

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: ASPIRA EUGENIO MARIA DE HOSTOS YOUTH LEADERSHIP
CHARTER SCHOOL

District Name: Dade

Principal: Mr. Fernando Lopez

SAC Chair: Dr. Victor Vazquez-Hernandez

Superintendent: Mr. Alberto Carvahlo

Date of School Board Approval: Pending

Last Modified on: 08-19-2009

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VISION and MISSION STATEMENTS

VISION: ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School shall be a learning community nurturing academic excellence for all students while demonstrating leadership in character development.

MISSION: ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School educates, challenges and inspires all students by setting high standards and instilling the value of integrity in order to develop effective communicators, critical thinkers, and lifelong learners who contribute to their changing local and global communities.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

ASPIRA Eugenio Maria de Hostos Charter School is located in the Wynwood community within the City of Miami. The school was first established in 1991 as ASPIRA Accolade Middle School under the Alternative Education Outreach Program and then was approved to become a charter middle school in 2001. There has been no change in grade configuration since its inception. The original location of the school was right off the Miami Avenue exit of I-195 on the northern side of the Wynwood community and remained at that location until the school moved to the southern side of the Wynwood community in 2004. The current campus has a unique style and history. The building, built in 1929, was the former regional location for Chrysler in the 1940's as well as a former all men's technical college in the 1960's. The three story building currently is in the process of purchase by ASPIRA of Florida, Inc. from which the beautification project will begin by the close of the 2009-2010 school year to include remodeling and refurbishing the first and third floor in order to attain maximum usage of the facility.

Unique School Strengths for Next Year

After earning a school record high of 518 accountability points on the 2009 FCAT and demonstrating increases in each of the eight accountability areas, which raised the school grade to a high "B" from a low "B," ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School enters the next school year with renewed confidence to earn the additional 7 points to achieve an "A." In addition to its improved FCAT scores, ASPIRA EM de Hostos Charter Middle School led all schools in the area in most improvement from the Baseline Assessments to the Winter Interim Assessments by 52%.

Of the 27 different content clusters in reading and math, ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School was able to meet the state averages in 14 different areas, which was an increase to 3 areas from the 2008 FCAT Administration. There has been progress moving towards our goal of adequate yearly progress at the school. In the 2008-2009 school year, the school achieved adequate yearly progress in math through Safe Harbor with an increase of nine percentage points – almost 20%.

Unique School Weaknesses for Next Year

With open enrollment, a large number of new students (55% of 6th grade and all new students in 7th and 8th grade) entered with very low performance levels. The school required additional resources to meet the needs of these students. Student scores were included in the Total, Black, Hispanic, and Economically Disadvantaged subgroups.

Influx of students from out of the state and/or country. Influx of students who have not received exposure to rigor of the Sunshine State Standards and student scores were included in the Total, Black, Hispanic, and Economically Disadvantaged

subgroups.

Lack of technology in reading, mathematics, and science classrooms. Curriculum was not able to be utilized to its truest fidelity in the intervention and core curricular courses in reading, mathematics and science for all subgroups.

Student Demographics

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School serves a multi-ethnic school population that consists of 500 students from a predominantly economically disadvantaged community where 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. The majority of the student population is first or second generation immigrants and represents many Caribbean and Central and South American countries. The student population is ethnically diverse reflecting the area's ethnic multiculturalism. 62% of students are Hispanic, 36% are Black, 1% are White, and 1% are American Indian, Asian, or multi-racial. Economically disadvantaged students account for 98% of the population. Additionally, 6% of students are Students with Disabilities (SWD), 7% are classified as English Language Learners (ELL), and nearly 11% of students are gifted.

Student Attendance Rates

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School maintained its attendance rate for the last three years, which met the district's attendance rate: ASPIRA EM de Hostos, 2006-2007: 94%; 2007-2008: 94%; 2008-2009: 95%; M-DCPS: 2006-2007: 94%; 2007-2008: 95%; 2008-2009: 96%.

Student Mobility

The mobility rate of the school is 14%. This mobility comes predominantly from our population of students recently migrating to the United States and temporarily residing in our neighborhood. These families move to a more permanent location and transfer out to the local school.

Student Suspension Rates

2006-2007: In-school 3, Out-of-school 0; 2007-2008: In-school 1, Out-of-school 1; 2008-2009: In-school 58, Out-of-school 13. The suspension rates have increased over the past three years on record. The school administration began entering all suspensions on the district database as of the 08-09 school year and that is the reasoning behind the large increase from the previous year. ASPIRA EM de Hostos Charter has begun working on an alternative program to outdoor suspensions. The action plan for the school's alternative to indoor suspensions include a parental component and intervention program that will be implemented August, 2009 and will be monitored on a monthly basis.

Student Retention Rates

The retention rate decreased almost two percentage points from 2.2 percent during the previous year to 0.6. The District's retention rate is currently 4.7 percent.

Class Size

A point has been made to reduce class sizes in all subject areas and across grade levels to reduce discipline problems and strengthen the one-on-one relationship between students and teachers. The average class size in general education classrooms is: 6th Grade: 20.53 students; 7th Grade: 20.26 students; 8th Grade: 19.32 students. The average class size in general education classrooms is: Foreign Language: 17.22 students; Reading / Language Arts: 19.70 students; Mathematics: 20.93 students; Science: 20.95 students; Social Studies: 20.89 students; ELL: 3.00 students; SWD: All general education classroom numbers include SWD students since all SWD students at the school are under consultation and spend 100% of their time in general education settings.

