



## Miami Community Charter School

101 S REDLAND RD, Florida City, FL 33034

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
93%

**Alternative/ESE Center**  
No

**Charter School**  
Yes

**Minority**  
99%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Miami Community Charter School (MCCS) is a dynamic not-for-profit institution dedicated to providing high-quality education to prepare its students for lifelong learning and leadership. MCCS is a Cross-Cultural Learning Environment, which accepts and respects the diversity of all individuals while empowering students to make choices in their learning process.

With the continuing partnership between family, school, and community, MCCS is able to meet its responsibilities by providing a safe environment where students grow and develop intellectually, physically, and emotionally, thus encouraging critical and creative thinking skills. The development of these skills will enhance the student's ability to be an active participant in an ever-changing world.

##### Provide the school's vision statement

We at MCCS, in partnership with the community, believe that the education of a child is the collective responsibility of the parents, the student, and the faculty. These three influences are integral to a successful educational experience for the student. We believe an effective program of education includes constructive participation and open communication between the school, parents, and students. We believe in the continuous measurement and evaluation of all programs for their effectiveness and suitability to the framework of our total academic curriculum. It is the purpose of MCCS to provide a positive and diverse learning environment commensurate with this philosophy. In pursuit of this vision, MCCS is committed to...

- Provide all students with a quality academic curriculum that develops skills needed for proficiency in the core curriculum areas of Language Arts, Math, Science, Social Studies, Technology, Music and Art Appreciation, and Physical Education
- Address and focus on promoting high standards that reflect and support the district, state and federally mandated standards,
- Nurture our students to stretch beyond the basics to develop critical thinking and creative expression in all areas
- Maintain the purpose of awakening in each student a love of learning in a stable and safe learning environment
- Create an environment where the process of teaching and learning enhances our curriculum so that each student is a participant in the learning process
- Provide for the equitable development of each student's acquisition of fundamental skills

#### School Environment

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

In accordance with NCLB (No Child Left Behind) MCCS strives to close the achievement gaps amongst a diverse population of students. MCCS understands the perspectives of children of different backgrounds and functions in a multi-cultural, multi-ethnic environment.

Teachers make the instruction culturally responsive for all students, through structured activities that explore the perspectives of different cultures. Most importantly teachers create a climate and atmosphere of mutual respect, that is evident in their ability to have classroom discourse amongst students about varied cultures, and ethnic backgrounds.



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

MCCS has established a culture of inclusion and respect that welcomes all students. The faculty and staff monitors that student's safe interaction, and monitor bullying in and around the building. Teachers set a tone of respect and establish well managed classrooms. A monthly character education activity is implemented to recognize and reward students for showing good character.

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

Miami Community Charter School employs "The Paw Wow" system which was created by the leadership team to recognize positive behaviors in students, aiding in minimizing the distractions and keeping students not only engage academically but also socially and emotionally. The teachers, have a copy of the school wide guidelines for student recognition. Students who earn a certain number of Paw "points" each month are invited to a "Paw Wow" celebration to celebrate their academic achievement as well as their behavioral achievement.

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

To ensure that the students social-emotional needs of students are being met, the school employes a behavior specialist and a guidance counselor to address the counseling, mentoring, and any other guidance services that the student's may need.

**Early Warning Systems**

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

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

The school's early warning system includes examining all available data; to monitor student attendance, behavior, course failure and students performing below grade level on the statewide standardized assessment in either ELA or Mathematics.

In addition to the information included in the chart, MCCS also using the following indicators for early warning:

Level 2 score on the statewide, standardized assessments in ELA or Math.

SAT-10 percentile rank below 50% in Reading.

These indicators are used by the school administration to help identify struggling students, in order to provide appropriate support and intervention in a timely manner.

Student suspensions, are monitored by using the SCAM/SPAR reporting on the dadeschools portal; the administration monitors all suspension and behavior referrals on a case by case basis; and each administrator keeps track of any suspensions or referrals; parent meetings, and team meetings are scheduled as needed in a pro active manner, before behavior issues escalate to a point at which time a referral or suspension would be necessary.

Student attendance is monitored weekly; the registrar keeps a binder in her office to track all student tardy's and absences. Parents are contacted after student's receive 6 tardies and 6 absences; and meetings are scheduled with the school administration. This is done before student's receive 10 absences and tardies to work with the parent to decrease the pattern of tardiness and absences.

The RTI process is followed for all students who are struggling academically; including those who score below grade level on statewide assessments.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	14	8	3	4	12	57
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	12	6	6	3	17	45
Level 1 on statewide assessment	0	0	0	30	51	50	131

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Student receive the RTI Interventions as stipulated in the student progress plan as well as:
- the school is included on the list of the lowest 300 performing schools; and as such has an additional 60 minutes of ELA embedded in the school day to provide additional ELA intervention. Students who have shown significant deficiencies in REA/ELA skills are placed in intensive reading, the rest of the students are given an additional hour in appropriate placement.
  - a full time interventionist works with students, that are identified by the early warning systems
  - a parent resource center is available for parents; as well as parental support available
  - parental workshops are provided when available
  - the implementation of Achieve 3000 as a differentiated instruction program used school wide to address student deficiencies in reading.
  - A.M. and P.M. tutoring is offered by the school

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

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

MCCS recognizes that having a strong presences in the community, for the purpose of securing and utilizing community resources to support the school and student achievement is important to any

educational organization. In addition, to being a member of the local Farm Bureau association as well as the Chamber of Commerce, M CCS has committed to continuous participation in the following community related events:

M CCS participated in the 2014 Homestead Rodeo, by being a part of the Rodeo parade, and having a booth set up to bring awareness of the school as well as to the student's accomplishment. In addition the school participates in the City of Homestead Chili Cook Off.

Through participation in the Keys Gate Business Commerce event, M CCS was able to network and establish relationships with the local community.

The Fairchild Challenge was integral to M CCS's STEM related activities through the integration of our music and band programs.

A local Pre Kindergarten center, RCMA, visits our school for a field trip in the second semester of school.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Rezaie, Jilia	Principal
Alba-Quesada, Maria	Assistant Principal
Sera-Sirven, Jacqueline	Assistant Principal
Fiallo, Raina	Assistant Principal
Mejia, Ivan	Teacher, K-12
Driscoll, Ashley	Teacher, K-12
Cherill-Townsend, Taffy	Teacher, K-12
Armenteros, Janet	Teacher, K-12
Lopez, Erika	Teacher, K-12
Cabrera, Gloria	Teacher, K-12
Papili, Stephany	Assistant Principal
Goytia, Denise	Teacher, ESE
Pardo, Valerie	Teacher, ESE
Ghandour, Shireen	Teacher, K-12

#### Duties

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

School Leadership Team is composed of multiple people, each of which carries an individual responsibility to collectively meet school accountability goals.

