1	Data will be analyzed to guide instruction.	Feria, Kenneth	11/17/2014	Results of interim assessments and classroom-based assessments.	6/4/2015 quarterly
G1.B6.S1.MA1	Review of lesson plans and classroom visitations to note for the implementation of the strategy.	Ball, Bernard	8/18/2014	Lesson plans and classroom visitation logs.	6/4/2015 daily
G1.B3.S2.MA1	Student achievement data will be used to guide further steps.	Ball, Bernard	8/18/2014	Results of classroom assessments and interim assessments.	6/4/2015 monthly
G1.B3.S2.MA1	Review lesson plans and conduct classroom visits	Ball, Bernard	8/18/2014	Lesson plans and student homework assignments.	6/4/2015 daily
G1.B4.S2.MA1	Data will be analyzed for trends in performance.	Feria, Kenneth	8/18/2014	Results of Fall and Winter Interim Assessments as well as classroom based assessments.	6/4/2015 monthly
G1.B4.S2.MA1	Lesson plans will be reviewed and classroom observations will be conducted for use of vocabulary instructional strategies.	Ball, Bernard	8/18/2014	Student assignments, lesson plans and classroom visitation logs.	6/4/2015 weekly
G1.B1.S2.MA1	Interim assessment data as well as classroom-based assessment data will be reviewed.	Feria, Kenneth	8/18/2014	Assessment data	6/4/2015 monthly
G1.B1.S2.MA1	Classroom visits will be conducted to note for the use of strategies as indicated on the reading plan.	Ball, Bernard	8/18/2014	Classroom visitation logs indicating the use of reading strategies.	6/4/2015 daily
G1.B2.S2.MA1	Student achievement data will be analyzed.	Feria, Kenneth	8/18/2014	Interim assessment results as well as classroom-based assessment results.	6/4/2015 monthly
G1.B2.S2.MA1	Lesson plans will be reviewed and classroom visits will be conducted.	Ball, Bernard	8/18/2014	Lesson plans and classroom visitation logs.	6/4/2015 daily
G1.B5.S2.MA1	Student achievement data will be reviewed.	Feria, Kenneth	8/18/2014	Results of interim assessments and classroom-based assessments.	6/4/2015 monthly

Dade - 6020 - Aspira Raul Arnaldo Martinez Charter School - 2014-15 SIP
Aspira Raul Arnaldo Martinez Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S2.MA1	Lesson plans will be reviewed and classroom visitations will be conducted.	Tucker, Timothy	8/18/2014	Lesson plans and classroom visitation logs.	6/4/2015 weekly
G1.B3.S3.MA1	Data will be analyzed to guide further steps.	Feria, Kenneth	8/18/2014	Results of classroom assessments and interim assessments.	6/4/2015 monthly
G1.B3.S3.MA1	Classroom observation of summarizing skills in determining main idea and author's purpose during visitation.	Ball, Bernard	8/18/2014	Lesson plans and classroom visitation log.	6/4/2015 daily
G1.B4.S3.MA1	Review of assessment data	Feria, Kenneth	8/18/2014	Fall and Winter Interim Assessment results as well as classroom based assessments	6/4/2015 monthly
G1.B4.S3.MA1	Classroom visitation	Ball, Bernard	8/18/2014	Classroom visitation log	6/4/2015 daily
G1.B1.S3.MA1	Interim assessment data as well as classroom-based assessment data will be reviewed.	Feria, Kenneth	8/18/2014	Results of interim assessment data as well as classroom-based assessment data.	6/4/2015 monthly
G1.B1.S3.MA1	Classroom visits and discussion during department meetings will yield data as to the implementation of this strategy.	Ball, Bernard	8/18/2014	Classroom visitation logs.	6/4/2015 daily
G2.MA1	Review data of number of students with excessive tardies, behavior problems, and course failures to guide further action in targeting deficiencies.	Feria, Kenneth	10/27/2014	Decrease in the number of students exhibiting excessive tardies, behavior problems, and course failures.	6/4/2015 quarterly
G2.B1.S1.MA1	Student records will be reviewed for monitoring of the strategy.	Ball, Bernard	10/27/2014	Student attendance records.	6/4/2015 quarterly
G2.B1.S1.MA1	Student attendance records will be reviewed.	Malvar, Ana	10/27/2014	Student attendance records.	6/4/2015 quarterly
G2.B2.S1.MA1	Student achievement data will be reviewed for progress.	Ball, Bernard	10/27/2014	Student achievement data	6/4/2015 every-2-months
G2.B2.S1.MA1	A roster will be developed of all students who are at risk of failing in order for appropriate measures to be taken.	Malvar, Ana	10/27/2014	At-risk roster and parent's signature on data form.	6/4/2015 every-2-months
G2.B3.S1.MA1	Student suspension data will be reviewed to guide further action.	Ball, Bernard	8/18/2014	Student suspension data.	6/4/2015 quarterly
G2.B3.S1.MA1	Leadership team meeting discussions for the planning and implementation of the strategy.	Ball, Bernard	8/18/2014	Leadership team meeting agendas and sign-in sheets.	6/4/2015 semiannually
G3.MA1	Identify trends in progress to determine course of action: continue same strategies or consider implementing new ones.	Feria, Kenneth	8/18/2014	Increase in the number of STEM-related activities offered by the school. Increase in the number of students participating in STEM-related activities. Student achievement results as demonstrated on the State's standardized exams.	6/4/2015 monthly
G3.B2.S1.MA1	Review student achievement results, noting improvements or areas in need of improvement.	Feria, Kenneth	8/18/2014	Lesson plans, classroom visitation logs, science projects, and other evidence of project-based learning.	6/4/2015 monthly
G3.B2.S1.MA1	Administration will review lesson plans and conduct classroom visits to ensure that STEM is a part of every lesson.	Ball, Bernard	8/18/2014	Lesson plans, classroom visitation logs, number of students participating in STEM activities, and number of projects submitted to District competitions.	6/4/2015 daily
G3.B1.S1.MA1	Review student achievement results to determine effectiveness of technology in all lessons.	Feria, Kenneth	8/18/2014	Progress monitoring reports, student achievement results.	6/4/2015 daily
G3.B1.S1.MA1	Review lesson plans and computer lab and laptop reservation forms. Visit classes to note use of technology in all lessons.	Ball, Bernard	8/18/2014	Lesson plans, computer lab and laptop cart reservation forms, classroom visitation logs.	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1	Data will be analyzed to check for student progress.	Ball, Bernard	8/18/2014	Student assessment results.	6/14/2015 biweekly
G3.B3.S1.MA1	Check for use of STEM resources by students during classroom visitation.	Ball, Bernard	8/18/2014	Classroom visitation logs, student lab reports and class assignments	6/4/2015 daily
G4.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Core Instruction: The school's core instructional goal is to improve reading comprehension in the core content areas; English/language arts, mathematics, science, and social studies, as demonstrated by meeting each of the student achievement targets identified in the Targets Section.