Academic Performance of Feeder Pattern

As a charter school there is no specific feeder pattern designated from the district. The majority of schools that feed into ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School did not improve their FCAT school grades. Eneida M. Hartner Elementary, a CORRECT I school, fell from a school grade of "B" to "C;" Lenora B. Smith Elementary, a CORRECT I school, fell from a school grade of "C" to "D;" and Jesse J. McCrary Jr. Elementary, a CORRECT II school, fell from a school grade of "D" to "F," while Fredrick Douglass Elementary, a CORRECT II school, maintained a school grade of "D" for two consecutive years. Eneida M. Hartner's AYP status dropped from 95% to 79%. E.M. Hartner's Total student population, Black students, Hispanic students, and Economically Disadvantaged students failed to make AYP in reading and math. Lenora B. Smith's AYP status dropped from 90% to 77%. L.B. Smith's Total population, Black students, and Economically Disadvantaged students failed to make AYP in reading and math. Jesse J. McCrary Jr.'s AYP status increased from 77% to 79%. J.J. McCrary Jr.'s Total population, Black students, and Economically Disadvantaged students failed to make AYP in reading and math. Fredrick Douglass's AYP status increased from 72% to 74%. Douglass' Total population, Black students, Hispanic students, and Economically Disadvantaged students failed to make AYP in reading and math.

Partnerships and Grants

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School will continue its strong partnership with Miami-Dade College Wolfson Campus through its various programs, which provides a number of additional resources, including tutors, mentoring programs, supplies, and academic materials to enhance the curriculum.

A grant was acquired through the Children's Trust that will allow students to participate in an on-campus after-school program with academic tutoring for reading and math while engaging in physical education and recreational activities five days a week for three hours.

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School also created a full-time clinic for all students. The clinic is part of the ASPIRA of Florida, Inc.'s partnership with the school and The Children's Trust to promote the ASPIRA Health and Wellness Initiative, which provides a full-time Wellness Coordinator, and part-time nurse's assistant.

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, Atrisk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, ASPIRA de Hostos Charter receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction / intervention, classroom libraries, Project CRISS, and Learning 100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Fernando Lopez	BA – Communications, Trinity International University; M.S. – Educational Leadership, Barry University; Professional Educator's Certification: Educational Leadership (ALL LEVELS), Journalism 6-12	7	7	Principal of ASPIRA EM de Hostos Charter School: 2008-2009: Grade: B, Reading Mastery: 50%, Math mastery: 55%, Writing Mastery: 93%, AYP: 90%, Total, Black, Hispanic, and Economically Disadvantaged did not make AYP in reading. 2007-2008: Grade: B, Reading Mastery: 47%, Math Mastery 46%, Writing Mastery 92%. AYP: 79%, Total, Hispanic, Black, and Economically Disadvantaged did not make AYP in reading and math. 2006-2007: Grade: C, Reading Mastery: 47%, Math mastery: 44%, Writing Mastery: 91%, AYP: 97%, Hispanic did not make AYP in reading. 2005-2006: Grade: C, Reading Mastery: 41%, Math Mastery 38%, Writing Mastery 80%. AYP: 90%, Black and ELL did not make AYP in reading; Hispanic and ELL did not make AYP in math. 2004-2005: Grade: C, Reading Mastery: 32%, Math Mastery 31%, Writing Mastery 77%. AYP: 77%, Total, Hispanic, and Economically Disadvantaged did not make AYP in reading; Total, Black, Hispanic and Economically Disadvantaged did not make AYP in math.
					Assistant Director of ASPIRA EM de Hostos Charter School: 2008-2009: Grade: B, Reading Mastery: 50%, Math mastery: 55%, Writing Mastery: 93%, AYP: 90%, Total, Black, Hispanic, and Economically Disadvantaged did not make AYP in reading.

