

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

Aspira Youth Leadership Charter School (6020)

Feeder Pattern - Charter Centers

Regional Center II

District 13 - Miami-Dade

Principal - Iliana Pena

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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The ASPIRA Youth Leadership Charter School provides students with a safe learning environment, which is culturally sensitive and encourages students to develop their academic and personal potential through the ASPIRA Process of Youth Leadership Development. We encourage and expect that teachers, parents, youth and community work together to that end. The school administrator and its staff are aware of the cultural diversity of the North Miami Community. We are sensitive to the historical contributions of all ethnic and racial groups. Of prime importance to our faculty and staff is the development of students' academic and personal potential. The school educational and related community programs foster community awareness. It creates a learning environment that encourages students to improve personal and academic skills.

Given instruction using the Sunshine State Standards students in grades 6-8 will increase their reading skills from 61% to 62% of all students achieving Level 3 as documented by the FCAT 2007 results.

Given instruction using the Sunshine State Standards students in grades 6-8 will increase their Math skills with 56% of all students achieving Level 3 in Math as documented by the FCAT Math 2007 results.

Given instruction using the Sunshine State Standards in Writing, Students in 8th grade will increase their writing skills proficiency as evidence by 1% increase to 92% as documented in the 2007 FCAT writing administration and compared to the 2006 FCAT.

Given instruction using the Sunshine State Standards in Science, students in 8th grade will increase their science skills proficiency as evidence by 4 points increase to 25% by attaining a level 3 or above and documented by the 2007 FCAT Science results.

High parental and community involvement will be measured by the number of parents participating in the ASPIRA Scholarship Fund Fair Day and other community events.

100% of the new students will attend workshop on school wide rules and expectations as evidence by Counselors' Log.

100% of the students will use the school "Trust Program" to improve classroom behavior as monitored by Counselor using the "Trust Log" as evidence.

To maintain a website at the school level to increase communication among staff, students and parents.

Given instruction on Fitness for Life students will develop a personal wellness plan that addresses nutrition and physical activity and documented by teachers' pre and post tests of health related fitness based on national health goals.

Thirty-five students participating in the ASPIRA Club will improve their GPA by comparing it to the end of the previous year report card.

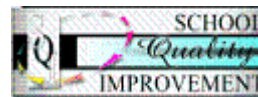
ASPIRA Youth Leadership Charter will increase the 2006-2007 annual budget by at least one percentile as compared to 2005-2006.

The student population is ethnically diverse, reflecting the area's multicultural population. The demographic composition is approximately: 1% Asian, 52% African-Americans, 42% Hispanic, 4% White-Anglo, and 1% multicultural. The gender population is divided into 48% male and 52% female students. The school is a Title I school with 80% of the student population eligible to participate in the Free and Reduced Lunch Program. As such, these students are categorized as economically disadvantaged. The Limited English Proficiency students make up 8% of the school's student population and another 7% of the student population are receiving services in the Special Education Program. It is with great pride that we state, "all the subgroups met Annual Yearly Progress" under the Federal No Child Left Behind Act for school year 2005-2006.

The school serves 297 students in grades sixth to eighth whose parents have chosen to leave the traditional public school environment for a smaller, nurturing environment. This environment provides clear guidelines for a safe, orderly, and disciplined school to help ensure academic achievement. The school is non-sectarian and non-discriminatory in its programs, admission policies, employment practices and operation. There is no tuition fee and no minimum academic criteria for admission to the school. The school has a partial lottery system; siblings are given priority before the remaining spaces are raffled. Parents and students are encouraged to participate in community projects led by the EESAC committee. All stakeholders work together in a continuous school improvement plan.



# School Improvement Plan 2007-2008



## 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.

## 6020 - ASPIRA YOUTH LEADERSHIP CHARTER SCHOOL

### VISION

To assist Hispanic and minority youth develop leadership skills through education.

### 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.

The mission of ASPIRA Youth Leadership Charter School is:

To provide appropriate educational approaches to improve student performance.

To provide a safe educational environment where each child can reach his or her full educational potential.

To build values and characters by promoting parental involvement and thus ensure continuous student improvement.

To develop leadership skills by fostering community involvement.

### CORE VALUES

ASPIRA Youth Leadership Charter School core values include:

1. Validating the benefits of being a bilingual/multicultural adult and promoting acquisitions of values and skills necessary to communicate effectively across cultures;
  2. Setting rigorous academic standards and high expectations for all students;
  3. Involving students and their families in the school planning and decision-making process;
  4. Empowering students and their families to make significant contribution to their community;
  5. Providing learning experiences essential to success in the twenty-first century.
  6. Emphasizing teaching and positive values that improves students' learning capacity;
7. Highlighting values of self-reliance, team-work, service, and the development of fundamental disciplines such as reading, writing, and mathematics;
  8. Stressing science and technological knowledge;
9. Process skills to close educational gaps youth have had due to the quality of their school experience.
10. To increase learning by reinforcing and maintaining basic skills and to provide a research based curriculum aligned with the state standards to increase student's performance.
11. To provide learning opportunities of highest level thinking, analysis, synthesis, and evaluation.