The principal leads the group, while each of the other administrators focus on one specific division, K - 2 grades, grades 3 - 5 ELA and Reading, grades 3 - 5 Mathematics and Science, and the RTI program.

Four master teachers are included in school leadership team. The master teachers' assignment mirrors the administrative team's academic focus points.

In addition, three lead teachers, one interventionist and one ESE teacher are in the leadership team.

These individuals are integral to the fidelity of the RTI and DI instruction.

While the largest portion of the school leadership group concentrates on the academics, the school counselor and behavior science specialist focus on students' emotional and social growth.

The rest of the leadership team members provide additional support for students.

The School Leadership Team meets once every four weeks and disaggregates the latest data, reviews the mini assessments, discuss the respective standards and plans for the following four weeks. This plan determines the frame work for school academic progress and is in accordance with the pacing guides. The DI and RTI groups may also be modified.

School teaching team has common time for lesson planning the next day. Members of the School Leadership Team take all the information, including the latest data to their respective teaching team, where the lesson plans for the next four weeks are written.

All members of the School Leadership Team, as well as the grade level/subject area teachers have collaboration time every day of the week. The purpose of the collaboration is for team members and teachers to have time and review and evaluate the plans as they are being implemented. Students' academic and emotional progress, including the mini assessments' results are reviewed and modified accordingly. The lines of communication is open and in use horizontally and vertically.

In addition to the daily collaboration, the school administration and master teachers are in daily communication with the teaching and learning process. Reviewing the lesson plans and classroom walk through, combined with checking student's work, following all available data, and formal and informal conferencing provides multiple levels of opportunity to create and support one common goal.

MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following:

Principal – Jila Rezaie

Vice Principal/ESOL Coordinator - Maria Alba

Elementary Director - Jacqueline Sera-Sirven

Secondary Director/ESE Coordinator - Stephany Papili

Assistant Director-Elementary - Raina Fiallo

Master Teachers (Reading) - Ashley Driscoll, Erika Lopez, Shireen Ghandour

Lead Teachers (Reading) Taffy Cherill, Janet Armenteros, Gloria Cabrera

Interventionist/Reading – Ivan Mejia

Exception Student Education (ESE) Teacher – Valerie Pardo, Denise Goytia

Technology Specialist – Isamar Perez

School Psychologist – Tamara Shirley

Speech Language Psychologist – Ellen Rosenblatt

Guidance Counselor – Abinel Marquez

Dean of Students – Melissa Velar

This process is completed by the specific role of each member of the Leadership Team.

Principal:

Principal facilitates the implementation of a common vision at our school. This includes the use of data based decision-making, ensuring that the school-based team is implementing MTSS appropriately in consideration of the diverse needs of our student population, conducts assessment of MTSS skills of school staff with appropriate recommendations for professional development as necessary, ensures implementation of interventions as support tools, and communicates with parents school-based decision-making and the development of plans affecting our community of students.

Administration (Vice Principal/Elementary Director/Secondary Director/Assistant Director):

Administration team ensures the fidelity of the Rtl implementation through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Select General Education Teachers:

Our general education staff provides information about core instruction, encourage active participation, and monitor the process during both the collection of student data and subsequent disaggregation sessions. Additionally they play a major part in the delivery of interventions to our Tier 1 population. Working in collaboration with support staff and administration, our teachers design,

develop, and deliver Tier 2 interventions. Teacher led tutorials integrate Tier 1 materials and teaching in addition to Tier 2 and Tier 3 instruction with accompanying lessons and activities tailors these sessions in ways that meet and complement our diverse population of students and their needs.

Master/Lead/Interventionist Teachers:

Master, Lead, and Interventionist teachers will implement, lead, and evaluate school core content programs. They will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student needs and identify appropriate, evidence-based intervention strategies.

Exceptional Student Education (ESE) Teachers:

Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers using common planning, collaborative planning through our student support services team and through the use of a co-teaching model (inclusion).

Technology Specialist:

Our school's technology specialist provides the technological support needed to keep school wide software and hardware running at peak performance. Our technologist attends workshops to keep current in modern technological trends which are changing rapidly in an effort to keep the best enterprises current and active in our school and ready for use by our students. This team member assures that the necessary tools are available to manage and display data. As needed, our technology specialist provides professional development opportunities and renders the technical support that is needed to solidify new learning for teachers and staff.

School Psychologist:

This individual is a key player in the collection of, interpretation, and analysis of data. When called upon, the school psychologist will facilitate the development of interventions and provide support as required to maintain the highest levels of fidelity. Our assigned district school psychologist develops and maintains psychological analysis through confidential documentation on record in the school's office.

Speech Language Pathologist:

Our contracted speech language pathologist supports efficient use of language in curricular forums and during small group student support. Use of analysis includes assessments, parental involvement and instructional delivery methods used as a basis for appropriate program design rendered to a diverse population with varying needs. The speech and language pathologist supports and counsels others regarding the selection of appropriate screening measures.

Guidance Counselor:

The guidance counselor supports learning through the provision of discussion forums around such key issues as effective program design, through effective assessment strategies and interpersonal relations for our students. The guidance counselor leads many student support services meetings and facilitates the productive outcome that enhances the learning environment for many of our students. The guidance counselor impacts both the affective and effective domains of learning school wide.

Dean of Students:

The Dean of Students will provide interventions; continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The school EESAC committee convenes four times a year . School Improvement progress is examined during each quarter. The EESAC considers modifications and changes if necessary.

The MTSS Leadership Team will meet with the principal and the Educational Excellence School Advisory

Council (EESAC) support MTSS. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The MTSS team will provide the school with the proper framework for effective MTSS. The framework will be aligned with the policies and procedures of the district, the school and the classroom.

The following steps will be considered by the school's MTSS/RtI Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

- The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the problem solving process to support planning, implementing, and evaluating effectiveness of services.
- Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
- Administration will also monitor the implementation of RtI to ensure compliance with intervention and documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.
- The Master Reading Teacher will provide guidance on the K-12 reading plan, facilitate and support data collection activities, assist in data analysis and provide technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Classroom teachers and SPED teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.
- The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems or concerns

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students?

The team will meet on an on-going basis to engage in the following activities:

- review universal screening data and link to instructional decisions
- review progress monitoring data at the grade level
- 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. The team will also 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.

At Miami Community Charter students in need of MTSS implementation will be identified through the following data management systems: First and second grade students: 2014 Stanford Achievement Test;

Third through Fifth grade: 2014 FCAT. In addition to these assessments, data collected and analyzed from the following assessments will also be used to determine student progress and the need for MTSS implementation: Baseline and District Interim Assessments, Comprehensive English Language Learning Assessment (CELLA) and School based bi-monthly assessment data will be analyzed and disaggregated from Thinkgate reports. Additional data including the Florida Assessments for Instruction in Reading (FAIR) will be monitored utilizing the Progress Monitoring and Reporting Network (PMRN).