Assis Principal	Yanin Salem	BA – Elementary Education, St. Elizabeth College; MA – Elementary Education & Bilingual Bicultural Education, Patterson University; Professional Educator's Certification: Elementary Education	7	6	<p>2007-2008: Grade: B, Reading Mastery: 47%, Math Mastery 46%, Writing Mastery 92%. AYP: 79%, Total, Hispanic, Black, and Economically Disadvantaged did not make AYP in reading and math.</p> <p>2006-2007: Grade: C, Reading Mastery: 47%, Math mastery: 44%, Writing Mastery: 91%, AYP: 97%, Hispanic did not make AYP in reading.</p> <p>2005-2006: Grade: C, Reading Mastery: 41%, Math Mastery 38%, Writing Mastery 80%. AYP: 90%, Black and ELL did not make AYP in reading; Hispanic and ELL did not make AYP in math.</p> <p>2004-2005: Grade: C, Reading Mastery: 32%, Math Mastery 31%, Writing Mastery 77%. AYP: 77%, Total, Hispanic, and Economically Disadvantaged did not make AYP in reading; Total, Black, Hispanic and Economically Disadvantaged did not make AYP in math.</p>
Assis Principal	Kara L. Hutton	BS – Marketing, Barry University; MS – Educational Leadership, Barry University; Professional Educator's Certification: Educational Leadership (ALL LEVELS), Mathematics 6-12 Physical Education K-12	6	1	<p>Assistant Principal of ASPIRA EM de Hostos Charter School: 2008-2009: Grade: B, Reading Mastery: 50%, Math mastery: 55%, Writing Mastery: 93%, AYP: 90%, Total, Black, Hispanic, and Economically Disadvantaged did not make AYP in reading.</p> <p>Math Coach of ASPIRA EM de Hostos Charter School: 2007-2008: Grade: B, Reading Mastery: 47%, Math Mastery 46%, Writing Mastery 92%. AYP: 79%, Total, Hispanic, Black, and Economically Disadvantaged did not make AYP in reading and math.</p> <p>2006-2007: Grade: C, Reading Mastery: 47%, Math mastery: 44%, Writing Mastery: 91%, AYP: 97%, Hispanic did not make AYP in reading.</p> <p>Math Teacher of ASPIRA EM de Hostos Charter School: 2005-2006: Grade: C, Reading Mastery: 41%, Math Mastery 38%, Writing Mastery 80%. AYP: 90%, Black and ELL did not make AYP in reading; Hispanic and ELL did not make AYP in math.</p> <p>2004-2005: Grade: C, Reading Mastery: 32%, Math Mastery 31%, Writing Mastery 77%. AYP: 77%, Total, Hispanic, and Economically Disadvantaged did not make AYP in reading; Total, Black, Hispanic and Economically Disadvantaged did not make AYP in math.</p>
Assis Principal	Garrick S. Keidan	BS – English, University of Florida; MS – Psychology, University of Florida; MS – Educational Leadership, Lynn University; Professional Educator's Certification: Educational Leadership (ALL LEVELS), Exceptional Student Education K-12 Computer Science K-12	5	2	<p>Assistant Principal of ASPIRA EM de Hostos Charter School: 2008-2009: Grade: B, Reading Mastery: 50%, Math mastery: 55%, Writing Mastery: 93%, AYP: 90%, Total, Black, Hispanic, and Economically Disadvantaged did not make AYP in reading.</p> <p>Dean of Guidance of ASPIRA EM de Hostos Charter School: 2007-2008: Grade: B, Reading Mastery: 47%, Math Mastery 46%, Writing Mastery 92%. AYP: 79%, Total, Hispanic, Black, and Economically Disadvantaged did not make AYP in reading and math.</p> <p>Teacher of ASPIRA EM de Hostos Charter School: 2006-2007: Grade: C, Reading Mastery: 47%, Math mastery: 44%, Writing Mastery: 91%, AYP: 97%, Hispanic did not make AYP in reading.</p> <p>2005-2006: Grade: C, Reading Mastery: 41%, Math Mastery 38%, Writing Mastery 80%. AYP: 90%, Black and ELL did not make AYP in reading; Hispanic and ELL did not make AYP in math.</p> <p>2004-2005: Grade: C, Reading Mastery: 32%, Math Mastery 31%, Writing Mastery 77%. AYP: 77%, Total, Hispanic, and Economically Disadvantaged did not make AYP in reading; Total, Black, Hispanic and Economically Disadvantaged did not make AYP in reading.</p>

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
No data submitted					

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with designated Assistant Principal and Principal	Principal	On-going	
2. Partnering new teachers with veteran teachers	Assistant Principal	On-going	
3. College campus Job Fairs and e-recruiting at Universities	Assistant Principal	May 2010	
4. Soliciting referrals from current employees and online referral services like Teacher-to-Teacher.com	Principal	N/A	Referral will be sent via electronic mail; however, announcement will be made at faculty meetings until positions are filled.

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mirna Lopez	Temporary Educator's	6th Grade Mathematics	Mirna Lopez has taken all required courses and examinations for certification. She has completed all requirements for Professional Educational Competencies and is awaiting her professional educator's certificate. In the meantime, she is partnered with Kara Hutton who was the school's former Mathematics Coach and currently Assistant Principal. She taught and was responsible for all mathematics teachers at ASPIRA EM de Hostos Charter for six years.
Iesa Shaler	Temporary Educator's	6th Grade Reading	Iesa Shaler has taken all required courses and examinations for certification. She has completed all requirements for Professional Educational Competencies and is awaiting her professional educator's certificate. In the meantime, she is partnered with Judy Kightlinger who has been teaching Reading at ASPIRA EM de Hostos Charter School for six years.
Gabriel Cartagena	Temporary Educator's	8th Grade Mathematics	Gabriel Cartagena has taken all required courses and examinations for certification. He has completed all requirements for Professional Educational Competencies and is awaiting his professional educator's certificate. In the meantime, he is partnered with Kara Hutton who was the school's former Mathematics Coach and

			currently Assistant Principal. She taught and was responsible for all mathematics teachers at ASPIRA EM de Hostos Charter for six years.
Pedro Curiel	Temporary Educator's	6th Grade Science	Pedro Curiel is a first year teacher and will take all required courses and examinations for certification. In the meantime, he is partnered with Ivonne Casiano who has been highly qualified to teach science and has been at the school for the last five years.
Elizabeth Corripio	Temporary Educator's	6th Grade Integrated Studies	Elizabeth Corripio is a first year teacher and will take all required examinations for certification. She has graduated from an approved education program at Barry University. She has been partnered with Richard Knigin who has been highly qualified in teaching and has been at the school now for the last ten years.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
25	8	28	28	36	28	92	12	0	20

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kara L. Hutton	Nora Garcia	Mrs. Garcia's students have shown below average performance levels in Mathematics Achievement, Annual Learning Gains, and Lowest 25%. She has effective strategies but her delivery needs some refocusing. Miss Hutton has extensive experience in teaching mathematics and her data consistently demonstrated large gains in all three areas.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain and specific strategies to deliver effective instruction for all different learning styles and special needs. The mentor is an administrator and has assigned release time to observe the mentee while offering feedback, coaching, modeling lessons, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

In ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on

scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the schoolwide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Through other Title I schools in the district, ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

N/A

Title II

Through the school district, ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

N/A

Nutrition Programs

- 1) ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School adheres to and implements the nutrition requirements stated in the District Wellness Policy and that of ASPIRA of Florida, Inc.'s Wellness Policy
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in both the ASPIRA of Florida, Inc.'s and Miami-Dade County Public School District's Wellness Policy.

Housing Programs

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental
ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School involve parents in the planning and implementation of the

Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of students' need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Select General Education Teachers: Provide information about core instruction, participate in student data collection, observe instruction/intervention, collaborate with other staff to implement additional interventions.

Special Education (SPED) Teacher: Participates in student data collection, integrates core instructional activities / materials into Tier 3 instruction, and collaborates with general education teachers through such activities as model teaching and consultation.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the Assistant Principal designated for Student Services continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus meetings around developing and maintaining a problem solving system to bring out the best in ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School including its faculty, students, and other stakeholders.

The team meets weekly to review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources, collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The

team provided data on: Tier 1, 2, and 3 targets; academic areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), District Baseline Assessment, Diagnostic Assessments from Intervention Programs in Reading, Mathematics, and Science, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, District Interim Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), Curriculum Based Measurement (CBM)

End of year: FAIR, District Interim Assessments, FCAT, Curriculum Based Measurement (CBM)

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' planning days and small sessions will occur throughout the year. Two PD sessions regarding Response to Intervention will take place in mid-August and in October. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:

READING: The total number of students meeting AYP has increased in 6th grade by 7% and 7th grade by 1%.

In 6th grade, students performed at district and state averages in Comparisons (64%) and Reference/Research (67%).

In 7th grade, students performed at district and state averages in Comparisons (64%) and Reference/Research (67%).

In 8th grade, students performed at district and state averages in Words/Phrases (63%). 80% of students identified as the Lowest 25% in 8th grade reading achieved annual learning gains.

MATHEMATICS: The total number of students meeting AYP has increased in 6th grade by 16% and 8th grade by 3%.

Across all grade levels, students performed at district and state averages in Data Analysis content.

In 6th grade, students performed at district and state averages in Number Sense (56%) and Geometry (67%) contents.

In 7th grade, students performed at district and state averages in Measurement (56%) and Algebraic Thinking (56%) contents. 100% of students identified as the Lowest 25% in 7th grade math achieved annual learning gains.

In 8th grade, students performed at district and state averages in Number Sense (58%) and Geometry (50%) contents. 84% of students identified as the Lowest 25% in 8th grade math achieved annual learning gains.

WRITING: 92% of students meet standards in writing.

SCIENCE: Students in 8th grade achieved 54% in Life/Environmental Science. There was also a 9% increase in Earth/Space Science from the previous year.

Weaknesses:

READING:

In 6th grade, student scores in words / phrases content dropped 6% from last year.

In 8th grade, students achieving proficiency scores did not change from last year. There was no increase in student achievement.

In 8th grade, student scores in comparisons content dropped 5% from last year.

In 8th grade, student scores in reference/research content dropped 4% from last year.

MATHEMATICS:

In 7th grade, students achieving proficiency scores dropped 2% from last year.

In 7th grade, student scores in number sense content dropped 12% from last year.

In 7th grade, student scores in geometry content dropped 12% from last year.

In 8th grade, student scores in measurement and algebraic thinking contents dropped 8% from last year.

WRITING:

8% of students in 8th grade did not score proficiency of 3.5 or higher on the FCAT Writing Essay

20% of students in 8th grade did not score proficiency of 4.0 or higher on the FCAT Writing Essay

SCIENCE:

74% of students in 8th grade did not make proficiency in Science

There was no change in the percent correct in the areas of Physical/Chemical (46%), Life/Environmental (54%), and Scientific Thinking (50%)

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendars (IFCs) were created in July 2009. Administrators and teachers from ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School based the instructional focus calendars from the school district's pacing guides in language arts, intensive reading, intensive reading plus, mathematics, and science. The IFC will be first updated in September 2009 as determined by disaggregated data results from the August Baseline Assessments. Updates will continue on the IFC's in November 2009 as determined by disaggregated data results from the October District Interim Assessments, and again in January 2010 as determined by the disaggregated data results from the December Interim Assessments and Mid-Term Test.

The 2009 FCAT results were also utilized to develop the IFCs. Data results from the August Baseline Assessments, October District Assessments, December District Assessments, and December Mid-Term Test will also be utilized to update calendars as needed.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

Benchmarks were selected in conjunction with the district pacing guides and by students' strengths and weaknesses, which were measured by FCAT data results and content clusters.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration will continue to implement two types of classroom walkthroughs, formally and informally, in order to evaluate lesson plans, monitor teacher data, and conduct meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Assistant Principals will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The Assistant Principals will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading:

6th Grade – Words/Phrases was the least proficient strand and will be given priority focus.

7th Grade – Words/Phrases was the least proficient strand and will be given priority focus.

8th Grade – Reference/Research and Comparisons were the least proficient strands and will be given priority focus.

Writing: Persuasive writing was the lowest scoring essay and will be given priority focus.

Mathematics:

6th Grade – Measurement and Algebraic Thinking were the least proficient strands and will be given priority focus.

7th Grade – Number Sense and Geometry were the least proficient strands and will be given priority focus.

8th Grade – Measurement and Algebraic Thinking were the least proficient strands and will be given priority focus.

Science: Earth/Space and Physical/Chemical were the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again.

An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

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

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School offers students elective courses in art, languages, health

and wellness, and career study. Many of these courses focus on job skills and requirements needed for effective student internships.

A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School offers students elective courses in art, languages, health and wellness, and career study. Many of these courses focus on job skills and requirements needed for effective student internships in secondary schools.

Every year, after FCAT testing, students and parents participate in a course selection meeting with their appropriate Assistant Principal in order to place students in the appropriate course for the following year.

After the meeting, students meet one-on-one with the respective teacher to determine what classes will be taken in their subject area for next year. Parents are invited to these meetings and final course selection is sent home to parents.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

Teachers will meet weekly for grade level meetings and will meet monthly during Professional Learning Communities to share best practices and resources.

How are instructional focus lessons developed and delivered?

Focus lessons were provided by the administrators for each subject area based on a review of previous assessments where students were struggling. These lessons were created based out of the Professional Learning Community meetings and subject area meetings.

The focus lessons selected by the administrators are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

The 5 to 10-minute focus lessons will be taught at the beginning of each class period.

Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. In the future, depending on need, elective and social studies teachers may also teach focus lessons.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-assessments based on the focus lessons will be administered.

Ten questions per Benchmark will be utilized for assessment purposes.

The assessments will be administered on a monthly basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80%. Mastery is set at higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An Item-analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. These questions will also be discussed in detail during the Professional Learning Community sessions to seek alternative methods of instruction for these benchmarks.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to students earning 80-100%. These instructional methods will be discussed during Professional Learning Community sessions and subject area meetings with administrators.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency. Appropriate instruction will be discussed during Professional Learning Community sessions as well as subject area meetings to ensure consistency and availability of resources.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly. The meetings will alternate each week as follows: one week the teachers will meet by grade level and the following week they will meet by content area. This rotation will continue throughout the year.

The meeting will be facilitated by the Assistant Principals. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the Principal. The Principal will attend meetings on a rotating basis by grade level and content area.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team of ASPIRA Eugenio Maria de Hostos Youth Leadership Charter School will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. These logs will be monitored by the Principal for compliance and consistency. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

The Assistant Principals will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The Assistant Principals will also help with the process of grading, recording, and charting student scores through the use of EDUSOFT, and PMRN reports.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading: Intervention Programs: Passport Reading Journeys from Voyager Learning; Language! From Sopris West

Language Arts: The Language of Literature Series from MacDougal Littell; The InterActive Reader from MacDougal Littell; The Language Network from MacDougal Littell

Mathematics: MacDougal Littell Mathematics I, II, and III

Mathematics: Intervention Program: VMath Intervention Program from Voyager Learning.

Science: Florida Science Grades 6-8 from Glencoe McGraw-Hill; M-DCPS Grades 6-8 Science Resource Guides

Social Studies: Geography: Exploring Our World: People, Places, and Cultures from Glencoe McGraw-Hill; Civics: Civics Today: Citizenship, Economics & You from Glencoe McGraw-Hill; American History: The American Journey from Glencoe McGraw-Hill

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. VPORT and SOLO), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions before or after school.

How does the school identify staff's professional development needs to improve their instructional strategies?

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, weekly peer observations, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, administrators, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Students not making mastery will be offered after-school assistance via SES, as well as assistance during the regular school day from personnel hired to provide tutorial services.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction. Teacher observations from the RTI team will also play a vital role in measuring the effectiveness of the instruction, both core and supplemental.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's gifted program and/or enroll in elective classes that include art or foreign language including German or Spanish.

Describe how students are identified for enrichment strategies.

Previous FCAT results and baseline assessment data, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.

Parent conferences are held with the recommending teacher and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Teacher Mentoring Program

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
6th, 7th and 8th grade reading teachers, and ESOL teacher.	Fernando Lopez, Principal	Weekly	Tuesdays before school.	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, maintenance, tutorials, and enrichments to determine any necessary revisions.
				Analyze the effectiveness of the Math FCIM

6th, 7th and 8th grade math teachers.	Fernando Lopez, Principal	Weekly	Thursdays before school.	calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
6th, 7th and 8th grade science teachers.	Fernando Lopez, Principal	Weekly	Mondays before school.	Analyze the effectiveness of the Science FCIM calendars, focus lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions
Each content area team	Fernando Lopez, Principal	Monthly	Reading / Lang. Arts: First Wednesday of the month before school; Math: Second Wednesday of the month before school; Science: Third Wednesday of the month before school; Social Studies & Electives: Fourth Wednesday of the month before school.	Lesson Study centered on planning with and utilizing the research-based lesson delivery model.
Each grade level team	6th Grade: Yanin Salem, Assistant Director 7th Grade: Kara L. Hutton, Assistant Principal 8th Grade: Garrick S. Keidan, Assistant Principal	Bi-Weekly	First and Third Friday of the month before school.	Data analysis of student services and case management / best practices for effective classroom management.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

Not Applicable

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 3% compared to 47% who achieved mastery in 2008. In 6th grade the average percent correct in Words/Phrases was 50%. In 8th grade the average percent correct in Reference/Research was also 50%.		1. Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessments to monitor student progress.	Principal and Grade Level Assistant Principals	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Printout of FAIR assessments.
2	Include higher order questions in lesson plans.	Principal and Grade Level Assistant Principals	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Grade Level Assistant Principal.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
3	Develop an Instructional Focus Calendar for Reading and Language Arts classes.	Principal and Grade Level Assistant Principals	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 55% of Black students scored at or above proficiency in reading. This represents an increase of 3% compared to 52% who achieved mastery in 2008. Black students identified the greatest area of need in reference / research with an average percent correct of 40%.		Given instruction using the Sunshine State Standards, 72% of Black students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reading and Language Arts teachers will explicitly infuse reciprocal teaching in instructional delivery.	Principal, Grade Level Assistant Principal, Reading Teachers, and Language Arts Teachers	When visiting reading and language arts classrooms, administrators will focus their attention to the frequency of reciprocal teaching in reading and language arts classes	Classroom walkthrough log and focused walkthroughs to determine frequency of reciprocal teaching
2	Student Achievement Chats will be conducted with all Black students following FAIR assessments in regards to reference and	Principal and Grade Level Assistant Principal	Administrators will review log for Student Achievement Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are

research		successful.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 47% of Hispanic students scored at or above proficiency in reading. This represents an increase of 4% compared to 43% who achieved mastery in 2008. Hispanic students identified the greatest area of need in words / phrases with an average percent correct of 35%.		Given instruction using the Sunshine State Standards, 72% of Hispanic students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers will explicitly infuse word walls and vocabulary word maps in a variety of lessons to derive word meaning and word relationships from contexts.	Grade Level Assistant Principal, and Teachers	When visiting classrooms, administrators will focus their attention to the frequency of infusing vocabulary word mapping and the growth of word walls in all classes.	Classroom walkthrough log and focused walkthroughs to determine frequency of infusing vocabulary word maps and the growth of word walls in all classes.
2	Student Achievement Chats will be conducted with all Hispanic students following FAIR assessments in regards to words and phrases	Principal and Grade Level Assistant Principal	Administrators will review log for Student Achievement Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 50% of Economically Disadvantaged students scored at or above proficiency in reading. This represents an increase of 3% compared to 47% who achieved mastery in 2008. In 6th grade the average percent correct in Words / Phrases was 50%. In 8th grade the average percent correct in Reference/Research was also 50%		Given instruction using the Sunshine State Standards, 72% of Economically Disadvantaged students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Include engaging in affix or root word activities in lesson plans.	Principal and Grade Level Assistant Principals	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Grade Level Assistant Principal.	Classroom walkthrough log and focused walkthroughs to determine frequency of engaging in affix or root word activities.
2	Include summarization skills, question-and-answer relationships, and encouraging students to read from a wide variety of texts.	Principal and Grade Level Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and administrators will focus their attention to the frequency of the usage of G.I.S.T.s, double entry journals, and literature circles.	Classroom walkthrough log and focused walkthroughs to determine frequency of summarization skills, question-and-answer relationships, and encouraging students to read from a wide variety of texts.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective Implementation of the Instructional Focus Calendar	Grade Level Assistant Principal	August, 2009	Lesson Plans Classroom Visits Modeling of Lessons	Principal Grade Level Assistant Principals

Given instruction using the Sunshine State Standards, 72% of Black students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.	"G.I.S.T.", "Double Entry Journals", "Literature Circles"	Grade Level Assistant Principal	August, September, 2009	Focused walkthroughs with Principal and Grade Level Assistant Principals to observe the frequency and effectiveness of "GIST, Double Entry Journals, and Literature Circle" activities.	Principal Grade Level Assistant Principals
Given instruction using the Sunshine State Standards, 72% of Hispanic students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.	"Vocabulary word mapping" "Effective Word Walls"	Grade Level Assistant Principals	August, September, 2009	Focused walkthroughs with Principal and Grade Level Assistant Principals to observe the frequency and effectiveness of "Vocabulary Word Mapping and Effective Word Wall" activities.	Principal Grade Level Assistant Principals
Given instruction using the Sunshine State Standards, 72% of Economically Disadvantaged students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.	Voyager Learning Benchmark Assessments	Grade Level Assistant Principals	August, September, 2009	Classroom Visits Lesson Plans	Principal Grade Level Assistant Principals

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

On a bi-weekly basis, the Grade Level Administrators will review an activity form the "Lessons Learned" book to build the knowledge base of all teachers. Instructional Focus Calendars will also be used in all classes that will be aligned with the reading instructional focus. The school will participate in a comprehensive reading block where every teacher within one grade level will teach a reading skill and vocabulary using a passage from class. Assistant Principals will be monitoring this through their weekly classroom walkthroughs. Members of the RtI team will also be observing this through the weekly peer observations that will be discussed during RtI team meetings.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Voyager Journeys Supplementals	District Funds	\$24,000.00
Sopris West Supplementals	District Funds	\$17,000.00
		Total: \$41,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Laptop PC's for FAIR assessments	Title I	\$7,000.00
		Total: \$7,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars for Summer Development	District Funds	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$50,000.00		

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>In grades 6-8, 55% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents an increase of 9% compared to 46% who achieved mastery in 2008.</p> <p>The sixth grade lowest scoring mastery levels were Measurement with 44% mastery, seventh grade scored 38% mastery in Geometry, and eighth grade scored 42% mastery in Measurement and Algebraic Thinking. 74% of struggling students made a year's worth of progress in mathematics. This represents an increase of 4% compared to 70% who demonstrated a year's worth of progress in mathematics in 2008.</p> <p>In grades 6-8, 74% of students achieved learning gains on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 8% compared to 66% who achieved learning gains in 2008.</p>		<p>Given instruction using the Sunshine State Standards, 74% of students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Common board configuration including objectives, essential questions, date, agenda, and homework assignment.	Principal Grade Level Assistant Principals	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Reports generated from walkthroughs.
2	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal Grade Level Assistant Principals	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress of all students on assessment.
3	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal Grade Level Assistant Principals	Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Increased achievement between assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective Implementation of the Instructional Focus Calendar	Principal Grade Level Assistant Principals	August, 2009	Modeling of Lessons Classroom Visits	Principal Grade Level Assistant Principals
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective Use of Manipulatives and Hands-On Activities	Principal Grade Level Assistant Principals	August, 2009	Modeling of Lessons Classroom Visits Observation of center use and documentation in lesson plans	Principal Grade Level Assistant Principals

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

Voyager Learning VMath Intervention Mathematics Curriculum	District Funds	\$17,000.00
Manipulatives and Various Math supplies	Title I	\$1,500.00
		Total: \$18,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Laptop PC's for VMATH assessments	Title I	\$7,000.00
		Total: \$7,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mathematics Instructional Focus Calendars for Summer Development	District Funds	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$27,500.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 8, 26% of students achieved mastery on the 2009 administration of the FCAT Science Test. This represents an increase of 3% compared to 23% who achieved mastery in 2008. Students demonstrated greatest need in Earth/Space (45%), Physical/Chemical (46%), and Scientific Thinking (50%)		Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school to research, discuss, design, and implement strategies to increase inquiry-based learning of Earth / Space science, Physical/Chemical sciences, and Scientific Thinking.	Principal	PLC science team will review strategies with the results of common assessment data every 4 weeks to determine progress of strategies towards benchmark (80% on common assessment)	Common assessments tied to Florida Science Standards administered weekly
2	Solicit partnerships with Miami Dade College to provide expert support to the sciences including Earth/Space, Physical/Chemical and Scientific Thinking.	1. Principal 2. 8th Grade Assistant Principal	Miami Dade College will engage in a science partnership between the science department and the science teachers to develop mentoring opportunities for collaborative projects between school and Miami Dade College	Partnership Agreement with Miami Dade College and Activity Logs from Science teachers.
3	Provide classroom and after school opportunities for students to design and develop science and engineering projects to	Principal Grade Level Assistant Principals, Miami Dade College Liaison	Students will develop projects to be entered in local Science Fairs, and participate in Fairchild Challenge	Science Fair exhibits with projects tied to Florida Science Standards and evaluations from assessors from both Science Fairs and

increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing, hypotheses, data analysis, explanation of variables, and experimental design.			Fairchild Challenge.
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Florida's Continuous Improvement Model Training	Principal	August, September 2009	Professional Learning Community Meeting minutes will be reviewed to ensure data trends are discussed and lesson plans are developed	Principal Grade Level Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Laptop PC's for online science assessments	Title I	\$7,000.00
Total: \$7,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Science Instructional Focus Calendars for Summer Development	District Funds	\$2,000.00
Science Fair Expos and Fairchild Challenge Workshops	District Funds	\$500.00
Total: \$2,500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$9,500.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grade 8, 92% of students achieved mastery on the 2009 administration of the FCAT Writing Test. This represents an increase of 2% compared to 90% who achieved mastery in 2008. 77% of 8th grade students scored 4.0 or higher on the persuasive essay.	1. Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing

			Test, 93% of the 8th grade students will achieve a 4.0 or above.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use the writing process weekly; all writing will be dated, and recorded in a work folder for monitoring of growth across time. Concentration will be placed on persuasive writing	Principal Grade Level Assistant Principals	A school wide consistent method of saving student work will be established. During the class period, principal will place review their writing folders, in the teachers' filing cabinets during classroom walkthrough to monitor.	Progress between the Pretest Prompt and Mid-year Prompt.
2	Peer revision and Peer editing processes will be explicitly taught and seen in student writing drafts.	Principal Grade Level Assistant Principals	Administration will monitor revision and editing process by reviewing student drafts.	Progress between the Pretest Prompt and Mid-year Prompt.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 95% of the 8th grade students will achieve a 3.5 or above.	Teaching the use of revision and editing strategies.	Principal	August, September, 2009	Monitor student writing folders. The students will use red pens to make revisions and edit so that their self correcting behavior can be easily monitored. Peer edits and revisions will be done in green.	Principal Grade Level Assistant Principals

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Language Arts Instructional Focus Calendars for Summer Development	District Funds	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior

year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent contacts. Data indicates only 13% of parents have attended each session of the school's Parent Academy. 32% of parents have completed volunteer hours. 92% of students whose parents participated in the Parent Academy and volunteered at school achieved proficiency scores on the 2009 FCAT. This represents an increase of 18% compared to 74% who achieved mastery in 2008.		The school will increase the number of parent attending the Parent Academy by 10% by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Offer monthly Parent Academy meetings covering topics including homework assistance, FCAT strategies for home practice, online support, parental resources, and effective study habits.	Principal	Review parent telephone logs.	Parent Attendance sign- in sheets.
2	Use of CoNect Ed messaging System to inform parents of Parent Academy sessions and possible opportunities to volunteer at school.	Selected School Staff	Collect participation data.	Title I Administration Parental Involvement Monthly School Report.
3	Maintain parental telephone logs and activity reports.	Selected School Staff	Tally Parental Involvement Monthly School and Activity Reports.	Title I Administration Parental Involvement Monthly Activities Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
The school will increase the number of parent attending the Parent Academy by 10% by June 2010.	The school will increase the number of parent attending the Parent Academy by 10% by June 2010.	District Title I Personnel	Ongoing throughout the 2009 – 2010 school year.	Effective will be determined by the completion of parent logs and required documentation by Title I Administration.	Selected school staff identified by the Principal; Title I Administration for Parental Involvement.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A Schoolwide allocation and District parental set-aside.	Title I Part A	\$1,300.00
		Total: \$1,300.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,300.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager Journeys Supplementals	District Funds	\$24,000.00
Reading	Sopris West Supplementals	District Funds	\$17,000.00
Mathematics	Voyager Learning VMath Intervention Mathematics Curriculum	District Funds	\$17,000.00
Mathematics	Manipulatives and Various Math supplies	Title I	\$1,500.00
Writing	Language Arts Instructional Focus Calendars for Summer Development	District Funds	\$2,000.00
Parental Involvement	1% of Title I Part A Schoolwide allocation and District parental set-aside.	Title I Part A	\$1,300.00
			Total: \$62,800.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Laptop PC's for FAIR assessments	Title I	\$7,000.00
Mathematics	Laptop PC's for VMATH assessments	Title I	\$7,000.00
Science	Laptop PC's for online science assessments	Title I	\$7,000.00
			Total: \$21,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars for Summer Development	District Funds	\$2,000.00
Mathematics	Mathematics Instructional Focus Calendars for Summer Development	District Funds	\$2,000.00
Science	Science Instructional Focus Calendars for Summer Development	District Funds	\$2,000.00
Science	Science Fair Expos and Fairchild Challenge Workshops	District Funds	\$500.00
			Total: \$6,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$90,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

FCIM Training for the entire faculty	1250
Positive Behavior Support Training	1000
Order pencils for assessment (Baseline to FCAT)	125
Order FCAT T-shirts for students and faculty	1500

Describe the Activities of the School Advisory Council for the Upcoming Year

- Reach out to the community to obtain more partners
- Organize FCAT Family Night Events
- Sponsor drives to increase parental involvement in conference days and Parent Academy
- Assist the school to create and analyze school climate surveys for parents and students
- Analyze and monitor school improvement

SAC Members

Members

- 1) Fernando Lopez, Principal
- 2) Victor Vazquez-Hernandez, SAC Chair
- 3) Christian Nunez, Student
- 4) Jeneice Charles, Student
- 5) Judy Kightlinger, Teacher
- 6) Richard Knigin, Teacher
- 7) Ivan Venes-Santiago, Teacher
- 8) Madeleine Silver, Teacher
- 9) John T. Ermer, Teacher
- 10) Mayra Reyes, Teacher
- 11) Isabel Rodriguez-Dehmer, Business Member
- 12) Fernando Martinez, Parent
- 13) Benito Rodriguez, Parent
- 14) Elizabeth Rodriguez, Parent
- 15) Marie St. Vil, Parent
- 16) Mayra Diaz, Parent
- 17) Orlando Torres, Community Member
- 18) Raul Martinez, Community Member
- 19) Lourdes Moss, Community Member
- 20) Garrick Keidan, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Dade ASPIRA EUGENIO MARIA DE HOSTOS YOUTH LEADERSHIP CHARTER SCHOOL 6070																									
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 400 Math: 400			2008-2009 School Grade ¹ : B			Did the School make Adequate Yearly Progress?			NO																
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).													This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math													
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N														
TOTAL ⁴	100	Y	100	Y	50	N	55	N			Y			NA	53	50	N	54	45	Y	52	N	59	NA														
WHITE		NA		NA		NA		NA			NA			NA		NA				NA																		
BLACK	100	Y	100	Y	55	N	56	N			Y			NA	48	45	N	52	44	Y	53	N	57	NA														
HISPANIC	100	Y	100	Y	47	N	54	N	94		Y			NA	57	53	N	56	46	Y	52	N	61	NA														
ASIAN		NA		NA		NA		NA			NA			NA		NA				NA																		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA				NA																		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	50	N	54	N			Y			NA	54	50	N	54	46	Y	51	N	59	NA														
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA		NA				NA																		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA		NA				NA																		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Dade ASPIRA EUGENIO MARIA DE HOSTOS YOUTH LEADERSHIP CHARTER SCHOOL 6070																									
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 379 Math: 379			2007-2008 School Grade ¹ : B			Did the School make Adequate Yearly Progress?			NO																
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).													This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math													
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N														
TOTAL ⁴	100	Y	100	Y	47	N	46	N			Y			NA	53	53	N	56	54	N	49	N	55	N														
WHITE		NA		NA		NA		NA			NA			NA		NA				NA																		
BLACK	100	Y	100	Y	52	N	48	N			Y			NA	45	48	N	47	52	N	50	N	55	N														
HISPANIC	100	Y	100	Y	43	N	44	N	94		Y			NA	58	57	N	61	56	N	49	N	55	N														
ASIAN		NA		NA		NA		NA			NA			NA		NA				NA																		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA				NA																		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	46	N	46	N			Y			NA	53	54	N	55	54	N	49	N	55	N														
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA		NA				NA																		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA		NA				NA																		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Dade ASPIRA EUGENIO MARIA DE HOSTOS YOUTH LEADERSHIP CHARTER SCHOOL 6070																									
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 328 Math: 328			2006-2007 School Grade ¹ : C			Did the School make Adequate Yearly Progress?			NO																
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).													This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math													
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N														
TOTAL ⁴	100	Y	100	Y	47	N	44	N	93		Y			NA	59	53	Y	62	56	N	47	NA	64	Y														
WHITE		NA		NA		NA		NA			NA			NA		NA				NA																		
BLACK	100	Y	100	Y	55	Y	53	N	94		NA			NA	57	45	NA	61	47	Y	46	NA	61	NA														
HISPANIC	100	Y	100	Y	42	N	39	N	92		Y			NA	61	58	N	63	61	N	49	N	65	Y														
ASIAN		NA		NA		NA		NA			NA			NA		NA				NA																		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA				NA																		
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	47	N	45	N	94		Y			NA	60	53	Y	62	55	Y	48	NA	65	NA														
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA		NA				NA																		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA		NA				NA																		

SCHOOL GRADE DATA

Dade School District ASPIRA EUGENIO MARIA DE HOSTOS YOUTH LEADERSHIP CHARTER SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	55%	93%	28%	228	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. 3 ways to make gains:

% of Students Making Learning Gains	63%	74%			137	<ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	79% (YES)	74% (YES)			153	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District ASPIRA EUGENIO MARIA DE HOSTOS YOUTH LEADERSHIP CHARTER SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	48%	92%	26%	215	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	66%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	70% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					495	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District ASPIRA EUGENIO MARIA DE HOSTOS CHARTER 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	47%	91%	27%	216	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	68%			132	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	73% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					491	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested