

SCHOOL IMPROVEMENT PLAN 2007 - 2008

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter (6070)

Feeder Pattern - Charter Centers

Regional Center IV

District 13 - Miami-Dade

Principal - Fernando Lopez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School provides students with a safe, culturally sensitive learning environment. It encourages students to develop their academic and personal potential through the ASPIRA Process of Youth Leadership Development and a challenging curriculum. The school encourages teachers, parents, youth and community to work together in creating a sanctuary of knowledge where students strive to achieve academic excellence.

As a result of the cultural diversity of the Wynwood, Northwest and Northeast Miami communities, the ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School is sensitive to the historical contributions of all groups. The school is non-sectarian and non-discriminatory in its programs, admission policies, employment practices and operation. The ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School does not charge tuition for attendance to the school.

Furthermore, the ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School encourages the development of its students to reach their academic and personal potential. The school implements its educational and related programs setting forth the school's curriculum, instructional methods, and many distinctive instructional techniques to be used. It creates an environment that encourages the students to improve as well as increase their own potential, by focusing on the educational strengths and needs of the students. The ASPIRA Association is the only national Latino organization dedicated exclusively to developing the educational and leadership capacity of Latino youth. Since 1961, ASPIRA has been working at the grass-roots level to provide programs that encourage Latino students to stay in school, prepare them to succeed in the educational arena, develop their leadership skills, and to serve their community.

Over the years, ASPIRA has developed a highly successful model for intervention called the "ASPIRA Process." The ASPIRA Process or AAA of leadership development can be described by three words: Awareness, Analysis and Action. It teaches young adults to become aware of their own situation and that of their community, to analyze the root causes of barriers to their success, and to take action for positive changes in their personal lives and the life of their community, all within the context of reinforcing pride in the student's cultural background and his/her self-esteem.

In addition to these leadership classes, the schools also offer the ASPIRA Club Federation (ACF), a student government, a School Advisory Council, a parent-teacher-student organization, and youth leadership counselors that help students develop and strengthen leadership skills.

The ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School serves over 410 students, sixth to eighth graders whose parents have chosen to leave the traditional environment for a smaller teacher-student ratio environment. This environment provides clear guidelines for a safe, orderly, and discipline school climate to ensure continuous educational achievement.

Given instruction using the Sunshine State Standards, each subgroup identified under No Child Left Behind (NCLB) in grades six through eight will demonstrate improvement of their reading skills as evidenced by an increase in the number of students scoring FCAT Achievement Level 3 or higher to 58 percent on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, students identified in the Hispanic subgroup identified under No Child Left Behind (NCLB) in grades six through eight will demonstrate improvement of their reading skills as evidenced by an increase in the number of students scoring FCAT Achievement Level 3 or higher to 58 percent on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, each subgroup identified under No Child Left Behind (NCLB) in grades six through eight will demonstrate improvement of their mathematical skills as evidenced by an increase in the number of students scoring FCAT Achievement Level 3 or higher to 62 percent on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, 92 percent of our eighth grade students will achieve a level of proficiency in their writing skills as evidenced by achieving a score of 3.5 or higher on the 2008 FCAT Writing Test, while 1 percent improvement is demonstrated in the percentage of students proficient in writing as per the NCLB requirements

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate improvement in their proficiency of their science skills as evidenced by an increase in the percentage of students achieving proficiency in Science to 52% as documented by the 2008 FCAT Science Test.

Parents will be involved in the classroom learning experiences of their children and in take-home projects, including literacy development assignments while infusing local community artists to become facilitators and coaches of professional development activities as evidenced by school-site prepared activity logs indicating parental and community involvement and will be monitored on a monthly basis beginning August 2007 and ending May 2008.

To accomplish this goal it is necessary to maintain a school environment free of disruption that will interfere with teaching and learning activities. As evidenced by the end of the school year 60 percent of the students will be able to strive good discipline and assume major responsibilities for their behavior as reported by school referrals and incidents.



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Given instruction using Sunshine State Standards and the technology components of FCAT Explorer, McDougall Little's Technology component of Math curriculum, and Edusoft, students in grade six through eight will meet schoolwide objectives in reading, mathematics, science and writing as documented by scores on the respective 2008 FCAT sub-tests.

Through comprehensive middle school physical development and health programs, students registered in Physical Education classes will achieve active and healthy lives that will enable them to achieve personal goals and contribute to society as evidenced by 60 percent of the students successfully completing the Presidential Physical Fitness Program.

To continue to monitor and evaluate the Elective program at ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School, including the impact of FCAT scores from each elective offered to the 6th, 7th and 8th grade students as evidenced by the number of students taking a respective elective and the impact on FCAT scores in all sub-groups based on elective course selections.

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School's ROI percentile ranking will increase by at least one percentile point.

Reculturing the school and changing instructional practices will be the focal points of the new school year's initiative. Professional development will play a key part in these efforts for staff and parents. With a low expectation of science achievement scores and declining writing test scores, the school has established academic teams for the Language Arts/Reading/Social Studies/Fine Arts and Mathematics/Science/Physical Education classes. These teams include administrators, counselors, community involvement specialists and an academic coach. These teams have helped the school to personally reach out to students to assist them with issues that are keeping students from academic excellence. The continuation of this model will be essential in our efforts to increase student performance.



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MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

6070 - ASPIRA EUGENIO MARIA DE HOSTOS YOUTH LEADERSHIP CHARTER

VISION

Our vision is to create a nationally known inner city middle school that produces major gains in student achievement and helps make the Wynwood neighborhood in which it is located a much more pleasant place to live and work.

MISSION

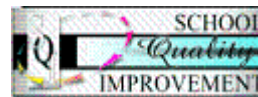
The mission of ASPIRA of Florida, Inc. is to motivate, orient, and assist Hispanic and other youth in their intellectual, personal, and cultural development through innovative educational programs, intensive counseling and community awareness. Our core philosophy centers on the promotion of Leadership skills. Through innovative pedagogy, skill development and cultural sensitivity, students will build their sense of self-worth, improve their potential for positive educational outcomes, stay in school and prepare themselves for high school.

The mission of the ASPIRA Eugenio Maria De Hostos Youth Leadership Charter school is to equip every child with the necessary tools needed in developing a well-rounded ASPIRANTE.

CORE VALUES

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Education First

At ASPIRA de Hostos education is our primary business. Activities that seek and support educational excellence shall be given priority over those that do not. The basic role of teachers is to help children learn.

Quality

Beginning in sixth grade and continuing through school, the subject of quality and how it relates to school work is discussed with students. Students, parents and teachers challenge students to do their very best. It is not our goal to have students merely completing assignments without attempting to produce a quality product.

Hard Work

Creating high quality work is not always easy. We are committed to making learning interesting, exciting and fun, as much as possible. However, we recognize, and want parents and students to recognize, that while learning is not always easy, it is fundamental.

Life-long Learning

We recognize that learning does not begin or end with school. We want students to learn skills that will allow them to continue to direct their own learning. The essence of this is independence and self-reliance.

Love of Learning

Children need to learn to love learning as its own reward. We encourage students to focus on internal rewards and motivations, rather than being dependent on external rewards.

Self-esteem

We believe that self-esteem is built upon competence. We can, and do, praise children appropriately, but we do not engage in false praise. We actively assist and encourage children in their journey towards competency. We want them to take pride in what they do well. We also want our students to believe that they can make a difference in the world.

Respect

We strive to create a climate of mutual respect among students, parents, staff and community members. Students are expected to show respect to others, and can, in turn, expect to be treated with respect by others.

Personal Responsibility

We expect students to take personal responsibility for their own learning. We cannot teach them anything if they are determined not to learn. We also expect them to take personal responsibility for their actions and to be willing to accept the consequences.

Responsibility to Others

Any member of a community has some responsibilities to his neighbor. Our students have some special abilities that carry with them greater opportunities to serve. We want students to understand the contributions they can make to society and to act responsibly.

Role Models

We have high expectations for our students. We, as parents and staff, are committed to serving as appropriate role models for our students. We need to demonstrate our values to our students on a daily basis in our own behavior. We cannot reasonably expect from them that which we are not willing to do ourselves.

Diversity

We live in a diverse society. Students need to understand and respect differences, while seeking to find common ground. Students also need to understand and evaluate different opinions and intellectual perspectives. All of this is an integral part of our curriculum.

Continual Improvement

We have adopted the ASPIRA philosophy of Awareness Analysis and Action. We acknowledge and recognize effort; celebrate the achievement of benchmarks and milestones; and strive to get better each and every day.

School Demographics

Facility and School Community

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School opened its doors in 2001 as a six-classroom school with less than one hundred students on the corner of North Miami Avenue and 36th Street. ASPIRA de Hostos Charter School was formerly Accolade Middle School, a successful alternative school within the Wynwood community. By 2004, the school had an enrollment of 349 and in need of more room. ASPIRA de Hostos Charter School is now situated on the corner of 19th Street and N.E. 1st Avenue, where it sits amid a vastly growing Midtown Miami community. The current facility includes 21 classrooms, an athletic field located across the street at Biscayne Park, and is in the midst of renovations to include an auditorium, cafeteria, several additional classrooms and a youth sanctuary facility for the youth leadership development program of ASPIRA of Florida, Inc. Additional plans include the creation of the media center and computer lab. Today the majority of the student population is first or second generation immigrants and represents many Caribbean, Central and South American countries. The ethnically and culturally diverse community surrounding the school provides a myriad of opportunities to positively impact students and the community. The ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School currently serves over 410 students, sixth to eighth graders whose parents have chosen to leave the traditional environment for a smaller teacher-student ratio environment. This environment provides clear guidelines for a safe, orderly, and discipline school climate to ensure continuous educational achievement. The student population is ethnically diverse reflecting the area's ethnic multiculturalism.

Student Demographics and Performance Groups

Most of the families have low socio-economic status, and 96.8% of students are classified as economically disadvantaged according to free and reduced lunch applications. As a result, the school generates Title I funding. The demographic composition is as follows: Male 47%, Female 53%, Blacks 38%, Hispanic 61%, Other 1%, Students with LEP 19%, Students with ESE 8%, Economically Disadvantaged 97%.

Most of the families have low economic status since many are employed in unskilled or semi-skilled jobs. Sixty-five percent of the families earn less than \$11,500 annually, while the remaining thirty-five percent average approximately \$16,500 per year. Today the majority of the student population is first or second generation immigrants and represents many Caribbean, Central and South American countries. The ethnically and culturally diverse community surrounding the school provides a myriad of opportunities to positively impact students and the community.

Teacher Demographics

The greatest strength of ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School is its faculty. The faculty is comprised of men and women who have committed themselves to the mission of the school. At the center of the faculty is the Principal, Fernando Lopez, who has been entrusted by ASPIRA of Florida, Inc. and the Miami-Dade County Public Schools Division of Specialized Programs – Charter School Operations to direct the school in pursuit towards academic excellence in a safe environment. Together with a dedicated staff of eccentric and electric individuals, he and his staff bring to the school a five hundred-year tradition of teaching. Each of our school based leaders has had success improving student achievement. All of the instructional staff are either certified and qualified or certifiable within two years. All teachers that were not successful as evidenced by 2006-2007 student achievement data have been replaced as per state guidelines. The demographics of our current instructional staff are as follows: 28 teachers comprised of 19 females and 9 males; 21 percent black, 54 percent hispanic, and 25 percent white; three teacher aides with 33 percent being female and 67 percent male; three counselors with 33 percent white and 67 percent Hispanic. According to the school characteristics from the 2006-2007 school year, the average years teaching in Florida is 15 years and the percent of new teachers was 16%.

Class Size and Teacher Ratio

ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School prides itself in the personal care and devotion it demonstrates to the individual student. This is due to the size of the student body, which makes it possible for each student to be known by the administration and faculty. Recent studies have shown that students do far better academically and personally in schools of moderate size.

Size is only part of the reason for the personalized attention that one finds at De Hostos Charter. In addition there is the commitment of the school to attend to the individual. The school maintains a student/teacher ratio of 18:1; it keeps the largest class size to 22 students.

Students are not scheduled into blocks. Rather, as far as possible, the schedule of each student is designed after the needs and abilities of that student, allowing for a student strong in some subjects to take classes at a more advanced level only in those areas, while taking standard level classes in other subjects.

With the assistance of a Title 1 Grant, all student-to-teacher ratios are at or below state requirements. Reading classes are also kept to an even lower class size to allow for more personalization.

Attendance Rate



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Attendance is not a challenge at ASPIRA de Hostos Charter. According to the Miami-Dade County Public Schools Attendance Reports for the 2006-2007 school year, the school's attendance rate was: 1st grading period, 95.23%, 2nd grading period 94.41%, and 3rd grading period 94.36%. In comparison, Miami-Dade County Public Schools overall reported: 1st grading period, 95.99%, 2nd grading period, 94.52% and 3rd grading period 94.08%.

Promotion, Graduation and Retention Rates

The 2006 – 2007 School profile data indicates that: 2.3 % of sixth grade students were not promoted/retained; 2.5 % of seventh grade students were not promoted/retained; 0% of eighth grade students were not promoted/retained; 4.8% of school total were not promoted/retained while 95.2 % were promoted.

Special Programs

The school offers several specialized programs such as an ESE program, an ESOL program, a pilot magnet academy (A LIFETIME), a gifted program, School-To-Career curriculum, and an award winning art program. The school also provided parents information about choice options including magnet program referrals, charter high schools, and vocational programs. The student population includes standard curriculum students (50 percent), ESE students (8 percent), gifted students (23 percent), and ESOL students (19 percent). More than half of the students (97 percent) are classified as economically disadvantaged. The ethnic/racial makeup of the student population is 38 percent African-American, 61 percent Hispanic, and one percent Anglo. The ESE program services the following student population: 15 with specific learning disabilities, 3 language impaired, and 5 other health impaired. The ESOL department services students in four different ESOL levels as follows: Level 1 - 6, Level 2 -12 , Level 3 - 6, and Level 4 - 8. The ethnically and culturally diverse community surrounding the school provides a myriad of opportunities to positively impact students and the community.

ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School's curriculum is very diversified. Eighty-four course offerings presently make up the school's curriculum. While all courses taught are at grade level, classes are differentiated in terms of difficulty of subject matter and/or prerequisites for the course. Under the direction of the Assistant Director, Yanin Salem, EMDH provides students with six levels of instruction: foundational, standard, advanced, honors, advanced/gifted and accelerated magnet. The curriculum is developed with an aim toward providing for the individual abilities of our students and creating an environment where everyone can reach his or her highest potential. The course of studies is designed to be flexible. We do not assign our students to tracks. The same student might be assigned to classes in some subjects at the honors or advanced/gifted levels and at the standard level in other subjects. In this way we are able to recognize the varying strengths of the student and help to remediate any weaknesses. Our small classes allow the teachers to assess the needs of the students and give them individual attention.

At each level of classroom instruction, our course offerings are appropriately and rigorously challenging. Our curriculum for students who require additional strengthening in their academic background or in a given subject area builds to a strong and validated academic program at grade level.

Within the Foundational Curriculum is a special program for students needing more intensive work on the foundational tools of academics. The Foundations Program is designed to challenge many incoming students in mathematics, English, reading, science and study skills in order to assure success and excellence in their future classes at EMDH. An essential part of the Foundations Program is the required summer sessions. The students in this program undergo extensive evaluation and educational testing. Please note the Foundations program is not a special program for students with learning disabilities. Its courses are at grade level but are taught at a slower pace.

ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School is dedicated to seeking out the fullest academic potential for every one of its students. Under the direction of the Advanced Academics Department Chair, Richard Knigin, EMDH offers to students with strong academic potential a number of forums in which to develop these strengths.

Advanced classes are offered to qualified students for all major subjects, beginning in the first year. A student with particular strengths in a certain area can enroll in an advanced class in that subject only.

Honor classes are offered to qualified 8th grade students in the areas of science, math, social studies and foreign language. A student with particular strengths in these areas can enroll in an honors class in that subject only.

Advanced Gifted classes are offered to qualified students for all major subjects, beginning in the first year. Students that are currently enrolled in the gifted program can continue within the program while challenged in these courses designed to meet and exceed all areas of learning for students of all ages.