The above data will be used to guide instructional decisions and system procedures for all students

to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students. The school's professional development site plan has been reorganized to strengthen the delivery of instruction. A Professional Learning Support team is in place to implement and monitor the site plan.
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

Behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals, referred to administration/counselor to determine need for further actions including suspensions/expulsions. Based on this data, the school will adjust the delivery of behavior management system.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. MCCS in collaboration with the district coaches, develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations

such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

- MCCS addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and the school's behavior specialists' office.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or and the school's behavior specialists' office. is also a component of this program.
- The counselor and the school's behavior specialists' office. focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
  - This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
  - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
  - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention



per grade level Pre-K thru 12.

Nutrition Programs

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

Housing Programs - N/A

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Jessica Martinez	Parent
Dulce Linares	Parent
Jacqueline Sera-Sirven	Education Support Employee
Jila Rezaie	Principal
Lizbett Romero	Student
Sandra Linares	Parent
Shireen Ghandour	Teacher
	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

The Board and EESAC evaluates the school improvement plan and approves it prior to it's submission. The SIP is reviewed and evaluated as set forth by the requirements from the Miami-Dede district; the teaching teams with their Master Teachers review the goals, strategies, and the barriers, and together determine whether the strategies were effective in addressing the barriers, and meeting the goals. Recommendations were made for the 2014-2015 school year; and the information is presented to the board, who completes the SIP End of year process.

*Development of this school improvement plan*

Through Board Meetings, the SAC participates in the development and approval of the School Improvement Plan.

*Preparation of the school's annual budget and plan*

The Board and SAC participates in any and all budget and planning for the school through it's quarterly board meetings, and special sessions when needed.

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

SAC funds were used to implement school wide activities to enhance the curricular content as planned by the SAC.

African American Heritage Month-\$650.00

Hispanic Heritage Month-\$650.00  
Women's History Month-\$650.00  
Red Ribbon Week-\$650.00

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Rezaie, Jilia	Principal
Alba-Quesada, Maria	Assistant Principal
Sera-Sirven, Jacqueline	Assistant Principal
Papili, Stephany	Assistant Principal
Fiallo, Raina	Assistant Principal
Armenteros, Janet	Teacher, K-12
Driscoll, Ashley	Teacher, K-12
Mejia, Ivan	Teacher, K-12
Lopez, Erika	Teacher, K-12
Pardo, Valerie	Teacher, K-12
Cherill-Townsend, Taffy	Teacher, K-12
Cabrera, Gloria	Teacher, K-12

#### Duties

**Describe how the LLT promotes literacy within the school**

Jila Rezaie-School Principal

Maria Alba-Quesada-Assistant Principal; focusing on ELL Grades K-5

Jacqueline Sera-Sirven-Assistant Principal; Focus on ELA Grades 3-5

Raina Fiallo-Assistant Principal; Focus on ELA Grades K-2

Janet Armenteros-Lead Teacher focusing on ELA Grade 3

Ashley Driscoll-Master Teacher focusing on ELA Grades 3-5

Ivan Mejia-Reading Interventionist

Valerie Pardo-ESE Spacialist

Taffy Cherill-Lead Teacher focusing on ELA 1st Grade

Gloria Cabrera-Lead teacher focusing on ELA Kindergarten

Students of MCCs is composed of 99% minority and 96% of this group come from the non English speaking house holds. The community literacy rate in English and Spanish is very low. Elementary students often enter the kindergarten with below age level speech development, vocabulary and pre reading skills. Miami Community Charter School strives to offer a strong ELA and Reading program which can meet the needs of such highly ELL population. School's Spring 2014 FCAT 2.0 reading scores were lower than expectations and in spite of the strong indicators showing students' academic gain in ELA and reading.

Nonetheless, during summer 2014, school academic leadership team , LLT specifically disaggregate the scores, compared them to the annual ITBS results, the FAIR outcome, iReady data, and students' general academic performance and concluded that students' main need is in the areas of vocabulary and academic language. Accordingly, the LLT team added new members and reviewed the effectiveness of the available programs and materials in the market.

The major initiative of the LLT this year will be to examine qualitative and quantitative data regularly to understand all student's learning and progress. The data must be transparent to teachers and the community with the focus on increasing reading fluency, vocabulary, and comprehension. The reading fluency initiative will be continued and monitored by the LLT team. In addition CRISS strategies will be implemented in the classroom and monitored by the LLT team. An Author's Fairs will take place during the school year, to expose students', parents and the community to different aspects of literature.

## Public and Collaborative Teaching

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

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

The schools strategies to encourage positive working relationships between teachers are:

- 1- Team level common lesson planning sessions , once every four weeks
- 2- Daily grade level teacher collaboration time to review the implementation and progress of the lesson plan and modify the lesson plans, RTI and DI groups composition accordingly.
- 3- Master Teacher Program-which enables experienced teachers that are a part of the Leadership team, to work closely with new teachers, and struggling teachers. Master Teachers serve as grade level/core subject coordinators to implement the academic programs.
- 4- Grade level Lead Teachers provide another layer of support for the teaching team.
- 5- In addition to the formal collaboration, teachers collaborate informally every day.

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

Competitive Benefit Package  
Master Teacher Program  
Participation in Decision Making by Master Teachers  
Instructional Support  
Effective Student Behavior Management  
Matching Tuition for Higher Degree or National Certification

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

Teachers/Mentors:  
1st Grade Santiago/T. Cherill  
2nd Grade-Navarro, Garcia/E. Lopez  
3rd Grade-Husta/J. Armenteros  
4th Grade-Quesada, Diaz/Driscoll  
5th Grade-Perez/Driscoll  
5th Grade-Battle, Schrills/Ghandour  
Master Teachers to First Year Teachers:  
Co-planning; Co-teaching  
Ongoing Team Meetings  
Lesson Plan Reviews  
Peer Observations

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

The school ensures that its core instructional programs and materials are aligned to Florida Standards.

For school year 2014-2015 the school has adopted the following programs in addition to the existing programs:

Pacing Guides are implemented to address the standards.

Achieve 3000: The Leader in Differentiated Instruction, which is aligned to the Florida Standards' for English Language Arts.

McGraw Hill My Math textbooks, which are supplemented by Florida Go Math

Miami Community Charter School offers 95 additional instructional minutes to students in grades K - 5.

The After School program offers two academic sessions, one supervised homework session and one tutoring session.

There are one electronic device for every 6 students. All devices are used to support students' learning.

#### Instructional Strategies

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

School collects and disaggregate a variety of sources of data to place students accordingly and monitor student's academic progress;

1- Data available from the previous school year

2- Data available from the major Baseline and Interim/Mid year assessments.

3- Students' Lexile Level based on Achieve 3000 reports

4- FAIR

5- CELLA

6- Annual ITBS

7- Bi- quarterly and quarterly report cards

8- Bi-Weekly assessments

School follows this procedure and order to disaggregate and disseminate the data:

1st - School Academic Leadership Team meets once a month,

2nd- School wide team meetings are held the next day to review each division's data, follow the Pacing guide and place students appropriately based on the available data.

3rd- School wide data chat between teachers and students

4th- School administration, academic leadership team and RTI team ensure that the data based decision making and instruction is in place for each student.

5th- The information is shared with the parents during the parents workshops and team meetings.

The available data depending on the time of the year, first is shared between the Administration, Academic Leadership Team, and teaching faculty. Every four weeks, twice a quarter in mid and end of each quarter the Academic Leadership Team will meet to develop focus calendars, based on the pacing guides. This team meets every four weeks to review the following:

1. Student progress based on available data at the time of the meeting, (Including FAIR), biweekly's are designed based on the pacing guide. The results of the biweekly are used to determine instruction, all of which is in accordance with the pacing guide. The subject area teams meet the next

day during the common planning time, to review and discuss information including the data with their team of teachers. At which time the teachers plan their weekly lessons for the next four weeks. All teachers and school administration will update data binders at least every four weeks. The board of directors and EESAC will continue to receive and review school data reports during their quarterly meetings. Data collected will be used to adjust DI groups, to adjust the teacher's lesson plans, and the delivery of instruction. Through the implementation of student data chats, students will be active participants in the data process, as they will know what they need to improve, where they are doing well, and set goals. The parents play an important role in this process as well. Parent workshops are held to inform parents of the changes in standards, and grade level requirements. Each teaching team will continue to have an interim lesson plan to review and discuss which coincides with the biweekly assessment data, and drives modifications of lesson plans based on student needs, the pacing guide, and the focus calendar. The Academic Leadership team will ensure that all classrooms are aligned with the same methodical instructional process, materials, and focus calendars. Instruction is driven by pacing guide benchmarks, but at the same time the teachers will continue to have differentiated instructional groups.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 18,000

Enrichment and intervention is included in the student's daily schedule; MCCS is one of the lowest 300 performing schools and as such must have an additional hour for Reading. The Achieve 3000 program will be implemented for grades K-5 as a diagnostic tool not only for intervention and response to intervention but also to implement during the enrichment and intervention times to provide students with during the day tutoring sessions. This will be implemented as a school wide differentiated instruction program.

***Strategy Rationale***

Studies conducted on Achieve 3000's implementation have shown that the program raises Student Achievement.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Rezaie, Jilia, jrezaie@dadeschools.net

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

The students previous year performance including state assessments, supplemented by Achieve 3000 and students academic performance, determines students placement. Student progress is monitored based on biweeklies, interim assessments, and weekly progress reports from Achieve 3000. The school's Academic Leadership team, meets every 4 weeks, reviews data, analyzes and determines effectiveness of the strategies. The Master teachers meet with team members the day after and develop the structure of lesson plans based on pacing guides and available data. During the collaboration times the team members, master teachers, and administration reviews the progress of the lesson plans.

**Strategy:** Summer Program

**Minutes added to school year:** 3,600

Students who have not met the requirements by the end of the school year for third grade promotion attend the summer program to receive intervention, and are assessed at the end of the program with the district wide assessment for alternate promotion. Second graders who are finishing the school year below the 50th percentile on SAT-10, attend the summer program for intervention, to push students towards meeting the end of grade level academic goals.

***Strategy Rationale***

Students performing grade level in 2nd and 3rd grade, have notable academic deficiencies, through the implementation of the summer program students academic deficiencies are addressed and remediated. The goal of the summer program is to ensure that students are as close the grade level requirements as possible.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Rezaie, Jilia, jrezaie@dadeschools.net

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

The students previous year performance including state assessments, supplemented by Achieve 3000 and students academic performance, determines students placement. Student assessment data from the district wide alternate promotion is used to determine student's placement or retention. Achieve 3000 reports will be used to monitor the 2nd grade students progress towards achieving grade level proficiency.

**Strategy: After School Program**

**Minutes added to school year: 5,400**

The After School program is open to all students, however a selected group of students who perform below grade level, attend daily after school tutoring sessions. These sessions take place Monday through Friday. This adds 5400 instructional minutes during the school year for each student.

**Strategy Rationale**

The after school tutoring program concentrates on the daily benchmarks taught in the classroom. Therefore, the after school sessions is an extension to the school day instruction.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Rezaie, Jilia, jrezaie@dadeschools.net

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

Student progress monitored based on biweeklies, interim assessments, and weekly progress reports from Achieve 3000.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Kindergarten parents attend two orientations six months prior to the beginning of the school. At this time, the parents receive two summer assignments to prepare students in the areas of Language Arts and Math. The parents take a tour of the entire school, accompanied by Ms. Liana Stone, a primary Teacher. During this time, Ms. Stone introduces the parents to the Kindergarten team, the curriculum to be taught, and the classroom setting. The parents will be included in student's center time by inviting parents to come in and take part in the student's center time. Parent workshops will be offered, for the parents, to provide parents with resources available to them, as well as school resources that they can utilize to monitor and follow up with their child's progress. Upon entrance to the school, Kindergarteners are assessed using FLKRS and monitored throughout the school year, through the FAIR, as well as through biweekly mini assessments.

**College and Career Readiness**

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

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



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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** The significant academic deficiency of school is resulted by the lack of academic language , high order vocabulary and back ground information to link students' informal language to the formal language. Miami Community Charter School will improve student achievement through the application of effective strategies to target academic vocabulary using informational text and writing skills development across the content areas of English Language Arts, Mathematics, Science and Social Studies.
- G2.** Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences, to increase student attendance; decreasing the amount of students retained in third grade; and decrease the number of students receiving 2 or more behavioral referrals.
- G3.** Our goal is to increase the number of students participating in STEM related activities, through cross-curricular project-based teaching that includes the components of STEM.
- G4.** Parental Involvement activities are included in the PIP.

## Strategic Goals Detail

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

**G1.** The significant academic deficiency of school is resulted by the lack of academic language , high order vocabulary and back ground information to link students' informal language to the formal language. Miami Community Charter School will improve student achievement through the application of effective strategies to target academic vocabulary using informational text and writing skills development across the content areas of English Language Arts, Mathematics, Science and Social Studies. **1a**

G043923

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Math - All Students	63.0
FCAT 2.0 Science Proficiency	56.0
CELLA Writing Proficiency	56.0
FSA - English Language Arts - Proficiency Rate	18.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	52.0
AMO Reading - ED	55.0
AMO Reading - ELL	51.0
AMO Reading - Hispanic	55.0
AMO Math - ED	64.0
AMO Math - Hispanic	63.0
FSA - Mathematics - Proficiency Rate	27.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

**Resources Available to Support the Goal** **2**

- A Professional Development Site Plan is in place to strengthen the delivery of instruction; Full Time Interventionist; an additional hour of Reading is embedded in the schedule; After school tutoring; Implementation of Pacing Guides; increasing the number of student's electronic devices by 30%; Pearson's Reading Street Text books aligned to Florida Standards; Response to Intervention Toolkit (Pearson Reading Street); Achieve 3000: The Leader in Differentiated Instruction; Thinkgate Benchmark Assessments; McGraw Hill My Math textbooks; Florida Go Math materials;

**Targeted Barriers to Achieving the Goal** **3**

- Students who are identified as ELL, ED and Hispanic subgroups display deficiencies with academic language and vocabulary due to limited acquisition of the English language.
- Our population is primarily ELL, ED, and Hispanic students who have limited experiences in real word situations, and limited exposure to the world outside of their community, limiting the background knowledge they can apply to Informational Text.
- The writing process is difficult for ELL, ED, and Hispanic subgroups because they struggle to use complex grammar and vocabulary.