G1.B1 English/Language Arts: The lowest reporting categories based on the 2014 FCAT are reading application and vocabulary due to limited practice identifying different text structures and organizational patterns.

G1.B1.S1 In differentiated instructional lessons, teachers will provide strategies for students to identify a variety of text structures: comparison/contrast, cause/effect, chronological order, argument/support, and problem/solution.

PD Opportunity 1

Students will identify clues to the pattern of text organization through signal words such as the following: therefore, as a result, first, then, next, similarly, instead, pros, cons, etc. in order to identify the type of text structure (comparison/contrast, cause/effect, chronological order, argument/support, and problem/solution) through differentiated lessons.

Facilitator

Loyda Lorenzo

Participants

All Faculty

Schedule

On 11/12/2014

PD Opportunity 2

Students who require additional support to address areas of deficiency will be referred to the Tier 2 activities of the Response to Intervention (RtI) process.

Facilitator

Ana Malvar

Participants

RtI Team

Schedule

On 10/9/2015

G1.B1.S2 Practice the use of graphic organizers and text marking to analyze author's technique and style and to understand how these elements influence understanding of text.

PD Opportunity 1

Students will use CRISS (Creating Independence through Student-owned Strategies) to improve reading comprehension.

Facilitator

Loyda Lorenzo

Participants

All Faculty

Schedule

On 2/17/2015

G3. STEM/ CTE: The school's STEM/ CTE goal is to increase the number of students participating in STEM activities in order to increase student achievement as demonstrated by meeting each of the student achievement targets identified in the Targets Section.

G3.B1 Limited use of available technology.

G3.B1.S1 Increase the number of technology-based lessons instead of whole group, textbook-based instruction.

PD Opportunity 1

Students will participate in rigorous and relevant lessons.

Facilitator

Kenneth Feria (Principal)

Participants

All faculty.

Schedule

On 1/16/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Core Instruction: The school's core instructional goal is to improve reading comprehension in the core content areas; English/language arts, mathematics, science, and social studies, as demonstrated by meeting each of the student achievement targets identified in the Targets Section.	15,000
Goal 3: STEM/ CTE: The school's STEM/ CTE goal is to increase the number of students participating in STEM activities in order to increase student achievement as demonstrated by meeting each of the student achievement targets identified in the Targets Section.	60,500
Grand Total	75,500

Goal 1: Core Instruction: The school's core instructional goal is to improve reading comprehension in the core content areas; English/language arts, mathematics, science, and social studies, as demonstrated by meeting each of the student achievement targets identified in the Targets Section.

Description	Source	Total
B1.S1.A3 - Triumph Learning FL Standards Supplementary Materials	General Fund	15,000
Total Goal 1		15,000

Goal 3: STEM/ CTE: The school's STEM/ CTE goal is to increase the number of students participating in STEM activities in order to increase student achievement as demonstrated by meeting each of the student achievement targets identified in the Targets Section.

Description	Source	Total
B1.S1.A2 - New computer lab with 25 desktops and laptop cart	General Fund	50,000
B3.S1.A1 - Science lab materials	General Fund	3,000
B3.S1.A2 - Glencoe Math Courses 1,2, 3.	General Fund	7,500
Total Goal 3		60,500