"A L.I.F.E.T.I.M.E." (Accelerated Learning Institute Facilitating Exceptional Talent In Middle school Education) is a new innovative program that challenges gifted and honors students to take their education to a whole new level in learning. This program is limited to 25 spots per year and is geared to teach students using Howard Garner's theory of multiple intelligences while incorporating individual and group projects to motivate individual and community involvement. At the end of the program, L.I.F.E.T.I.M.E. students will be able to enter high school completing 5 of the required classes for graduation, allowing the option for further course study or even early graduation. This advanced placement approach to the program allows dedicated and motivated students to enhance student



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performance and build academic stamina needed to be successful in Advanced Placement (A.P.) programs in the high schools.

ASPIRA de Hostos Charter School believes in combining the best research and practice in teaching and learning to create a rigorous and engaging curriculum that prepares students to understand the world in which they live and their role as citizens. We are committed to personalized instruction, developing student self-esteem and confidence through academic merit, achievement, through participation in extra-curricular and athletic activities. The stakeholders of ASPIRA de Hostos Charter School have developed a mission designed to advance teaching and learning in the areas of reading, writing, mathematics, and science, to increase the number of participants in advanced academics, to develop the appropriate strategies for the infusion of character and career education into the existing curriculum, to target the use of technology as a tool to enhance teacher planning and instruction with the broader goal of promoting student technological literacy. Our goal is to transition into an all-academy school with a heavy emphasis on performance – based instruction as well as enhancing work readiness. Each student, including Limited English Proficient students and Students with Disabilities, will be enrolled in one of the school's various career academies. This academy model permits increased curricular relevancy and teacher communication. The model will also assist us to build relationships with business and community leaders. These connections will give students experiences in the workforce that will enable them to define future career goals and will give direction and meaning towards their choice of the most appropriate high school. It is the goal of all faculty and staff of de Hostos Charter to provide an environment wherein all students learn. The teachers will be able to collect and use specific academic and related data to make timely interventions to ensure the success of all learners.

Unique Aspects, Strengths and Areas of Concern

ASPIRA Eugenio Maria de Hostos Charter School's grade maintained a "C" grade, though the school was only four points away from a "B" during the past two years. Reculturing the school and changing instructional practices will be the focal points of the new initiative. Professional development will play a key part in these efforts for staff and parents. With a low expectation of science achievement scores and declining writing test scores, the school has established academic teams for the Language Arts/Reading/Social Studies/Fine Arts and Mathematics/Science/Physical Education classes. These teams include administrators, counselors, community involvement specialists and an academic coach. These teams have helped the school to personally reach out to students to assist them with issues that are keeping students from academic excellence. The continuation of this model will be essential in our efforts to increase student performance. As a result of these efforts our discipline problems and classroom management issues decreased (38)% during the past year. The school also provides parents information about choice options: public school choice with transportation due to No Child Left Behind (NCLB). Although parental involvement has increased, ongoing efforts need to be made to increase the connection among the home, school and community. Bi-lingual parent outreach programs, although light in attendance, opened the door to parents to visit the school and become more involved with the teachers of their children.

School Community Partners

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School has an array of school community partners that range in services from Academic, Counseling and Dade Partners. The academic institutions include Barry University, Florida International University, Miami-Dade College, and Carlos Albizu University. Our counseling partners include ASPIRA of Florida, Inc., Stay in School, Citrus Mental Health Center, New Horizons Community Mental Health Center, Inc., and D-FY-IT. We also have a partnership in the vision area with Cobb Optical. Our Dade partners include Girl Scouts of Tropical South Florida, The Children's Trust, United Way, Damien B. Art Gallery, and Assisting Families Through Divorce, Inc.

Grants Awarded to the School

The school has recently written five grants that will support the initial steps of the career education academies and a grant for the school's clinic has also been applied for.

In addition, the school is supported by a Children's Trust Grant through ASPIRA of Florida, Inc. Students participate in tutoring programs as well as opportunities to participate in various afterschool programs throughout the school year.

FCAT DATA

of level 1 and 2 Reading: 91
of level 1 and 2 Mathematics: 86

The ASPIRA Eugenio Maria De Hostos Youth Leadership Charter School serves at least 410 students in the 2007-2008 school year while continuing to provide students with a culturally sensitive and safe learning environment. It will continue to encourage students to develop their academic and personal potential through the ASPIRA Process of Youth Leadership Development. The school will continue to encourage teachers, parents, youth and community to work together in maintaining a sanctuary where the student, teacher, and subject maintain the essence of academic excellence.

School Foundation

Leadership:

The Vice President of Charter School Operations of ASPIRA of Florida, Inc., with the approval and guidance of the Governing Board of ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School supervises the School Principal. The School Principal manages employees in the school and is responsible for the overall direction, coordination, and evaluation of the school. The Principal carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. At the beginning of each school year, the School Principal meets with the Leadership Team composed of Assistant Director, Dean of Guidance, Dean of Students, Reading Coach, Math Coach, Maintenance Supervisor, After School Program Coordinator, ASPIRA Advisor, and Office Administrator to strategize effective leadership methods with the Vice President of Charter School Operation. The Leadership Team, under the supervision of the School Principal, shares the mission and vision of the school with the staff on the first day of teacher orientation each year. The Principal acknowledges all of the positive aspects of the prior year and focuses all developmental issues towards improving the school for the new academic year. The School Administration sets the tone of the school and assures it as a welcoming atmosphere for all stakeholders alike, promoting a positive work environment where teachers, staff, and students alike envelope the enthusiasm and sense of ownership displayed by the Principal. Each member of the faculty and staff of the school volunteers to become a member of various committees to ensure collective collegial collaboration in the day to day operation of the school promoting a fun, safe learning environment. In the Spring 2007 OPIS, the data indicates the mean score for this category was 4.9.

District Strategic Planning Alignment:

The school improvement plan is a collaboration of all stakeholders of ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School. Each goal and objective was designed with the student in mind, ensuring that each student is equipped with the necessary tools needed to create a well rounded ASPIRANTE. In the Spring 2007 OPIS, the data indicates the mean score for this category was 4.9.

Stakeholder Engagement:

As a public school of choice whose students have been eligible for NCLB & "Choice Transfer" for three years in row, parents of students at ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School have the option of enrolling their children at several traditional public middle schools in the county, as well as two other charter schools in the local area. The most significant indicator of customer satisfaction, is that less than one percent of parents have opted to take advantage of these other options. Furthermore, our primary means of promotion/recruitment continues to be the "word of mouth" of our parents and students. In the Spring 2007 OPIS, the data indicates the mean score for this category was 5.0.

Faculty & Staff:

With the opening of the 2006-2007 school year, ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School scheduled common planning time for all grade level teams of Math, Language Arts, Science and Social Studies teachers. These teams of teachers and tutors met with the school principal and assistant director regularly to discuss student progress and strategize about interventions that will best aid struggling students. New teachers have the opportunity to gain the insights of all team members. We will continue these meetings in 2007-2008, with greater responsibility being assumed by teachers for directing the meetings and the interventions. In addition, the creation of learning communities with common planning allow teachers of the same grade level to come together twice a week to discuss focus calendars, case management issues, and best teaching practices to produce maximum performance and maximum student results. The Spring 2007 OPIS data indicates the mean score for this category was 5.0.

Data/Information/Knowledge Management:

We subscribe to the Snapshot data analysis service which allows teachers and administrators easy access to disaggregated FCAT data and make decisions about student placement in core course, as well as mandatory reading and mathematics electives, and true elective courses. In addition, we utilize Edusoft quiz/test grading software which allows teachers to align routine class assessments to the Sunshine State Standards and Benchmarks and identify students who need targeted interventions. Finally, through our parent organization, ASPIRA of Florida, Inc., we have a comprehensive Management Information System which allows us to track and quantify specific academic and behavioral interventions, as well as parent contacts and parental involvement, so administration can determine which students and/or staff may need additional support. The Spring 2007 OPIS data indicates the mean score of this category was 4.9.

Education Design:



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At the school level, staff spends two weeks during the summer recess discussing/analyzing data, expressing concerns with individual and groups of students, and articulating other areas of concern. Throughout the school year, grade level teams of Math, Language Arts, Science and Social Studies teachers and tutors meet with the school principal, assistant director, reading coach, and math coach regularly to discuss student progress and strategize about interventions that will best aid struggling students. In addition, staff meets with committees of parents and students through the SAC and the Student Government to address all areas of school life: especially as it involves academics, social activities, and safety.