**Plan to Monitor Progress Toward G1. 8**

The FCIM model will be used to monitor the progress towards meeting the goal, as indicated by student achievement data from biweeklies, interim assessments, FAIR-FS, supplemented by Achieve 3000 which enables the school to follow the data on a weekly basis.

**Person Responsible**

Jilia Rezaie

**Schedule**

Monthly, from 9/11/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans, Walkthrough Evidence, Achieve 3000 data reports, biweekly data, Interim Assessment Data; State-Wide Assessment Data

**G2.** Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences, to increase student attendance; decreasing the amount of students retained in third grade; and decrease the number of students receiving 2 or more behavioral referrals. 1a

G044036

**Targets Supported 1b**

Indicator	Annual Target
Attendance rate	9.0
2+ Behavior Referrals	2.0
Non-proficient Reading by Grade 03	20.0

**Resources Available to Support the Goal 2**

- Dean of Students; Guidance Counselor; Parent's center; Intensive Reading Instruction imbedded in the schedule; Intensive Intervention teacher; support staff for classroom instruction

**Targeted Barriers to Achieving the Goal 3**

- Parents unawareness of importance of attendance in student's academic growth.
- Third grade ELL learners struggle with reading comprehension.
- Inconsistency in behavior management between home and school.

**Plan to Monitor Progress Toward G2. 8**

Monitor attendance, as it relates to student achievement, by reviewing the attendance reports from the main office at the academic leadership meetings.; review ELL students in grade 3's academic progress as it relates to working on grade level; monitor behavior referrals that are being documented.

**Person Responsible**

Jilia Rezaie

**Schedule**

Monthly, from 8/6/2014 to 6/5/2015

**Evidence of Completion**

Attendance Log; Behavior Log; and Agenda and Minutes from Academic Leadership Team Meetings

**G3.** Our goal is to increase the number of students participating in STEM related activities, through cross-curricular project-based teaching that includes the components of STEM. 1a

G044221

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	38.0

**Resources Available to Support the Goal** 2

- FAIR Expo; Fairchild Challenge; Garden; Computer Lab; Classroom computer stations

**Targeted Barriers to Achieving the Goal** 3

- Academic deficiencies and lack of community resources, conducive to student exposure to STEM are not available.

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

The administration will monitor not only the student participation in out of school contests related to STEM; as well as the school wide-Science Fair, but also teacher's lesson plan's and team lesson planning meeting minutes to ensure that STEM related activities are taking place.

**Person Responsible**

Maria Alba-Quesada

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plan Walkthroughs; Lesson Plans

**G4.** Parental Involvement activities are included in the PIP. 1a

G050613

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- 

**Targeted Barriers to Achieving the Goal** 3

## Action Plan for Improvement


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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** The significant academic deficiency of school is resulted by the lack of academic language , high order vocabulary and back ground information to link students' informal language to the formal language. Miami Community Charter School will improve student achievement through the application of effective strategies to target academic vocabulary using informational text and writing skills development across the content areas of English Language Arts, Mathematics, Science and Social Studies. **1**

 G043923

**G1.B1** Students who are identified as ELL, ED and Hispanic subgroups display deficiencies with academic language and vocabulary due to limited acquisition of the English language. **2**

 B107840

**G1.B1.S1** Teachers will incorporate vocabulary strategies within lessons in Mathematics, ELA, and content area instruction to increase academic language and will identify effective vocabulary strategies appropriate for the subgroups. **4**

 S138106

### Strategy Rationale

Vocabulary strategies, will be instrumental in student's gaining the vocabulary necessary to comprehend and identify the question that is being asked in the word problem.

### Action Step 1 **5**

Word walls are in place in each classroom to display vocabulary in curriculum content

#### Person Responsible

Shireen Ghandour

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Walkthroughs; Evidence of active word wall is to indicate the relation between the subject and current topic with the active word wall. The word wall must progress with the topic, while the previous ones are kept organized and visible.

### Action Step 2 5

Teachers will use active discourse and interaction.  
Students have active participation in developing the word wall

#### **Person Responsible**

Maria Alba-Quesada

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Lesson Plan reviews and walk throughs.

### Action Step 3 5

Teachers will strategically plan learning experiences that purposefully bridge their student's informal language to formal mathematical and science vocabulary.

#### **Person Responsible**

Shireen Ghandour

#### **Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Lesson Plan Review

### Action Step 4 5

Multiple approach to engaging students to display ownership to own work. Student are to do this by using graphic organizers, building and using a word bank , and developing concept maps concept maps will be implemented.

#### **Person Responsible**

Jacqueline Sera-Sirven

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Students' work folders Students' updated work posted Evidence of DI groups and centers in the classrooms

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

Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.

**Person Responsible**

Shireen Ghandour

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reprotos will be reviewed and the instruction will be adjusted as needed.

**Person Responsible**

Jilia Rezaie

**Schedule**


Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***


Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence



**G1.B2** Our population is primarily ELL, ED, and Hispanic students who have limited experiences in real word situations, and limited exposure to the world outside of their community, limiting the background knowledge they can apply to Informational Text. **2**

 B126103

**G1.B2.S1** Teachers will provide students with opportunities to use text features to locate, interpret, and organize information. **4**

 S138130

### **Strategy Rationale**

This will provide students with opportunities to interact with informational text, and build on background knowledge.

### **Action Step 1** **5**

Teachers will use real-world documents such as how to articles, brochures, flyers and websites.

#### **Person Responsible**

Jacqueline Sera-Sirven

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Lesson Plan Reviews; Walk throughs

### **Action Step 2** **5**

Teachers will instruct students on strategies to support answers with evidence from the text.

#### **Person Responsible**

Jacqueline Sera-Sirven

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Student work samples in student work folders; walk throughs

**Action Step 3** 5

Achieve3000: The Leader in Differentiated Instruction

**Person Responsible**

Maria Alba-Quesada

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Achieve 3000 usage and performance reports

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

Following the FCIM model, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Shireen Ghandour

**Schedule**

Weekly, from 8/18/2014 to 5/6/2015

**Evidence of Completion**

BiWeekly Assesment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

Following the FCIM model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Jilia Rezaie


**Schedule**

Monthly, from 8/18/2014 to 6/5/2015


**Evidence of Completion**

BiWeekly Assesment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence, Agenda and Minutes for Academic Leadership Meeting

**G1.B3** The writing process is difficult for ELL, ED, and Hispanic subgroups because they struggle to use complex grammar and vocabulary. **2**

 B126104

**G1.B3.S1** Teachers will use strategies to strengthen student's grammar and vocabulary. **4**

 S138139

### **Strategy Rationale**

This strategy will provide students with opportunities to increase their vocabulary in writing; and improve conventions.

### **Action Step 1** **5**

Teachers will provide students with daily grammar practice.

#### **Person Responsible**

Jacqueline Sera-Sirven

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Walk throughs; Lesson Plan Review

### **Action Step 2** **5**

Students will write daily to convey ideas and opinions.

#### **Person Responsible**

Jacqueline Sera-Sirven

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Walk throughs; Lesson Plan Reviews; Student Work Samples

**Action Step 3** 5

Students will write to answer a question from an informational text, by using text based evidence to support their answer.

**Person Responsible**

Maria Alba-Quesada

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Walk throughs; Lesson Plan Reviews; Student Work Samples

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

Following the FCIM model, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Shireen Ghandour

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

BiWeekly Assesment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

Following the FCIM model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Jilia Rezaie

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

BiWeekly Assesment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Data; Agenda and Minutes of Academic Leadership Meetings

**G2.** Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences, to increase student attendance; decreasing the amount of students retained in third grade; and decrease the number of students receiving 2 or more behavioral referrals. 1

G044036

**G2.B1** Parents unawareness of importance of attendance in student's academic growth. 2

B108308

**G2.B1.S1** Parent workshops will be given to parents on how important attendance is, and how student attendance is imperative for student achievement. 4

S119808

### Strategy Rationale

By receiving parent workshops on the importance of student attendance and student achievement, parents will increase their child's attendance in school.

### Action Step 1 5

The Administration will monitor that all of the parent workshops provided through community organizations and/or Title 1 will be available for parents.

#### Person Responsible

Raina Fiallo

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Student Attendance Bulletin; Log of Student absences.

### Action Step 2 5

Student's individual student attendance record's will be monitored.

#### Person Responsible

Melissa Velar

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Student attendance records.

**Action Step 3** 5

Ongoing parental assistance from the attendance clerk.

**Person Responsible**

Raina Fiallo

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Student attendance records.

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

Student attendance will be monitored in the main office, through the use of an attendance log.

**Person Responsible**

Raina Fiallo

**Schedule**

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

***Evidence of Completion***

Attendance Reports; correspondence with parents.

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

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS team.

**Person Responsible**

Valerie Pardo

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Attendance log, with student attendance information; parent communication; and any information from the MTSS/RTI team in reference to attendance.

**G2.B2** Third grade ELL learners struggle with reading comprehension. 2

B108309

**G2.B2.S1** Students who are struggling with reading proficiency will be referred to the MTSS/RtI team by following the process. 4

S119818

**Strategy Rationale**

Student who have been retained or who are struggling reader's FAIR and SAT-10 scores will indicate deficiencies in Reading, and will be placed in the RTI Tier's.

**Action Step 1** 5

Students are identified as struggling students and are placed in Tier 2; students are monitored over a 6 week period, while receiving interventions three a week in addition to their 90 minute Reading block and the additional 60 minute block of intensive Reading (the school is one of the lowest 300). The MTSS/RTI process will be implemented. Student growth will be monitored by reviewing student data, on the FAIR -FS, SAT-10, biweeklies, and Achieve 3000.

**Person Responsible**

Valerie Pardo

**Schedule**

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

**Evidence of Completion**

RTI Binder

**Action Step 2** 5

If the student continues to struggle, the ESE specialist will continue with the process if needed and an SST is held, prior to moving the student to Tier 3.

**Person Responsible**

Valerie Pardo

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

RTI Binder

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

An extra hour of intensive Reading is imbedded in the schedule.

**Person Responsible**

Jacqueline Sera-Sirven

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Schedules; Lesson Plans; Interim Assessment Data; Achieve 3000 reports

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

Differentiated Instruction will take place daily through out the content areas, to ensure that students needs are being met. Achieve 3000: The Leader in Differentiated Instruction will be used for interventions.

**Person Responsible**

Jilia Rezaie

**Schedule**


Daily, from 9/2/2014 to 6/5/2015

**Evidence of Completion**


Achieve 3000 data reports; Student Interim Assessment data; Schedule's; Lesson Plans



**G2.B3** Inconsistency in behavior management between home and school. 2

 B108323

**G2.B3.S1** A reward system will be established to recognize students for perfect attendance and outstanding citizenship through “the Paw Points behavior system”. 4

 S119877

**Strategy Rationale**

Positive reinforcement will be given for behavior, attendance, and citizenship.

**Action Step 1** 5

Preventive discipline policy in the school minimizes the potential problems leading to suspension.

**Person Responsible**

Jilia Rezaie

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Parent Workshop attendance logs; # of referrals

**Action Step 2** 5

School staff involve the parents immediately and before the consequences become inevitable.

**Person Responsible**

Melissa Velar

**Schedule**

***Evidence of Completion***

Parent Meeting Log

**Action Step 3** 5

A behavior system is implemented school wide, through the use of Paw Points, to attend a "Pawow" activity.

**Person Responsible**

Raina Fiallo

**Schedule**

Monthly, from 10/29/2014 to 10/29/2014

**Evidence of Completion**

Paw Party Attendance

**Action Step 4** 5

Parents will be informed of the discipline policy during the Parent Workshop nights at the beginning of the school year, and have a strong presence in the school for various school activities.

**Person Responsible**

Melissa Velar

**Schedule**

Daily, from 10/29/2014 to 10/29/2014

**Evidence of Completion**

Parent Workshop Agendas

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

Monitor behavior referrals; and meet with students.

**Person Responsible**

Melissa Velar

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Control D Report; Copy of Behavior Referrals; and internal referral to office form.

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

Any student who exceed the number of behavior referrals will be referred to the MTSS/RTI Team.

**Person Responsible**

Valerie Pardo

**Schedule**

On 6/5/2015

**Evidence of Completion**

RTI/MTSS Binder

**G3.** Our goal is to increase the number of students participating in STEM related activities, through cross-curricular project-based teaching that includes the components of STEM. 1

G044221

**G3.B1** Academic deficiencies and lack of community resources, conducive to student exposure to STEM are not available. 2

B108683

**G3.B1.S1** Establish a plan and timeline for the development of student projects, including the school wide garden which should be used a cross curricular project based activity for all students to complete. Students should explore literature about gardens, as well as measuring plant and their growth. Student will also participate in a school wide project about weather, in which they will chart weather, learn about the different types of weather and how they affect the world around us. 4

S120124

**Strategy Rationale**

A timeline that can be monitored will be more successful in ensuring that students are participating in STEM related activities throughout the school year.

**Action Step 1 5**

Establish a plan and timeline for the development of student projects and increase the participation in STEM projects.

**Person Responsible**

Shireen Ghandour

**Schedule**

On 6/5/2015

**Evidence of Completion**

Timeline of STEM related activities, including due dates.

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

Monitor the amount of students participating in STEM projects.

**Person Responsible**

Maria Alba-Quesada

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Teacher Lesson Plans; Project based Science taking place in classrooms; Labs; Walkthrough logs; submission to STEM related expo's.

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

Amount of students participating in school wide science fair.

**Person Responsible**

Maria Alba-Quesada

**Schedule**

Semiannually, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Submission for Science Fair

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	The Administration will monitor that all of the parent workshops provided through community organizations and/or Title 1 will be available for parents.	Fiallo, Raina	8/18/2014	Student Attendance Bulletin; Log of Student absences.	6/5/2015 weekly
G2.B2.S1.A1	Students are identified as struggling students and are placed in Tier 2; students are monitored over a 6 week period, while receiving interventions three a week in addition to their 90 minute Reading block and the additional 60 minute block of intensive Reading (the school is one of the lowest 300). The MTSS/RTI process will be implemented. Student growth will be monitored by reviewing student	Pardo, Valerie	8/18/2014	RTI Binder	6/4/2015 weekly

**Dade - 0102 - Miami Community Charter School - 2014-15 SIP**  
Miami Community Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	data, on the FAIR -FS, SAT-10, biweeklies, and Achieve 3000.				
G2.B3.S1.A1	Preventive discipline policy in the school minimizes the potential problems leading to suspension.	Rezaie, Jilia	8/18/2014	Parent Workshop attendance logs; # of referrals	6/5/2015 daily
G3.B1.S1.A1	Establish a plan and timeline for the development of student projects and increase the participation in STEM projects.	Ghandour, Shireen	8/18/2014	Timeline of STEM related activities, including due dates.	6/5/2015 one-time
G1.B1.S1.A1	Word walls are in place in each classroom to display vocabulary in curriculum content	Ghandour, Shireen	8/18/2014	Walkthroughs; Evidence of active word wall is to indicate the relation between the subject and current topic with the active word wall. The word wall must progress with the topic, while the previous ones are kept organized and visible.	6/5/2015 weekly
G1.B2.S1.A1	Teachers will use real-world documents such as how to articles, brochures, flyers and websites.	Sera-Sirven, Jacqueline	8/18/2014	Lesson Plan Reviews; Walk throughs	6/5/2015 weekly
G1.B3.S1.A1	Teachers will provide students with daily grammar practice.	Sera-Sirven, Jacqueline	8/18/2014	Walk throughs; Lesson Plan Review	6/5/2015 weekly
G1.B1.S1.A2	Teachers will use active discourse and interaction. Students have active participation in developing the word wall	Alba-Quesada, Maria	8/18/2014	Lesson Plan reviews and walk throughs.	6/5/2015 weekly
G1.B2.S1.A2	Teachers will instruct students on strategies to support answers with evidence from the text.	Sera-Sirven, Jacqueline	8/18/2014	Student work samples in student work folders; walk throughs	6/5/2015 weekly
G1.B3.S1.A2	Students will write daily to convey ideas and opinions.	Sera-Sirven, Jacqueline	8/18/2014	Walk throughs; Lesson Plan Reviews; Student Work Samples	6/5/2015 weekly
G2.B1.S1.A2	Student's individual student attendance record's will be monitored.	Velar, Melissa	8/18/2014	Student attendance records.	6/5/2015 monthly
G2.B2.S1.A2	If the student continues to struggle, the ESE specialist will continue with the process if needed and an SST is held, prior to moving the student to Tier 3.	Pardo, Valerie	8/18/2014	RTI Binder	6/5/2015 every-6-weeks
G2.B3.S1.A2	School staff involve the parents immediately and before the consequences become inevitable.	Velar, Melissa	Parent Meeting Log	daily	
G1.B1.S1.A3	Teachers will strategically plan learning experiences that purposefully bridge their student's informal language to formal mathematical and science vocabulary.	Ghandour, Shireen	8/18/2014	Lesson Plan Review	6/5/2015 biweekly
G1.B2.S1.A3	Achieve3000: The Leader in Differentiated Instruction	Alba-Quesada, Maria	8/18/2014	Achieve 3000 usage and performance reports	6/5/2015 weekly
G1.B3.S1.A3	Students will write to answer a question from an informational text, by using text based evidence to support their answer.	Alba-Quesada, Maria	8/18/2014	Walk throughs; Lesson Plan Reviews; Student Work Samples	6/5/2015 weekly
G2.B1.S1.A3	Ongoing parental assistance from the attendance clerk.	Fiallo, Raina	8/18/2014	Student attendance records.	6/5/2015 daily
G2.B3.S1.A3	A behavior system is implemented school wide, through the use of Paw Points, to attend a "Pawow" activity.	Fiallo, Raina	10/29/2014	Paw Party Attendance	10/29/2014 monthly
G1.B1.S1.A4	Multiple approach to engaging students to display ownership to own work. Student are to do this by using graphic organizers, building and using a word bank , and developing concept maps concept maps will be implemented.	Sera-Sirven, Jacqueline	8/18/2014	Students' work folders Students' updated work posted Evidence of DI groups and centers in the classrooms	6/5/2015 weekly

**Dade - 0102 - Miami Community Charter School - 2014-15 SIP**  
Miami Community Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A4	Parents will be informed of the discipline policy during the Parent Workshop nights at the beginning of the school year, and have a strong presence in the school for various school activities.	Velar, Melissa	10/29/2014	Parent Workshop Agendas	10/29/2014 daily
G1.MA1	The FCIM model will be used to monitor the progress towards meeting the goal, as indicated by student achievement data from biweeklies, interim assessments, FAIR-FS, supplemented by Achieve 3000 which enables the school to follow the data on a weekly basis.	Rezaie, Jilia	9/11/2014	Lesson Plans, Walkthrough Evidence, Achieve 3000 data reports, biweekly data, Interim Assessment Data; State-Wide Assessment Data	6/4/2015 monthly
G1.B1.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B1.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Ghandour, Shireen	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B2.S1.MA1	Following the FCIM model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	BiWeekly Assesment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence, Agenda and Minutes for Academic Leadership Meeting	6/5/2015 monthly
G1.B2.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.	Ghandour, Shireen	8/18/2014	BiWeekly Assesment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	5/6/2015 weekly
G1.B3.S1.MA1	Following the FCIM model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	BiWeekly Assesment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Data; Agenda and Minutes of Academic Leadership Meetings	6/5/2015 monthly
G1.B3.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction will be adjusted as needed.	Ghandour, Shireen	8/18/2014	BiWeekly Assesment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G2.MA1	Monitor attendance, as it relates to student achievement, by reviewing the attendance reports from the main office at the academic leadership meetings.; review ELL students in grade 3's academic progress as it relates to working on grade level; monitor behavior referrals that are being documented.	Rezaie, Jilia	8/6/2014	Attendance Log; Behavior Log; and Agenda and Minutes from Academic Leadership Team Meetings	6/5/2015 monthly
G2.B1.S1.MA1	Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS team.	Pardo, Valerie	8/18/2014	Attendance log, with student attendance information; parent communication; and any information from the MTSS/RTI team in reference to attendance.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Student attendance will be monitored in the main office, through the use of an attendance log.	Fiallo, Raina	8/18/2014	Attendance Reports; correspondence with parents.	6/4/2015 monthly
G2.B2.S1.MA1	Differentiated Instruction will take place daily through out the content areas, to ensure that students needs are being met. Achieve 3000: The Leader in Differentiated Instruction will be used for interventions.	Rezaie, Jilia	9/2/2014	Achieve 3000 data reports; Student Interim Assessment data; Schedule's; Lesson Plans	6/5/2015 daily
G2.B2.S1.MA1	An extra hour of intensive Reading is imbedded in the schedule.	Sera-Sirven, Jacqueline	8/18/2014	Student Schedules; Lesson Plans; Interim Assessment Data; Achieve 3000 reports	6/5/2015 daily
G2.B3.S1.MA1	Any student who exceed the number of behavior referrals will be referred to the MTSS/RTI Team.	Pardo, Valerie	8/18/2014	RTI/MTSS Binder	6/5/2015 one-time
G2.B3.S1.MA1	Monitor behavior referrals; and meet with students.	Velar, Melissa	8/18/2014	Control D Report; Copy of Behavior Referrals; and internal referral to office form.	6/5/2015 weekly
G3.MA1	The administration will monitor not only the student participation in out of school contests related to STEM; as well as the school wide-Science Fair, but also teacher's lesson plan's and team lesson planning meeting minutes to ensure that STEM related activities are taking place.	Alba-Quesada, Maria	8/18/2014	Lesson Plan Walkthroughs; Lesson Plans	6/5/2015 monthly
G3.B1.S1.MA1	Amount of students participating in school wide science fair.	Alba-Quesada, Maria	8/18/2014	Submission for Science Fair	6/5/2015 semiannually
G3.B1.S1.MA1	Monitor the amount of students participating in STEM projects.	Alba-Quesada, Maria	8/18/2014	Teacher Lesson Plans; Project based Science taking place in classrooms; Labs; Walkthrough logs; submission to STEM related expo's.	6/5/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** The significant academic deficiency of school is resulted by the lack of academic language , high order vocabulary and back ground information to link students' informal language to the formal language. Miami Community Charter School will improve student achievement through the application of effective strategies to target academic vocabulary using informational text and writing skills development across the content areas of English Language Arts, Mathematics, Science and Social Studies.

**G1.B1** Students who are identified as ELL, ED and Hispanic subgroups display deficiencies with academic language and vocabulary due to limited acquisition of the English language.

**G1.B1.S1** Teachers will incorporate vocabulary strategies within lessons in Mathematics, ELA, and content area instruction to increase academic language and will identify effective vocabulary strategies appropriate for the subgroups.

### PD Opportunity 1

Multiple approach to engaging students to display ownership to own work. Student are to do this by using graphic organizers, building and using a word bank , and developing concept maps concept maps will be implemented.

#### Facilitator

CRISS Trainer

#### Participants

All Teachers

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015



**G1.B2** Our population is primarily ELL, ED, and Hispanic students who have limited experiences in real word situations, and limited exposure to the world outside of their community, limiting the background knowledge they can apply to Informational Text.

**G1.B2.S1** Teachers will provide students with opportunities to use text features to locate, interpret, and organize information.

**PD Opportunity 1**

Achieve3000: The Leader in Differentiated Instruction

**Facilitator**

Achieve 3000: The Leader in Differentiated Instruction

**Participants**

All Teachers

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> The significant academic deficiency of school is resulted by the lack of academic language , high order vocabulary and back ground information to link students' informal language to the formal language. Miami Community Charter School will improve student achievement through the application of effective strategies to target academic vocabulary using informational text and writing skills development across the content areas of English Language Arts, Mathematics, Science and Social Studies.	151,970
<b>Goal 2:</b> Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences, to increase student attendance; decreasing the amount of students retained in third grade; and decrease the number of students receiving 2 or more behavioral referrals.	29,600
<b>Goal 3:</b> Our goal is to increase the number of students participating in STEM related activities, through cross-curricular project-based teaching that includes the components of STEM.	51,300
<b>Grand Total</b>	<b>232,870</b>

**Goal 1: The significant academic deficiency of school is resulted by the lack of academic language , high order vocabulary and back ground information to link students' informal language to the formal language. Miami Community Charter School will improve student achievement through the application of effective strategies to target academic vocabulary using informational text and writing skills development across the content areas of English Language Arts, Mathematics, Science and Social Studies.**

Description	Source	Total
<b>B1.S1.A2</b> - My Math Textbooks	General Fund	58,000
<b>B1.S1.A2</b> - Full Time Reading Interventionist	General Fund	45,000
<b>B1.S1.A4</b> - CRISS Training	Other	1,850
<b>B2.S1.A3</b> - Achieve 3000 Licenses	Title I Part A	21,120
<b>B2.S1.A3</b> - IPAD's	General Fund	10,000
<b>B2.S1.A3</b> - Tech Support	General Fund	16,000
<b>Total Goal 1</b>		<b>151,970</b>

**Goal 2: Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences, to increase student attendance; decreasing the amount of students retained in third grade; and decrease the number of students receiving 2 or more behavioral referrals.**

Description	Source	Total
<b>B2.S1.A1</b> - Guidance Counselor and Behavior Specialist	General Fund	27,000
<b>B2.S1.A1</b>		0
<b>B3.S1.A4</b> - African American Heritage Month	Other	650
<b>B3.S1.A4</b> - Hispanic Heritage Month	Other	650
<b>B3.S1.A4</b> - Women's History Month	Other	650
<b>B3.S1.A4</b> - Red Ribbon Week	Other	650
<b>Total Goal 2</b>		<b>29,600</b>

**Goal 3: Our goal is to increase the number of students participating in STEM related activities, through cross-curricular project-based teaching that includes the components of STEM.**

<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>B1.S1.A1</b> - School Wide Science Fair to take place in the Spring.	General Fund	300
<b>B1.S1.A1</b> - Community Garden	General Fund	1,000
<b>B1.S1.A1</b> - ESE Specialist	General Fund	50,000
<b>Total Goal 3</b>		<b>51,300</b>