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## ***School Demographics***

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The student population of 297 students is ethnically diverse, reflecting the North Miami area's multicultural population. The demographic composition is approximately 47 percent male and 53 percent female. The racial /ethnic breakdown is: Asian 1%, Black 52%, Hispanic 42%, White 4%, Multicultural 1%. The Free and Reduced Lunch Program serves 80% of the student population. The Special ESE Program serves 7% of the school population. Limited English Proficiency (LEP) students make up 8% of the student population.

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## ***School Foundation***

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### **Leadership:**

The foundation of the ASPIRA Youth Leadership Charter School is based on the mission and vision of ASPIRA of Florida, Inc. an associate to a national movement to empower Puerto Rican and minority youth with leadership skills through education.

High Quality, Highly Qualified Administrator

Iliana D. Pena (920662)

Master in Science Educational Leadership from NOVA Southeastern University

Certification Areas: Florida Educational Leadership, Social Studies Education and Math.

Mrs. Pena has over 28 years of educational experience. A graduate of Florida International University, majoring in Social Studies Education and a minor in Math, she completed her Educational Internship in the Dade County Public Schools and participated in the Global Education Conference. Mrs. Pena continued her teaching career in the State of Tennessee and Virginia as well as internationally in Mexico City under the Free Trade Agreement Program. Mrs. Pena has been associated with ASPIRA of Florida, Inc. and its mission for the last fifteen years. As a professional educator who believes in global education and cultural awareness for all youth, Mrs. Pena joined the organization and was instrumental in the start of ASPIRA Alternative Education Program in partnership with Miami-Dade County Public Schools. The program helped prevent drop out and increase attendance and academic skills of at risk youth.

As principal of ASPIRA's first charter school, Mrs. Pena was instrumental in creating a team whose mission is to better serve our youth and increase their educational successes. Mrs. Pena involves parents in the school's educational process while mentoring teachers to grow professionally. Mrs. Pena's educational philosophy is that every student can succeed with an educational team formed by the teachers, the parents and the student. Mrs. Pena believes in an open door policy with parents working closely with the EESAC committee in choosing appropriate educational resources to help improve the reading and math skills of every student.

Mrs. Loyda Lorenzo is a member of the Administrative Leadership Team, and Chair of the Reading Committee. The Reading Coach, Mrs. Lorenzo, works closely mentoring teachers and modeling lessons to impact student learning. Mrs. Lorenzo has a Master in Linguistics from Florida International University and over 13 years of educational experience. Six of those years were in the ASPIRA Alternative Ed Program helping minority at-risk youth improve their reading skills. She headed one of the most successful CEI Reading Labs as recognized by the District Alternative Ed Division. Mrs. Lorenzo's expertise in reading curriculum and organization provides the school with tools and resources on how to better impact student learning in reading and writing in all subject areas. She mentors new teachers and conducts in-house reading workshops. Mrs. Lorenzo is instrumental in working with the Principal to align state standards, curriculum, and assessment.

Mrs. Margarita Rodriguez, member of the Administrative Leadership Team, has a Master in Guidance and Counseling from the Inter-American University of Puerto Rico. Mrs. Rodriguez has 15 years of counseling experience. With her expertise, Mrs. Rodriguez worked with 8th graders encouraging them to the best and plan towards the future. Mrs. Rodriguez works with the Positive Youth Development of ASPIRA of Florida, Inc., empowering students to help them increase the access to post secondary education. She conducts career related workshops and invites parents and community leaders to participate in Career Week. As a bilingual counselor, she provides easy access to Spanish speaking parents encouraging parental involvement in their children's education. Mrs. Rodriguez works with the new 6th grade parents to make them feel welcome and provides them with information on their child's academic progress and maturity.

Mrs. Dian, Johnson, member of the administrative Leadership Team, has Master in Guidance and Counseling from St. Thomas University. Ms. Johnson conducts small group workshops to emphasize personal skills, positive self-esteem enhancement, anger management, and mediation. She is bilingual providing easy access to Creole speaking parents. She works closely with 8th graders providing students workshop speakers for career awareness. Ms. Johnson provides information to parents and students to High School Magnet Programs. She helps the student through the application process.

Mrs. Nicole Delancy-Charles, has joined the team to head the Math department. As a Math Coach, Ms. Delancy-Charles, will work closely with all the teachers in the Math department, using data to direct instruction. Ms. Delancy will do model lessons with differentiated instruction strategies focusing on the lowest 25 percentile performing students. Mrs. Delancy-Charles with the help of the Principal, Mrs. Pena, will provide staff development workshops to create a curriculum map for the school.

### **District Strategic Planning Alignment:**



# School Improvement Plan

## 2007-2008



The school focuses on planning and instruction in the skills areas of greatest need. The school goals, objectives, curriculum, assessment, and progress monitoring of student performance are aligned with the District and State Standards. Administrators and teachers analyze test scores, and learning patterns using the data to make educated decisions in planning, directing instruction, monitoring progress and assessment of students' achievement. Principal has supported the County's initiative in Reading and acquiring Reading endorsement. Many of the Core Subject areas teachers have completed 5 out of the 6 Reading classes and soon will complete all the requirements for Reading endorsement. Three out of five Language Arts teachers are completing class number 6 for the reading endorsement.

### **Stakeholder Engagement:**

The school serves students in grades sixth to eighth whose parents have chosen to leave the traditional public school environment for safer surroundings, small teacher-student ratio, caring faculty and staff. As documented in the School Climate Survey 2005-06 in which 85% of those responding agreed their child's school is safe and secure and 86% present responding positively to "my child is getting a good education at this school." Parental involvement is high as documented by the number of volunteers in the Playground Build Day. The school environment provides clear guidelines for safe, orderly, and discipline school to help foster academic achievement.

### **Faculty & Staff:**

The administrator at this school encourages faculty and staff to play a leader's role in each of their areas and to involve themselves with parents and the community through activities, projects and workshops. Administrator and staff members meet in the summer to plan the new school year. The instructional group analyzes the assessment results of the FCAT and the NRT scores to schedule classes by levels to best meet students' academic needs. This team approach has resulted in all subgroups meeting Annual Yearly Progress (AYP) under No Child Left Behind guidelines. Teachers are certified and teaching in-field. The initiative of Reading First of the state of Florida will continue to be the main instructional goal to impact and improve student reading skills levels under the State of Florida A+ Plan. All teachers have been encouraged to attend staff development courses on line to become highly qualified in Reading.

The Principal provides a teacher-mentoring program by assigning a senior teacher to a new incoming teacher. The Reading Coach is assigned to work closely with new incoming teachers to help in curriculum planning and Reading First Initiative by modeling lessons. New teachers are provided assistance with planning and maintaining accurate records. Teachers are encouraged to attend professional development workshops relating to reading.

There are different levels of mentoring and support provided by the staff for a beginning teacher:

**Mentoring by the Principal.** The Principal works with new teachers outlining available resources within the school the week prior to classroom assignment. Detailing instructional expectations and duties as a professional educator. Review Code of Ethics guidelines. Review staff evaluation instrument PACES. Outline certification deadlines. Designing an Individual Professional Development Plan.

**Mentoring by the school counselors.** Counselors instruct teachers on procedures dealing with classroom management strategies and techniques prior to the teacher being assigned to the classroom. Counselors provide information and support using the school trust log point system. The counselor provides support in scheduling parent-teacher conferences. Counselors work with new teachers providing instruction and support using the video series Tools for Teaching.

**Mentoring by the Reading Coach.** The reading coach mentors the beginning teacher in the area of curriculum and developing a scope and sequence. Reading Coach will pair the new teacher with another teacher in the same subject area. Also, mentoring by the Math Coach will mirror the Reading Coach.

**Mentoring by Senior Teacher.** A senior teacher is assigned to the new teachers as a resource. The new teacher may seek the senior teacher to answer any questions or concerns the new teacher may run into. Senior teacher will work with the new teacher in designing a curriculum map and daily lesson plans.

### **Data/Information/Knowledge Management:**



# School Improvement Plan

## 2007-2008



The School Management Information System (MIS) documents all service hours to students. The MIS allows us to track and quantify specific academic and behavioral interventions, as well as parent contacts and involvement. The administration uses the data to determine where the resources available are needed the most.

The school staff uses the District and State reports to analyze and compare student achievement data, attendance and other pertinent data that impacts student performance. Teachers administer pre and post test to determine grade level mastery in Language Arts and Mathematics. District tests are administered to monitor students' progress: Maze, Interim Assessment, DAR for Diagnostics, CELLA for Limited English Proficiency, and FCAT Writing Plus.

### **Education Design:**

The school curriculum follows the guidelines of the Sunshine State Standards. All instructional materials, surveys, assessment and instruments used to monitor student progress are research-based. At the end of the school year, staff evaluates resources used and decides any changes needed. Using the FCAT results, instructional personnel and the Principal meet to analyze data and make decisions regarding instructional placement of students. Teachers provide their input in assessing new or additional curriculum materials deemed appropriate for the incoming students. Materials are ordered in the early summer to ensure availability by the first day of school. Staff meets before school starts to plan and create a scope and sequence for each subject. Two teams are created to work together in the areas of Language Arts and Mathematics and meet regularly during the school year to discuss student progress, intervention strategies, and develop a curriculum map for each subject area.

### **Extended Learning Opportunities:**

Extended Learning Opportunities are provided through before, after and Saturday school tutoring program. The ASPIRA after school club promotes both female and male students leadership skills and community service. The Outreach Youth Development Office computer lab is open across the street after hours. It provides access to internet computer lab for research and homework help. Parents are also encouraged to use the computer lab after school hours.

### **School-wide Improvement Model:**

The school follows the District initiative of an ongoing school improvement model. The school uses the research-based Curriculum Associates Three Steps to Reading Success CARS Series, STARS Series and CARS Series II. This series provides a system of targeted instruction designed to remedy reading weaknesses and reinforce reading strengths. Monitoring reading fluency and targeting instruction to improve reading fluency is a focus to increase the students reading skills. The school is participating with the District and State in the Progress Monitoring & Reporting Network. All teachers have been provided with staff development resources to acquire reading endorsement. A member of the School Literacy Committee meets weekly with instructional staff to provide multiple strategies for teaching reading in the content area. Students are scheduled into Mathematic classes by levels to focus instruction in needy areas.

### **Advanced Courses Initiatives & Post Unitary Commitments:**

Students who are level 3 or 4 in Reading or Math portion of the FCAT are provided with opportunities to challenge them by enrolling them in advanced courses in Language Arts, Writing, Science and Algebra.

### **Performance Results:**

Attendance and parental involvement are two major areas besides curriculum and instruction that are maintained at a high percentage. The school averages 95% daily attendance. The student services department and the school counselors appropriate timing in conducting counseling sessions and contacting parents reduces student's suspensions and increases student achievements. Automated telephone system informs parents daily regarding their child's absence and regular home visits are scheduled by the Community Involvement Specialist to provide academic make-up work.





# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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**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 checked="" type="checkbox"/>

### Reading Statement

To help all subgroups maintain proficiency level in Reading and increase school percentage by one point to 62% of students attaining reading levels at or above grade level as documented by the FCAT 2007 results.

### Needs Assessment

ASPIRA Youth Leadership Charter School is designated as a Title I school, serving 85% of the student population with free and reduced breakfast and lunch. The school met the federal adequate yearly progress under the No Child Left Behind Act. 61% of the students are reading at or above grade level. All subgroups met the reading criteria.

### 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 students in grades 6-8 will increase their reading skills from 61% to 62% of all students achieving Level 3 as documented by the FCAT 2007 results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in all grades, who scored levels 1 and 2 in the FCAT 2006	Principal, Reading Coach, Reading Teachers, Math Teachers	7/3/2006	9/15/2006	Other/ Not Applicable	1000
Schedule Intensive Reading Classes to students with scores of Level 1 or 2 in the FCAT Reading.	Principal, Registrar	7/15/2006	9/15/2006	Other/ Not Applicable	1000
Measure Reading Fluency	Principal, Reading Coach, and Reading Teachers	9/1/2006	9/30/2006	Other/ Not Applicable	1000
Monitor Students' Reading Fluency Progress	Principal and Reading Teachers	9/1/2006	5/30/2007	Other/ Not Applicable	1000
Continue implementing the program Teaching Reading in the Content Area	Principal and Reading Coach and All Teachers	9/1/2006	5/30/2007	Other/ Not Applicable	5000
Continue to provide professional development opportunities in teaching Reading.	Principal and Reading Coach	7/1/2006	5/30/2007	Other/ Not Applicable	5000
Provide after school and Saturday tutoring for Level 1 students.	Principal, Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	7000

### Research-Based Programs

Bridges to Literature (Mc-Dougal Littell)  
 CARS, STARS, CARS II, Four Steps to Reading Success (Curriculum Associates)  
 Quick Reads (Pearson Learning Group)  
 Reading in the Content Area (Globe, Fearon)  
 Milestones in Reading, Making Reading Connections, Passage Ways(Curriculum Associates)  
 The Language of Literature (Mc-Dougal Littell)  
 Academic Work-out (First Choice Education Group)  
 Maze Fluency Assessment.

### Professional Development

Reading Workshops, Reading Conferences and Reading on-line courses provided by the District and the State. All teachers are encouraged to pursue the Reading Endorsement.  
 Curriculum Mapping PD provided by NEFEC.

### Evaluation

The objective will be evaluated by scores of the 2007 FCAT Reading, level 3 determining students' proficiency level. On going progress monitoring conducted by Reading Teachers and Reading Coach, teacher classroom assessment and observation, quarterly MAZE Fluency Assessment, Gates-MacGinitie Reading Test as pre and post instrument for vocabulary and reading comprehension, and Interim Assessment four times a year.

## 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 checked="" type="checkbox"/>

### Mathematics Statement

To help all subgroups improve proficiency level in Math and increase the school percentage by one point to 56% of students attaining Math levels at or above grade level as documented by the FCAT 2007 results.

### Needs Assessment

54% of students at this school attained level 3 or above in Math.  
All subgroups met this criteria as documented by the 2006 FCAT results.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction using the Sunshine State Standards students in grades 6-8 will increase their Math skills with 56% of all students achieving Level 3 in Math as documented by the FCAT Math 2007 results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in all grades, who scored levels 1 and 2 in the Math FCAT 2006	Principal, Math Teachers	8/1/2006	9/1/2006	Other/ Not Applicable	1000
Schedule Intensive Math classes for students with scores of level 1 in FCAT Math 2006	Principal and Registrar	8/1/2006	5/30/2007	Other/ Not Applicable	1000
Provide Math tutoring to students who scored level 1 or 2 in FCAT Math 2006.	Principal, Math teachers, paraprofessionals, and tutors	9/1/2006	5/30/2007	Other/ Not Applicable	5000
Provide intensive math classes with differentiated instruction in small groups focusing on the specific students' needs based on the five areas of Math instruction	Principal, Math teachers, paraprofessionals, and tutors	8/8/2006	5/30/2007	Other/ Not Applicable	5000
Identify students in each subgroup with scores of level 1 and 2.	Principal and Math Department Chair	9/1/2006	5/30/2007	Other/ Not Applicable	1000
Provide Saturday Math Tutoring Academy to students in each subgroup, which had scored level 1 or 2 in the FCAT 2006	Principal and Math Department Chair	9/1/2005	5/30/2006	Other/ Not Applicable	5000
Schedule Algebra I classes for high performing students.	Principal and Math Coach	9/5/2006	05/30/2007	Other/ Not Applicable	1000

### Research-Based Programs

Middle School Math Program (McDougal Littell)  
 Algebra I Program (McDougal Littell)  
 Basic Mathematics (Globe Fearon/Pearson Learning Group)  
 Skills Intervention Kit (Prentice Hall)  
 Math Level Indicator (AGS Publishing)

### Professional Development

Math teachers will attend professional development Math workshops provided by District. Math Team will meet monthly to update curriculum mapping, monitor the lowest 25 percentile students performances and share best practices and strategies to keep students motivated and performance high. Highly qualified administrator will model lessons. Senior staff members will mentor beginning teachers. Math paraprofessionals will be assigned to support teachers with lowest level groups. Paraprofessional will work directly in the classroom with certified teacher to help those students needing basic skills and extra help completing grade level instruction. Differentiated instructional strategies will be implemented and student progress monitored on weekly goals.

### Evaluation

The Math objective will be evaluated by scores of the FCAT Math 2007, level 3 determining students' proficiency level. On going progress monitoring conducted by Math teachers and Math tutors using teacher classroom assessment, observation, and Interim Assessment four times a year. Scores will be reported through Edusoft. A pre and post-test using the Math Level Indicator will document grade level improvement.

## 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 checked="" type="checkbox"/>

### **Writing Statement**

At least 92% of the 8th graders tested will continue to meet proficiency in Writing.

### **Needs Assessment**

91% of the 8th grade students tested met the state standards in writing. All subgroups met this criteria in the 2006 FCAT.

### **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 in Writing, Students in 8th grade will increase their writing skills proficiency as evidence by 1% increase to 92% as documented in the 2007 FCAT writing administration and compared to the 2006 FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to teach writing across the curriculum	Principal and All teachers	8/14/2006	5/30/2007	Other/ Not Applicable	5000
Language Arts teachers will continue to share writing strategies and best practices with subject area teachers in weekly meetings.	Principal and Language Arts teachers	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Reading Coach will provide staff development in writing outlining graphic organizers, writing rubrics and on line resources.	Principal and Reading Coach	8/14/2006	5/30/2006	Other/ Not Applicable	5000
LEP students will continued to receive instruction in Developmental ESOL class using reading and writing strategies by a highly qualified instructor.	Principal and ESOL Certified Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	5000
LEP students will continue to be monitored, monthly.	Principal and LEP Teacher, Reading Coach	8/14/2006	5/30/2007	Other/ Not Applicable	1500
Reading Coach will model a writing lesson in subject areas.	Principal and Reading Coach	8/14/2006	5/30/2007	Other/ Not Applicable	1500

### Research-Based Programs

Inside Writing (Write Source/Houghton Mifflin)  
Write Traits (Great Source)

### Professional Development

Teachers in all subject areas will be given the opportunity to attend Writing workshops provided by District. The Reading Coach and the Language Arts Teachers will share best practices and writing strategies in weekly meetings.

### Evaluation

At least 92% of the students will meet state standards in writing, as documented by the FCAT 2007 Florida Writes Test. Teachers will monitor writing progress by administering a pre writing test in September 2006 and a post test in January 2007.



### 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 checked="" type="checkbox"/>

**Science Statement**

To increase the eighth graders science skills.

**Needs Assessment**

The school average scale score for the 2006 FCAT Science was 271 as compared to the District average score of 270. Only 21% of students scored level 3 or above.

### Measurable Objective

Given instruction using the Sunshine State Standards in Science, students in 8th grade will increase their science skills proficiency as evidence by 4 points increase to 25% by attaining a level 3 or above and documented by the 2007 FCAT Science results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assess student's prior knowledge. Carefully sequence units to consistently connect new learning to prior knowledge.	Principal and Science Teachers.	8/8/2005	5/24/2006	Other/ Not Applicable	1500
Develop science literacy by providing frequent opportunities to use critical thinking, writing, and scientific reasoning skills.	Principal and Science Teachers	8/8/2005	5/24/2006	Other/ Not Applicable	1500
Focus integration of selected science concepts and technology.	Principal and Science Teachers	8/8/2005	5/24/2006	Other/ Not Applicable	6000
Hands on science experiments.	Principal and Science Teacher	8/8/2005	5/24/2006	Other/ Not Applicable	6000
Student Participation of School's Science Fair Exhibition	Principal and Science Teachers	1/2/2006	5/24/2006	Other/ Not Applicable	2000
Use of note taking strategies and nonlinguistic representation of scientific concepts.	Principal and Science Teachers	8/8/2005	5/24/2006	Other/ Not Applicable	2000

### Research-Based Programs

Integrated Science Course (McDougal Littell)  
 FCAT Science Dailies (Florida Educational Tools, Inc.)  
 Digging into FCAT Science (Florida Educational Tools, Inc.)  
 Science Saurus Workbook and the ScienceSaurus Student Handbook (Great Source/Houghton Mifflin)  
 Science Daybook (Great Source/Houghton Mifflin)

### Professional Development

Teachers will attend professional development workshops provided by the District Math and Science Division. Science teachers will develop a curriculum map for the Science program at the school and meet once a month to plan, share and strategize to monitor and increase student performance.

### Evaluation

The evaluation component will include the FCAT 2007 as the final data of evaluation, but will also incorporate the teacher assessment(s) as a progress monitoring tool. Science Interim assessment will be administered to eighth graders.

## 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 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 checked="" type="checkbox"/>

### **Parental Involvement Statement**

To continue high parental involvement by providing opportunities for parents to volunteer in school-community projects.

### **Needs Assessment**

Traditionally, the school has had high parental involvement. Following the mission of the school to mold future leaders and give back to the community, the school was successful in partnering with area business and parents and completed playground for the students. Continue high parental involvement. Post secondary financial needs of previous graduates has motivated parents to participate in a fund raising event for scholarship.

### Measurable Objective

High parental and community involvement will be measured by the number of parents participating in the ASPIRA Scholarship Fund Fair Day and other community events.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
To hold a parent-community meeting informing the parents of the project needs.	Principal	8/14/2005	10/13/2005	Other/ Not Applicable	1000
To recruit parents by telephone or home visits to join the project.	Principal and CIS	8/14/2006	10/13/2006	Other/ Not Applicable	1000
To involve parents in seeking donations from area businesses.	Principal, EESAC, and CIS	8/14/2005	11/18/2005	Other/ Not Applicable	1000
Parents will donate food for the project.	Principal and CIS	8/14/2005	11/18/2005	Other/ Not Applicable	1000
Parent volunteers will join in the manning the kiosks on Fundraising Fair Day.	Principal, Parents, and CIS	9/19/2006	11/18/2006	Other/ Not Applicable	500
Staff and Parents will join efforts in Scholarship Fundraising Day.	Principal, Staff, Parents.	11/18/2006	11/18/2006	Other/ Not Applicable	1500

### Research-Based Programs

ASPIRA of Florida, Inc. Leadership Development.  
The Parent Academy provided by District.

### Professional Development

ASPIRA of Florida, Inc. Leadership Development.  
The Parent Academy provided by District.

### Evaluation

Parents participate in a fund raising event such as: the ASPIRA Scholarship Fund Fair event November 2006. Parents partner with outreach counselors for fund raising event.

## 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"/>

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

### **Discipline & Safety Statement**

To maintain a safe learning environment.

### **Needs Assessment**

Middle school students need help in transition from elementary school.  
 To increase positive classroom discipline that impacts positive classroom instruction.  
 To prevent bullying.

### Measurable Objective

100% of the new students will attend workshop on school wide rules and expectations as evidence by Counselors' Log.  
 100% of the students will use the school "Trust Program" to improve classroom behavior as monitored by Counselor using the "Trust Log" as evidence.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide workshops on school rules and expectations.	Principal and School Counselors	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Teach students the school wide Trust Program	Principal and School Counselors	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Parents will be informed of the Trust Program through Parent Meetings and Parent Workshops	Principal and School Counselors	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Staff commitment to the creation of a safe school.	Principal and Staff.	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Administrator involves parents in school projects showing commitment to maintaining a safe school climate.	Principal and Parents	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Students will be rewarded for good behavior	Principal and School Counselors	8/14/2006	5/30/2007	Other/ Not Applicable	1000

### Research-Based Programs

Bully Proofing Your School, A Comprehensive Approach for Middle Schools (Sopris West).  
 Tools for Teaching, Discipline, Instruction, Motivation. (Jones & Associates, Inc.)  
 Conflict Resolution in the Middle School (ESR Educators for Social Responsibility)  
 Classroom Discipline Problem Solver. Ready to use techniques and materials for managing all kinds of behavior problems. (The Center for Applied Research)

### Professional Development

Teachers will attend ASPIRA of Florida, Inc. Leadership Workshops.  
 Teachers will participate in discussion and workshops led by the school counselors dealing with Social responsibility, preventing bullying in the classroom and conflict resolution strategies.

### Evaluation

Increase positive response to 2007 School Climate Survey by 10% as compared to the previous School Climate Survey school year 2005.

## 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*

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

### **Technology Statement**

To make technology and the Internet more of an integral part of the instructional program by developing more online curricula, lesson plans, and assessment tools that are easy for teachers to use for true curriculum integration.

### **Needs Assessment**

General staff has no access to a computer or internet.

The school computer lab has a minimum number of computers.

A portable lab needs to be installed and made accessible to students and teachers.

Only one counselor has a computer and has access to Internet.

Only one classroom has one computer with Internet access. Homerooms do not have access to computers or the internet.

System in place does not allow teachers to use educational software for daily instruction.

School does not have the hardware resources for an electronic gradebook.

### Measurable Objective

To maintain a website at the school level to increase communication among staff, students and parents.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Four of the total fifteen classrooms in the main building will get one computer with internet access.	Principal budget support and V.P. of Operations	8/14/2006	5/30/2007	Other/ Not Applicable	9000
Formal Request presented to V.P. of Operations to upgrade present technology.	Principal	07/01/2006	09/29/2006	Other/ Not Applicable	0
Meet with V.P. and Technology Director to discuss a timeline to upgrade status.	Principal and V.P. of Operations	07/1/2006	09/29/2006	Other/ Not Applicable	0
Provide support to installation.	Principal and Technology Teacher	07/01/2006	10/31/2006	Other/ Not Applicable	9000
Math teachers will use technology for instruction.	Principal and Math Teachers	08/14/2006	5/30/2007	Other/ Not Applicable	5000
Maintain website for the school.	Principal and Technology Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	1000

### Research-Based Programs

F-CAT Explorer (On-line Resource)  
 Quick Reads Fluency Program (Pearson Education)  
 Language of Literature on-line resources (McDougal Little)  
 Middle School Math on line resources (McDougal Little)  
 Middle School Science on line resources (McDougal Little)  
 Teaching Reading in the Content Area on line resources.

### Professional Development

Technology teacher receives computer security training from Technology Director.  
 Technology training provided by the District.  
 Software usage training provided by the publishers.  
 ASPIRA National and the Marco Polo Foundation trainings

### Evaluation

90% Positive response from teacher survey if technology needs were efficiently met.  
 Pre and Post test by teacher using instructional software to monitor students math and reading progress



## 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 type="checkbox"/>

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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**

To help our students become informed and independent decision makers capable of planning and maintaining a healthy life style.

### **Needs Assessment**

Middle school students have been observed eating too much junk food.

### Measurable Objective

Given instruction on Fitness for Life students will develop a personal wellness plan that addresses nutrition and physical activity and documented by teachers' pre and post tests of health related fitness based on national health goals.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote the Physical Activity Pyramid and Food Pyramid in class discussion.	Principal and Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Teacher will monitor student's nutrition goals by having students keep a fitness journal	Principal and Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Teacher will explain the food pyramid and student will learn to monitor themselves by keeping track of their food choices in their journals.	Principal and Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Class discussion will center around the Fitness Journal and how each student can better their food choices.	Principal and Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Students will document in their journals food choices and activities that they have adopted for everyday healthy lifestyle.	Principal and Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Promote the Physical Activity Pyramid and Food Pyramid in class discussion.	Principal and Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	1000

### Research-Based Programs

Competency Based Curriculum (CBC) for Physical and Health Education (District).  
Fitness for Life. (Scott Foresman).

### Professional Development

To attend District workshops in Health and Physical Education Program.

### Evaluation

Teacher will assess students' performance by administering a pre and post fitness test based on national health goals.

## 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"/>

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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 increase participation of students in the ASPIRA Leadership Club.

### ***Needs Assessment***

To face the challenges of helping students to reach reading proficiency levels, the school has included Reading and Intensive Math instead of traditional electives for those students with FCAT Levels 1 & 2. However, research shows that students need elective and extra curricular activities that may help them improve social and academic skills.

### Measurable Objective

Thirty-five students participating in the ASPIRA Club will improve their GPA by comparing it to the end of the previous year report card.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Student will be recruited to join the ASPIRA Club.	Principal and School Counselor	8/14/2006	10/31/2006	Other/ Not Applicable	1000
Student will attend weekly meetings	Principal and Club Advisor	8/14/2006	5/30/20067	Other/ Not Applicable	1000
Student will participate in the ASPIRA Leadership Process	Principal and Club Advisor	8/14/2006	5/30/2007	Other/ Not Applicable	1000
Student will participate in at least one community based project	Principal and Club Advisor	8/14/2006	5/30/2007	Other/ Not Applicable	1000

### Research-Based Programs

#### Professional Development

New Club counselors and officers will attend ASPIRA of Florida Leadership Workshops.

#### Evaluation

Given instruction in the ASPIRA Club, thirty-five students with low academic scores will improve their GPA when comparing GPA for school year ending May 2007 and previous school year ending June 2006.

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

#### *Miami-Dade County Public Schools*

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

### **Return On Investment Statement**

ASPIRA Youth Leadership Charter will demonstrate efforts to improve student performance in a fiscally efficient manner.

### **Needs Assessment**

Compared to similar schools, ASPIRA Youth Leadership Charter's percentile ranking is not rated and there is no ROI value.



# School Improvement Plan 2007-2008



### Measurable Objective

ASPIRA Youth Leadership Charter will increase the 2006-2007 annual budget by at least one percentile as compared to 2005-2006.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use School Improvement Plan as a guide to maximize effectiveness.	Principal and Staff	10/31/2006	5/30/2007	Other/ Not Applicable	20000

### Research-Based Programs

School Improvement Plan Guidelines as provided by the District and aligned with the State, see core subject are goals/objectives

### Professional Development

Principal and administrators will attend workshops provided by District that deal with Return on Investment strategies.

### 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 makes recommendations for schoolwide expenditures and approves the school budget. A certified accounting firm is hired to do the annual audit.

**Training:**

The Governing Board members have received training in their roles and responsibilities governing a public charter school.

**Instructional Materials:**

The Governing Board receives recommendations from school Principal and staff to approve purchases of research based instructional material aligned with the District and State standards for Reading, Mathematics and Science.

**Technology:**

The Governing Board is proactive in providing technical support for the school operations.

**Staffing:**

The Governing Board receives recommendation from the school Principal and approves certified in-field highly qualified teachers. The Governing Board receives recommendation from the school Principal to approve qualified teachers seeking certification in-field.

**Student Support Services:**

The Governing Board provides support services to students and their families through the ASPIRA YLD Outreach offices and counselors.

**Other Matters of Resource Allocation:**

The Governing Board is proactive in earmarking Capital Allocations for future construction needs to improve the school facilities. Presently, the Governing Board is in a pre-construction phase of a building project.

**Benchmarking:**

The Governing Board meets on a regular basis to monitor school operations and encourages a continuous school improvement plan. A mid-yr review is conducted by the Principal and the EESAC and presented to the Board.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



The Governing Board supports Principal in maintaining a safe learning environment. The Principal follows the District Critical Incident Response Plan. The school staff, parents and students review and are aware of the consequences outlined by the District in the Code of Student Conduct, Secondary handbooklet. Regular fire drills and lockdown drills are conducted following the scheduling guidelines of the District.



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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	21000
Mathematics	19000
Writing	19000
Science	19000
Parental Involvement	6000
Discipline & Safety	6000
Technology	24000
Health & Physical Fitness	6000
Electives & Special Areas	4000
Return On Investment	20000
Total	144000



# 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*