Student achievement and parental access are the two linchpins of all school efforts. Teachers are scheduled either before or after school, for at least one hour of tutoring/homework assistance each week. The staff is available one-half-hour before and after school to meet with parents/guardians to discuss individual concerns and develop holistic interventions that involve the home, as well as the classroom and school.

A final component of our decision-making process is "action research." If someone within our community (staff, parent or student) conceives of a sound idea that may enhance student achievement and/or the overall learning environment we experiment with it, following the scientific method. The Spring 2007 OPIS data indicates the mean score for this category was 4.9.

Performance Results:

As a result of school-based data analysis, decision making and articulation with parents and students, we learned that the hours of our after school program was not conducive to parent-provided transportation. Most students who could not be picked up promptly simply chose not to participate in after school tutoring and clubs. Others chose to remain after school unsupervised, posing a safety concern. We learned that by extending our programs an additional hour, more parents could pick up their children promptly, facilitating the involvement of more students in all after school programs.

One of our most significant action research projects involved the use of day planners by students. We hypothesized that students who maintained better organization of their homework assignments would perform better in school. Staff developed a checklist and taught students how to use the planner to keep track of homework and personal activities. Our hypothesis proved correct. 90% of students achieving high scores on the organizational checklist also appeared regularly on the honor roll. Student with low organizational scores also had low GPAs. And, most significantly, students who showed improved organizational scores showed improved academic performance.

An action research project we're currently engaged in involves the FCAT achievement of students taking German and Spanish Elective Classes. Our analysis of the 2006 and 2007 FCAT Reading Developmental Scale Scores (DSS) of students in our German and Spanish classes in 2005-2007 showed an average DSS 27% higher than those not taking foreign language classes. In addition, eighth grade students taking Spanish scored an average of 48% higher on the FCAT Writing Test than those not taking Spanish.

The Spring 2007 OPIS data indicates the mean score for this category was 4.9.



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Statement

Increase Reading performance of all NCLB populations

Needs Assessment



School Improvement Plan 2007-2008



Results of the 2007 FCAT Reading test indicate that 51 percent of students have met the state required mastery level, 64 percent have made annual learning gains and 70 percent out of the students scoring in the lowest 25 percent have made annual learning gains. An assessment of data reveals that 49% of grades 6, 7 and 8 students are still reading below grade level. Specifically, the majority of Hispanic students in grades 6, 7, and 8 are reading between the 2nd and 3rd grade levels and require additional intensive instruction in fluency, comprehension, and context clues. Specifically, students in grades 6 and 7 are most successful with (1) applying reference and research skills and (2) identifying main-idea, author's purpose and point of view. Conversely, they need additional help with (1) comparison and contrast and (2) cause and effect. Their greatest area of reading need, however, is vocabulary development (e.g., context clues, etymology of words, deducing the meaning of words with multiple meanings). Similarly, the greatest area of need for 8th grade students is vocabulary development (e.g., context clues, etymology of words, deducing the meaning of words with multiple meanings). This population experiences the same degree of success in applying reference and research skills; identifying main idea, author's purpose and point of view; and identifying causal relationships and comparisons. However, their performance in these areas reveals the need for additional help in these areas (on the average, students perform at 50% mastery in these areas). The assessment also uncovered needs which include, but are not limited to, the following: (1) the need for a refresher training for CRISS-trained staff on those learning strategies which maximize reading comprehension; (2) the need for an instructional initiative which promotes reading fluency and vocabulary development school-wide; and (3) the need for instructional frameworks across the curriculum which will encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement. A standard curriculum has been implemented to ensure continuity of instruction necessary for student achievement. Recognizing that good instruction is the foundation that fosters learning, a priority for the school will be to provide high caliber professional development for teachers and administrators. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. At the school site, subject area specialists will provide one-on-one coaching and modeling of the desired instructional practices. The administrative team will be at the core of the professional development effort, monitoring and supporting the direct services to ASPIRA Eugenio Maria de Hostos Charter School. Data indicates that as the students transition from one level to another their academic achievement scores decrease. Therefore, ASPIRA Eugenio Maria de Hostos Charter School will begin a foundational curricular program that will engage students in need with developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Within the foundational curriculum is a special program for students needing more intensive work on the foundational tools of academics. The Foundations Program is designed to challenge many incoming students in mathematics, English, reading, science, and study skills in order to assure success and excellence in their future classes at ASPIRA Eugenio Maria de Hostos Charter School. An essential part of the Foundations Program is the required summer sessions. The students in this program undergo extensive evaluation and educational testing. The courses are at grade level but are taught at a slower pace. The grade-appropriate curriculum will reflect the content of these activities. Furthermore, the program will foster smooth transitions for students as they enter middle school, times when students often experience emotions such as anxiety or fear associated with leaving behind safe, familiar school environments and anticipating the beginning of middle school.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, each subgroup identified under No Child Left Behind (NCLB) in grades six through eight will demonstrate improvement of their reading skills as evidenced by an increase in the number of students scoring FCAT Achievement Level 3 or higher to 58 percent on the 2008 administration of the FCAT.

Given instruction using the Sunshine State Standards, students identified in the Hispanic subgroup identified under No Child Left Behind (NCLB) in grades six through eight will demonstrate improvement of their reading skills as evidenced by an increase in the number of students scoring FCAT Achievement Level 3 or higher to 58 percent on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Employ effective classroom management strategies to substantiate an effective reading program;	Reading Coach, Reading Teachers	8/13/2007	5/22/2008	Other/ Not Applicable	8140
Design the classroom environment for access and equity while acknowledging and celebrating accomplishments of learning;	Reading Coach, Language Arts Teachers, Reading Teachers, Social Studies Teachers, Science Teachers, Mathematics Teachers, Elective Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	53489
Develop lessons across all grades and disciplines to guide student exploration of the importance of reading in a wide variety of career and employment situations;	Principal, Assistant Director, Reading Coach, Language Arts Teachers, Reading Teachers, Social Studies Teachers, Science Teachers, Mathematics Teachers, Elective Teachers	8/14/2007	5/23/2008	Other/ Not Applicable	57974
Students in the lowest 40th percentile will be targeted for after school tutoring;	Principal, Assistant Director, Reading Coach, All teachers, Reading Tutors, Mathematics Tutors	8/23/2007	4/25/2008	Other/ Not Applicable	13375
Quarterly reviews of the progress status of the current School Improvement Plan will be conducted by using checklists to assist in the review process	Principal, Assistant Director, Reading Coach	8/27/2007	5/26/2008	Other/ Not Applicable	7625
Model and practice self-directed learning using critical thinking, questioning strategies, and habits of mind;	Reading Coach, Language Arts Teachers, Social Studies Teachers, Reading Teachers, Science Teachers, Mathematics Teachers, Elective Teachers	8/13/2007	5/23/2008	Other/ Not Applicable	53489
Devise a school-wide reading instructional focus calendar with includes a targeted reading skill focus with the appropriate CRISS strategy using 2006 FCAT performance data. Monitor implementation through lesson plans, benchmark assessments, and district approved quarterly assessments	Principal, Assistant Director, Reading Coach, Reading Teachers, Language Arts Teachers	7/5/2007	5/23/2008	Other/ Not Applicable	16335
Provide differentiated instruction within reading classes through an instructional rotational model which focuses on specific student needs	Reading Coach, Reading Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	8140
Coordinate FCAT Saturday camps starting in October for all students desiring additional assistance in FCAT Preparation. Teachers will engage in collaborative lesson planning with the Administration in preparation for all camps. Student incentives will be offered to encourage attendance	Principal, Assistant Director, Reading Coach, Language Arts Teachers, Reading Teachers	10/5/2007	3/3/2008	Other/ Not Applicable	17475
Devise curriculum maps for Language Arts and Reading classes while monitoring all levels in grades 6 through 8	Reading Coach, Language Arts Teachers, Reading Teachers, Assistant Director	7/5/2007	5/23/2008	Other/ Not Applicable	14808
Develop challenging lessons and thematic units of study as models for organizing daily cross-curricular instruction that follows a natural cycle of learning;	Reading Coach, Language Arts Teachers, Reading Teachers	8/14/2007	5/23/2008	Other/ Not Applicable	12990

Research-Based Programs



School Improvement Plan 2007-2008



Continuous Improvement Model;
McDougal Littell The Language of Literature;
CRISS (Creating Independence through Student-owned Strategies);
Comprehensive Based Competencies;
Sunshine State Standards;
Comprehensive Assessments in Reading Strategies

Professional Development

CIM Training;
CRISS Training;
Multi-ethnic testing and assessments in Reading;
Integrating Reading in all Subject Areas;
National Coaching Institute for Advanced Training in Literacy;
Data Analysis;
Linking Data to Instruction;
Differentiated Instruction for Struggling Readers;
Content Area Reading Instruction (CRISS or McRel);
8 Step Continuous Improvement Model/ FCAT Reading;
Curriculum Mapping/ Planning for Effective Instruction in the Two-Hour Block;
FCAT Explorer;
Professional development will be provided on early release, teacher planning days, and during the after school program

Evaluation

FORMAL DATA

1. 2008 FCAT Results
2. Monthly Assessments - District devised
3. Monthly Assessments - Site-devised
4. Teacher evaluations
5. Staff Development Surveys

INFORMAL DATA

1. District Assistance Team reports - weekly
2. State Assistance Team reports
3. Reading Coach feedback
4. Math Coach feedback
5. Leadership Team Feedback

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Statement

Increase Mathematics performance of all NCLB populations

Needs Assessment



School Improvement Plan 2007-2008



Results of the 2007 FCAT Mathematics test indicate that 47 percent of students have met the state required mastery level, 68 percent have made annual learning gains, and 73 percent out of the students scoring in the lowest 25 percent have made annual learning gains.

An assessment of data reveals that only 53% of students in grades 6 and 7 are not performing proficiently in math. Specifically, the needs assessment reveals that while students require intense remediation in all the tested benchmarks, though all subgroups met AYP either through Safe Harbor or via the Growth Model. Their greatest areas of need (in ranking order from most need to least need) are geometry, number sense, and measurement. Similarly, students in grade 8 need intense remediation in all areas, with the greatest attention on the following strands (most need to least need): measurement, geometry, and number sense. Other identified prioritized areas of need include: (1) a peer coaching model for teachers with the greatest need in Intensive Math, Number Sense, Geometry, and Algebraic Thinking; (2) common planning periods by subject area for math teachers; (3) a departmental instructional framework that will assist teachers with using the two-hour instructional block effectively and incorporate curriculum initiatives; (4) training for untrained instructors in the 8 Step Continuous Improvement Model; and (5) on-going data conversations among departmental members and within the classroom about progress on monthly assessments. A standard curriculum has been implemented to ensure continuity of instruction necessary for student achievement. Recognizing that good instruction is the foundation that fosters learning, a priority for the school will be to provide high caliber professional development for teachers and administrators. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. At the school site, subject area specialists will provide one-on-one coaching and modeling of the desired instructional practices. The administrative team will be at the core of the professional development effort, monitoring and supporting the direct services to ASPIRA Eugenio Maria de Hostos Charter School. Data indicates that as the students transition from one level to another their academic achievement scores decrease. Therefore, ASPIRA Eugenio Maria de Hostos Charter School will begin a foundational curricular program that will engage students in need with developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Within the foundational curriculum is a special program for students needing more intensive work on the foundational tools of academics. The Foundations Program is designed to challenge many incoming students in mathematics, English, reading, science, and study skills in order to assure success and excellence in their future classes at ASPIRA Eugenio Maria de Hostos Charter School. An essential part of the Foundations Program is the required summer sessions. The students in this program undergo extensive evaluation and educational testing. The courses are at grade level but are taught at a slower pace. The grade-appropriate curriculum will reflect the content of these activities. Furthermore, the program will foster smooth transitions for students as they enter middle school, times when students often experience emotions such as anxiety or fear associated with leaving behind safe, familiar school environments and anticipating the beginning of middle school.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, each subgroup identified under No Child Left Behind (NCLB) in grades six through eight will demonstrate improvement of their mathematical skills as evidenced by an increase in the number of students scoring FCAT Achievement Level 3 or higher to 62 percent on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop challenging lessons and thematic units of study as models for organizing daily cross-curricular instruction that follows a natural cycle of learning	Math Coach, Mathematics Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	7387
Enlist the assistance of school partners (i.e, Miami-Dade Community College and FIU) whenever possible to provide tutors. Begin FCAT Saturday Mathematics camps and FCAT after school mathematics tutorials earlier in the school year and create common lesson plans whenever possible to maximize instructional effectiveness	Principal, Assistant Director, Math Coach	8/1/2007	5/23/2008	Other/ Not Applicable	7054
Administer district-devised and site-created monthly assessments to monitor student progress of skills taught. Publish results and share feedback with teachers for re-teaching	Assistant Director, Math Coach, Mathematics Teachers, Mathematics Tutors	8/20/2007	5/23/2008	Other/ Not Applicable	14955
Coordinate FCAT Saturday camps in October for all students desiring additional assistance in FCAT Preparation. Teachers will engage in collaborative lesson planning with the administration in preparation for all camps. Student incentives will be offered to encourage attendance.	Principal, Assistant Director, Math Coach	9/1/2007	3/8/2008	Other/ Not Applicable	7054
Schedule in-school tutorials and/or initiatives to re-teach skills for students needing additional assistance based on teacher observation and benchmark performance results (e.g., Problem of the day)	Math Coach, Mathematics Teacher, Mathematics Tutors	8/20/2007	5/23/2008	Other/ Not Applicable	13137
Provide interdisciplinary common planning for mathematics and science teachers to facilitate articulation about best teaching practices for the mathematics instructional focus calendar and to discuss re-teaching needs throughout the year	Principal, Assistant Director, Science Teachers, Math Coach, Mathematics Teachers	8/13/2007	5/23/2008	Other/ Not Applicable	18637
Articulate with the District Curriculum Assistance Plus team in ESE, ESOL, and Mathematics weekly so that planning and instructional support are provided to the teachers in with the greatest need	Principal, Assistant Director, Math Coach, ESE teachers, ESOL Teacher, Mathematics Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	26039
Provide common planning time for all Mathematics teachers to facilitate professional development and ongoing articulation among department members	Principal, Assistant Director, Math Coach, Mathematics Teachers	8/13/2007	5/23/2008	Other/ Not Applicable	11872
Employ effective classroom management strategies to substantiate an effective mathematics program	Principal, Assistant Director, Math Coach, Mathematics Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	11872
Model and practice self-directed learning using critical thinking, questioning strategies, and habits of mind	Math Coach, Mathematics Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	7387
Small group instruction by teachers	Math Coach, Mathematics Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	7387
Effective pairing of students in classroom by teacher to promote peer tutoring and increase Mathematics Comprehension	Math Coach, Mathematics Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	7387
Hands-on approach, apply mathematic exercises to real life situations	Math Coach, Mathematics Teachers, Mathematics Tutors	8/20/2007	5/23/2008	Other/ Not Applicable	13137
Provide test taking skills through the use of FCAT Practice exercises	Math Coach, Mathematics Teachers, Mathematics Tutors	8/20/2007	5/23/2008	Other/ Not Applicable	13137

Research-Based Programs



School Improvement Plan 2007-2008



FCAT Explorer;
Comprehensive Based Competencies;
Sunshine State Standards;
Comprehensive Assessments in Mathematical Strategies
MacDougall Littel Mathematics Curriculum

Professional Development

CIM Training;
CRISS Training;
Multi-ethnic testing and assessments in Mathematics;
National Coaching Institute for Advanced Training in Mathematics;
Mathematics and Science training for teachers;
Using Math Manipulatives in the Classroom
Curriculum Mapping for Instructional Success;
Effective Planning and Instruction for the Two-Hour Block;
FCAT Explorer;
Professional development will be provided on early release, teacher planning days, and during the after school program.

Evaluation

FORMAL:
2008 FCAT Results/Monthly district assessments
FCAT Explorer reports
Teacher Grades

INFORMAL:
Leadership Team feedback
District Assistance Team Reports
State Assistance Team Feedback
Math Coach feedback

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing Statement

Increase Writing performance of all NCLB populations.

Needs Assessment



School Improvement Plan 2007-2008



Results of the 2007 FCAT Writing Test indicate that 91 percent of students have met the state required mastery level. An analysis of student writing performance data reveals the following trends among 8th grade students (including AYP groups) at ASPIRA Eugenio Maria de Hostos Charter School in recent years: (a) little performance growth in expository writing; (b) steady growth in persuasive writing; and (b) overall growth in the percentage of students demonstrating proficiency in writing. These writing gains have been attributed to the following: (a) increased collaborative planning among Language Arts teachers and (b) a more interdisciplinary approach to writing instruction. Based on this information and feedback from State and District Assistance Plus teams, the following needs have been prioritized for the 2007-2008 school year: (1) stronger departmental leadership; (2) expansion of existing extended day tutorials; (3) the addition of Six Traits of Writing training for all teachers; (4) a systematic, interdisciplinary approach to writing instruction between the Social Studies, Language Arts, and Reading departments. A standard curriculum has been implemented to ensure continuity of instruction necessary for student achievement. Recognizing that good instruction is the foundation that fosters learning, a priority for the school will be to provide high caliber professional development for teachers and administrators. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. At the school site, subject area specialists will provide one-on-one coaching and modeling of the desired instructional practices. The administrative will be at the core of the professional development effort, monitoring and supporting the direct services to ASPIRA Eugenio Maria de Hostos Charter School. Data indicates that as the students transition from one level to another their academic achievement scores decrease. Therefore, ASPIRA Eugenio Maria de Hostos Charter School will begin a foundational curricular program that will engage students in need with developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. Within the foundational curriculum is a special program for students needing more intensive work on the foundational tools of academics. The Foundations Program is designed to challenge many incoming students in mathematics, English, reading, science, and study skills in order to assure success and excellence in their future classes at ASPIRA Eugenio Maria de Hostos Charter School. An essential part of the Foundations Program is the required summer sessions. The students in this program undergo extensive evaluation and educational testing. The courses are at grade level but are taught at a slower pace. The grade-appropriate curriculum will reflect the content of these activities. Furthermore, the program will foster smooth transitions for students as they enter middle school, times when students often experience emotions such as anxiety or fear associated with leaving behind safe, familiar school environments and anticipating the beginning of middle school.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 92percent of our eighth grade students will achieve a level of proficiency in their writing skills as evidenced by achieving a score of 3.5 or higher on the 2008 FCAT Writing Test, while 1 percent improvement is demonstrated in the percentage of students proficient in writing as per the NCLB requirements

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide interdisciplinary common planning for language arts, world history, and physical education classes to facilitate articulation about best teaching practices for the writing instructional focus calendar and to discuss re-teaching needs throughout the year	Principal, Assistant Director	8/20/2007	5/23/2008	Other/ Not Applicable	5625
Create common lesson plans for FCAT Saturday Camps to maximize instructional effectiveness and address specific student writing needs	Assistant Director, Reading Coach, Language Arts Teachers	9/1/2007	2/9/2008	Other/ Not Applicable	9808
Schedule the lowest 40 percent for monthly test talks with an assigned mentor to discuss monthly writing performance, needs, and available resources	Reading Coach, Language Arts Teacher, Assistant Director	8/20/2007	5/23/2008	Other/ Not Applicable	9808
Coordinate FCAT Saturday camps for all students desiring additional assistance in FCAT preparation. Teachers will engage in collaborative lesson planning with the administration in preparation for all camps. Student incentives will be offered to encourage attendance	Principal, Assistant Director, Reading Coach, Language Arts Teachers	9/1/2007	2/9/2008	Other/ Not Applicable	12475
Provide writing prompts on School to Career topics across all grade levels as a means to discover occupational interest and develop career awareness	Reading Coach, Language Arts Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	7990
Students will be exposed to the basic format of paragraph writing in the Language Arts class	Reading Coach, Language Arts Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	7990
Students will use the paragraph writing worksheets as a pre-writing exercise	Reading Coach, Language Arts Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	7990
As part of the integrated curriculum, students will use the paragraph format to write essays assigned in subject areas	Reading Coach, All Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	74421
Students will maintain a journal to help them express their feelings in written form and expand their writing styles	Reading Coach, Language Arts Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	7990
Hands-on approach, apply writing exercises to real life situations	Reading Coach, Language Arts Teachers, Reading Teachers, Social Studies Teachers, Science Teachers, Mathematics Teachers, Elective Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	53489
Effective pairing of students in classroom by teacher to promote peer tutoring and increase effective writing skills	Language Arts Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	5990
Small group instruction by teachers	Language Arts Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	5990
Provide common planning time for all grade level language arts teachers to facilitate professional development and ongoing articulation among department members	Principal, Assistant Director	8/20/2007	5/23/2008	Other/ Not Applicable	5625

Research-Based Programs



School Improvement Plan 2007-2008



Comprehensive Based Competencies;
Sunshine State Standards;
Measuring Up - FCAT Writing Workbook Series;
Six Traits of Writing;
Curriculum Mapping;
8 Steps Continuous Improvement Model;
CRISS;

Professional Development

Integrating Writing in all subject areas;
Effective Expository Writing Strategies;
Persuasive Writing Strategies;
CRISS Training;
Multi-ethnic testing and assessments in Writing;
Integrating Writing in all Subject Areas;
National Coaching Institute for Advanced Training in Literacy;
8 Steps Continuous Improvement Model;
Six Traits of Writing;
Curriculum Mapping;
Utilizing the Two-Hour Block Effectively;

Professional development will be provided on early release, teacher planning days, and during the after school program.

Evaluation

2008 FCAT Results;
Monthly Writing Assessments;
Student Writing Portfolios;
District Assistance Plus Team Reports;
State Assistance Plus Team Reports;
Reading Coach feedback;
Leadership Team feedback

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science Statement

Increase Science performance of all NCLB populations.

Needs Assessment

Results of the 2007 FCAT Science test indicate that 27 percent of students in the 8th grade have met the state required mastery level. The school's mean scale score was 274 in the area of science. An assessment of data reveals that 73% of students in grade 8 are not performing proficiently in science. Specifically, the needs assessment reveals that while students require intense remediation in all the tested benchmarks, their greatest areas of need (in ranking order from most need to least need) are: (a) consistently poor performance in physical science and scientific thinking and (b) a more consistent [and stronger] performance in Earth and Space Science and Life/Environmental science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate improvement in their proficiency of their science skills as evidenced by an increase in the percentage of students achieving proficiency in Science to 52% as documented by the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Effective pairing of students in classroom by teacher to promote peer tutoring and increase Science Comprehension	Math Coach, Science Teacher	8/20/2007	5/23/2008	Other/ Not Applicable	9334
Students will experience hands-on approach in applying scientific exercises to real life situations	Math Coach, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	9334
Develop challenging lessons and thematic units of study as models for organizing daily cross-curricular instruction that follows a natural cycle of learning	Assistant Director, Math Coach, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	11152
Model and practice self-directed learning using critical thinking, questioning strategies, and habits of mind	Math Coach, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	9334
Employ effective classroom management strategies to substantiate an effective science program	Math Coach, Science Teachers, Assistant Director	8/20/2007	5/23/2008	Other/ Not Applicable	11152
Design the classroom environment for access and equity while acknowledging and celebrating accomplishments of learning	Math Coach, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	9334
Small group instruction by teachers	Math Coach, Science Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	9334
Quarterly reviews of the progress status of the current School Improvement Plan will be conducted by using checklists to assist in the review process.	Math Coach, Assistant Director, Principal	8/13/2007	5/23/2008	Other/ Not Applicable	7054
Develop across all grades and disciplines to guide student exploration of the importance of science in a wide variety of career and employment situations	Science Teachers, Mathematics Teachers, Math Coach, Reading Coach, Social Studies Teachers, Language Arts Teachers, Reading Teachers, Elective Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	53489

Research-Based Programs

- Competency Based Curriculum;
- Sunshine State Standards;
- Great Source Sciencesaurus;
- Glencoe Comprehensive Science Florida Edition;
- Timed Readings in Science

Professional Development

- CRISS Training;
 - CIM Training;
 - Mathematics and Science Training for Teachers;
- Professional development will be provided on early release, teacher planning days, and during the after school program.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by scores of the 2008 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Parental Involvement Statement

Increase parental involvement and communication

Needs Assessment

An analysis of parental involvement trends at ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School reveals that attendance has been high at extracurricular events: drama productions, food festivals, social nights and culturally-related activities. Similarly, parental involvement at academically-related events (e.g., Open House, EESAC, and parent workshops) have been the greatest in the last three years.

In an effort to continue this trend, the following needs have been identified: (a) the need for ASPIRA Advisors to make recommendations and coordinate more school-sponsored activities; (b) the need for more school-sponsored events which are designed to assist parents in promoting literacy at home (ie., Family Literacy Nights); and (c) the need for expanded existing student recognition efforts to continue promoting positive parental involvement.

Measurable Objective

Parents will be involved in the classroom learning experiences of their children and in take-home projects, including literacy development assignments while infusing local community artists to become facilitators and coaches of professional development activities as evidenced by school-site prepared activity logs indicating parental and community involvement and will be monitored on a monthly basis beginning August 2007 and ending May 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop lessons where family cultures and community are integrated into curriculum	Assistant Director, ASPIRA Advisors, Community Involvement Specialist,	8/1/2007	5/23/2008	Other/ Not Applicable	24858
Parents will be included in orientations and workshops	Principal, Assistant Director, ASPIRA Advisors, Community Involvement Specialist	8/1/2007	5/23/2008	Other/ Not Applicable	27525
Family literacy support given through various workshops throughout the year	Reading Coach, Reading Teachers, Assistant Director, ASPIRA Advisors, Community Involvement Specialists	8/20/2007	5/23/2008	Other/ Not Applicable	31858
Partnerships with arts and community organizations will be forged where parents are involved or can be involved	Principal, Assistant Director, Community Involvement Specialist, ASPIRA Advisors	8/20/2007	5/23/2008	Other/ Not Applicable	27525

Research-Based Programs

Professional Development

The National Parent-Teacher Association Standards for Parent and Family Involvement Program

ASPIRA of Florida, Inc. Leadership Development

Evaluation

Adequate progress will be evidenced by school-site prepared activity logs indicating parental and community involvement monitored on a monthly basis beginning August 2007 and ending May 2008.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discipline & Safety Statement

To develop each student's potential and to foster positive interpersonal relationships for an environment that is safe for staff and students and conducive to learning.

Needs Assessment

Based on the data submitted by Student Services and Guidance Departments of ASPIRA Eugenio Maria de Hostos Charter School, the percent of students referred for disciplinary matters was 37% in the 2006-2007 school year. This was a decrease of 8% from the 2005-2006 school year in part by the augmentation of essential personnel in these particular departments. Working to change the above-mentioned statistic will decrease disruptive behavior. Rules and the consequences of breaking them should be clearly specified and communicated to staff, students, and parents by such means as newsletters, student assemblies, and handbooks. Periodical restating the rules, especially after students return from summer or winter vacation allows for consistency from one year to the next.

Once rules have been communicated, fair and consistent enforcement helps maintain students' respect for the school's discipline system. Consistency will be greater when fewer individuals are responsible for enforcement. Providing a hearing process for students to present their side of the story and establishing an appeal process will also increase students' and parents' perceptions of fairness.

Discipline policies should distinguish between categories of offenses. Minor infractions may be treated flexibly, depending on the circumstances, while nonnegotiable consequences are set for serious offenses.

Research has shown that social rewards such as smiling, praising, and complimenting are extremely effective in increasing desirable behavior. Discipline problems will be reduced if students find school enjoyable and interesting.

A uniform reporting system is an important element of a school discipline plan. Uniform reporting permits assessment of the current extent of criminal and other disciplinary incidents, helps pinpoint problem areas, and enables administrators to evaluate the success of disciplinary actions. Written policies should be developed with input from everyone who will be affected by them. Teacher input is especially important because their support is crucial to a plan's success.

Measurable Objective

To accomplish this goal it is necessary to maintain a school environment free of disruption that will interfere with teaching and learning activities. As evidenced by the end of the school year 60 percent of the students will enable to strive good discipline and assume major responsibilities for their behavior as reported by school referrals and incidents.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
All students and parents will participate together in private orientations with a school administrator to review academic and behavior expectations, as well as the expectations of parents.	School Principal, Dean of Guidance	8/20/2007	5/23/2008	Other/ Not Applicable	7640
All staff will be trained in First Aid and CPR.	School Principal, All Staff	10/31/2007	4/18/2008	Other/ Not Applicable	4314
Students and staff will be instructed in evacuation and lock-down procedures and have periodic drills.	School Principal, all teachers	8/13/2007	5/23/2008	Other/ Not Applicable	4314

Research-Based Programs

Professional Development

- Strategies to Reduce Student Misbehavior Training;
- Reducing Disorderly Behavior in Middle Schools Training;
- Ongoing Classroom Management Training;
- CIM Training;
- Administrative Intervention: A Discipline Handbook for Effective School Administrators Training

Evaluation

- In-house Student Services Disciplinary Logs;
- In-house Student Referral Logs

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Technology Statement

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School will integrate technology to support schoolwide efforts to ensure students make annual learning gains, especially in the areas of Reading and Mathematics.

Needs Assessment

Professional Development Activities- Inservices and training in SASI, Print Shop, Excel, PowerPoint, Word, E-Mail, WindowsXP/Novell, FrontPage, Averkey technology, other subject area software.

Instructional Software- Office XP with Publisher, Anti-Virus program, Inspiration, FrontPage and other subject related software

Instructional Hardware- 4 computers and 1 printer in each instructional classroom, additional printers for both wireless computer labs, student disks and disk holders.

Administrative Software- Upgrades as necessary.

Administrative Hardware- Upgrades as necessary.

Student Use- A plan for teachers and their classrooms to use the wireless computer labs on a fair and rotating basis and some form of assessment of student competency.

Teacher Use- Require teachers to attend computer classes on a regular rotating basis according to their needs and competencies.

Personnel- Someone should be hired to manage the computer labs who will be knowledgeable with computers, software programs, and can direct training sessions for professional development

School Technology Security Plan- 1) Some type of internet/computer use for student and faculty use, and 2) A plan to expand security measures with abuse of computer privileges

Measurable Objective

Given instruction using Sunshine State Standards and the technology components of FCAT Explorer, McDougall Littel's Technology component of Math curriculum, and Edusoft, students in grade six through eight will meet schoolwide objectives in reading, mathematics, science and writing as documented by scores on the respective 2008 FCAT sub-tests.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse technology in reading assessment, instruction and monitoring through the utilization of Progress Monitoring Research Network for the Oral Reading Fluency, FCAT Explorer, and the Sopris "Language!" Diagnostic Assessment of Reading and "Sortagories" computer-based vocabulary program.	Reading Coach, Language Arts and Reading Teachers, Reading Tutors	8/20/2007	5/23/2008	Other/ Not Applicable	12990
Utilize the Edusoft computer-based assessment system for monitoring student progress toward the benchmarks in all subject areas, but especially Reading and Mathematics.	School Principal, Reading Coach, Math Coach, All Teachers, All Tutors, Assistant Director	8/20/2007	5/23/2008	Other/ Not Applicable	14804
Infuse technology in math assessment, instruction and monitoring through the utilization of McDougall Littel's Technology component for the Math curriculum and FCAT Explorer.	Math Coach, Math Teachers and Math Tutors	8/13/2007	5/23/2008	Other/ Not Applicable	13137

Research-Based Programs

FCAT Explorer

Progress Monitoring Reading Network

EDUSOFT

McDougall Littel's Technology Component in Literacy and Mathematics

Professional Development

Staff training in the use of Edusoft, McDougall Littel's Technology Component for the Math curriculum, and FCAT Explorer, especially new staff who are not familiar with these resources.

Evaluation

Adequate progress will have been demonstrated when:

- 1) students in grades 6-8 improve their reading skills as evidenced by a seven point increase in the percentage of students scoring at FCAT Achievement level 3 or higher on the 2008 administration of the FCAT Reading SSS Sub-test.
- 2) students in grades 6-8 improve their mathematics skills as evidenced by a six point increase in the percentage of students scoring at FCAT Achievement level 3 or higher on the 2008 administration of the FCAT Mathematics SSS Sub-test.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Needs Assessment

As the nation moves forward into the twenty-first century, a tremendous opportunity exists to enhance our health and well-being. Much of that opportunity lies in our ability to address the growing health challenges that are facing children and youth. Although progress is being made, poor physical fitness; violence; lack of proper nutrition; communicable diseases; and alcohol, tobacco and other drug use continue to plague our society and most notably our youth.

Comprehensive physical development and health programs offer great potential for enhancing the capacity of students' minds and bodies. Extensive research connects the ability to learn to good health. Healthy minds and bodies are basic to academic success and, in later life, enhance the ability to contribute to a productive work environment.

The benefits of comprehensive health and physical education include promoting a healthy generation of students who are able to achieve their highest potential, reversing the trend of deteriorating health and physical fitness among youth, and helping to lower the cost of health care in the United States.

Measurable Objective

Through comprehensive middle school physical development and health programs, students registered in Physical Education classes will achieve active and healthy lives that will enable them to achieve personal goals and contribute to society as evidenced by 60 percent of the students successfully completing the Presidential Physical Fitness Program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Students will have specific timeline designed by teachers to assess all areas of the Presidential Physical Fitness test	Physical Education teachers	8/27/2007	9/10/2007	Other/ Not Applicable	5890
Participate in activities associated with the components of health-related fitness.	Physical Education Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	5890
Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.	Physical Education Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	5890
Set realistic short-term and long-term goals for a health-related fitness component.	Physical Education Teachers	8/20/2007	5/23/2008	Other/ Not Applicable	5890
Identify opportunities within the community for regular participation in physical activities.	Physical Education Teachers	8/20/2007	8/27/2007	Other/ Not Applicable	5890
Evaluate the strengths and weaknesses of a personal fitness profile.	Physical Education Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	5890

Research-Based Programs

President's Council on Physical Fitness and Sports

Professional Development

President's Council on Physical Fitness and Sports Training

Evaluation

The Presidential Physical Fitness Award

Participants will at least reach these levels in all 5 events in order to qualify for the Presidential Physical Fitness Award. These levels represent the 85th percentile based on the 1985 School Population Fitness Survey.

The National Physical Fitness Award

Participants will at least reach these levels in all 5 events in order to qualify for the National Physical Fitness Award. These levels represent the 50th percentile based on the 1985 School Population Fitness Survey.

The Participant Physical Fitness Award

Boys and Girls who attempt all five items, but whose scores fall below the 50th percentile on one or more of them will receive the Participant Award.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

To review programs, curriculum/instructional strategies and assessment tools in order to evaluate and improve the achievement of students with different ability levels as they work toward meeting the Sunshine State Standards in the area of electives including Spanish, German, Music, Art, and Physical Education.

Needs Assessment

In addition to core subjects, students need courses that would best enrich their future in other ways. It is just as important to develop at least some of a child's natural gifts as it is to prepare him or her in academics and life skills.

Questions that were considered when deciding which electives to integrate included: What special talents do our children have which need to be more fully developed? What are they motivated to do in their spare time?

Our students have both expressed a desire to further develop their drawing skills, enhance language skills while others wanted to acquire a new language. Others chose to express themselves in a different, yet artistic manner while the rest expressed a need for athletic training and education. ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School attempted to include our children's special focus in the elective courses selected. Over the course of many years of research, we detected the children's special interest areas within our school community. Over time we gave learners more and more opportunities to delve into favorite topics and develop special talents. The opportunity to choose an elective is in the event to have an idea by high school those interests that would be often narrowed down in the student's mind, and the ones they care about most become obvious. Middle school should be a time when a student can study and develop these special areas in a concentrated way.

Measurable Objective

To continue to monitor and evaluate the Elective program at ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School, including the impact of FCAT scores from each elective offered to the 6th, 7th and 8th grade students as evidenced by the number of students taking a respective elective and the impact on FCAT scores in all sub-groups based on elective course selections.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
School will incorporate a theatrical arts program that infuses music education with multicultural connections to music and theatre while supplementing and incorporating reading strategies within the elective.	School Principal, Music Teacher	8/20/2007	5/23/2008	Other/ Not Applicable	6907
School will incorporate a visual arts program that infuses multicultural aspects of art as well as art education while supplementing reading and mathematical strategies to enhance student learning.	School Principal, Art Teacher	8/20/2007	5/23/2008	Other/ Not Applicable	7907
School will incorporate a foreign language program that celebrates multicultural aspects of the Spanish language as well as grammar, comprehension, and conversational aspects of the Spanish language while supplementing reading and writing strategies to enhance student learning.	School Principal, Spanish Teacher	8/20/2007	5/23/2008	Other/ Not Applicable	6898
School will incorporate a foreign language program that celebrates multicultural aspects of the German language as well as grammar, comprehension, and conversational aspects of the German language while supplementing reading and writing strategies to enhance student learning.	School Principal, German Teacher	8/20/2007	5/23/2008	Other/ Not Applicable	6898
Elective teachers will develop quarterly assessments for students that align their particular academic discipline with tested strands on the state assessment	Elective teachers	8/20/2007	5/23/2008	Other/ Not Applicable	16181

Research-Based Programs

- Competency Based Curriculum;
- Glencoe's Middle School Spanish Curriculum;
- Glencoe's Middle School German Curriculum;
- Sunshine State Standards

Professional Development

- CRISS Training;
- CIM Training

Evaluation

The evaluation of the Elective program at ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School will be met with positive praise once the the impact of FCAT scores from each elective offered to the 6th, 7th and 8th grade students are monitored as to its correlated value towards adequate yearly progress as described under No Child Left Behind. The evidence should show the number of students taking a respective elective and the positive impact on FCAT scores in all sub-groups based on elective course selections.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Return On Investment Statement

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School will demonstrate efforts to improve student performance in a fiscally efficient manner.

Needs Assessment

2004 data supplied from the FLDOE has not been made available for our school. School staff and our Charter School Governing Board need more information on how to determine the ROI, and how to utilize this information to affect student achievement.

Measurable Objective

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School's ROI percentile ranking will increase by at least one percentile point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff	School Principal; ASPIRA of Florida, Inc. Vice President of Operations; Governing Board.	7/9/2007	6/30/2008	Other/ Not Applicable	3451
Identify lowest quartile students early and provide additional assistance.	School Principal; Vice President of Charter School Operations; ASPIRA de Hostos Governing Board	7/9/2007	6/30/2008	Other/ Not Applicable	3451
Continue to provide high quality teacher professional development and monitor its implementation	School Principal	7/9/2007	6/30/2008	Other/ Not Applicable	3452
Utilize school and district in-service training.	School Principal; Teachers; Staff	7/9/2007	6/30/2008	Other/ Not Applicable	3451
Utilize school and district in-service training.	School Principal; Teachers; Staff	7/9/2007	6/30/2008	Other/ Not Applicable	3451

Research-Based Programs

See core subject area goals/objectives.

Professional Development

See core subject area goals/objectives.

Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The Governing Board made recommendations for schoolwide expenditures and approved the school budget.

Training:

The Governing Board has received training in their roles and responsibilities with respect to operating and governing a public charter school.

Instructional Materials:

The Governing Board received recommendations from school staff and approved the purchased of research based instructional materials, especially new Reading and Mathematics curricula.

Technology:

The Governing Board approved the school's budget for technology.

Staffing:

The Governing Board received recommendations from school administration and approved the staffing allocation plan.

Student Support Services:

The Governing Board received recommendations from school administration and approved the staffing allocation plan within student support services including guidance and counseling.

Other Matters of Resource Allocation:

The Governing Board approved a Capital Expenditure Plan to include purchase of currently-leased property and renovation needed for expansion.

Benchmarking:

The Governing Board received recommendations from school administration and other staff and approved administrative program for all benchmarking deadlines regarding school compliance to both the Local Educational Advisors and ASPIRA of Florida, Inc.

School Safety & Discipline:



School Improvement Plan 2007-2008



The Governing Board received recommendations from school administration and other staff regarding safety and discipline, and approved related expenditures.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	263840
Mathematics	166442
Writing	215191
Science	129517
Parental Involvement	111766
Discipline & Safety	16268
Technology	40931
Health & Physical Fitness	35340
Electives & Special Areas	44791
Return On Investment	17256
Total	1041342



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent