

Miami-Dade County Public Schools

# Miami Community Charter School



2015-16 School Improvement Plan

## Miami Community Charter School

101 S REDLAND RD, Florida City, FL 33034

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)</b>
Elementary	Yes	99%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate (Reported as Non-white on Survey 2)</b>
No	Yes	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	C	D

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

N/A

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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

At MCCS (Miami Community Charter School), our faculty is committed to empowering our students through mentorship to be held accountable by teaching them to embrace responsibility, demonstrate mutual respect, and engage in open communication. Our continuous collaboration of all stakeholders will provide a safe and nurturing environment which promotes students' social-emotional and academic growth. Students will feel secure in embracing new challenges by identifying their individual strengths, motivating them through goals, and celebrating their victories. Through our endeavors and dedication to community service, our students will achieve their full potential and become productive members of society.

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

As life long learners, MCCS students will take ownership to transform obstacles into opportunities for a better community.

#### 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 has revised, the school wide core values and expectations, based on Safety, Preparedness, Respectfulness, Responsibility, and Excellence. This is in response to the revised school vision put in place in August 2015. The core values, are the established behavioral expectations for all students and faculty. By following, the core values, students take ownership of life long learning, and thus they transform obstacles into opportunities for creating a better community. MCCS follows the district e-Handbook for all disciplinary incidents.



School Personnel, through collaboration with the academic dean, have been trained on the school's behavior system to ensure that the system is consistently enforced.

**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 employs 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 uses the following indicators for early warning:

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. Meeting with selected student's parents are held in September and student's are monitored regularly.

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
	1	2	4	5	
Attendance below 90 percent	5	21	1	15	42
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	1	23	0	5	29
Level 1 on statewide assessment	0	35	1	15	51

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

Indicator	Grade Level				Total
	1	2	3	5	
Students exhibiting two or more indicators	1	26	1	31	59

**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 progression 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 (Grades 2-5) to address student deficiencies in reading.
- the implementation of Renaissance Learning STAR for grades K-1, as a differentiated instruction program used school wide.
- the implementation of iStation for Tier 2 and 3 students.
- 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. MCCS is an active member of the Mexican American Council (MAC), and all the programs they offer to the their school's. MCCS has also established a relationship with the Mexican American Consulate in Miami, as they support the school based bilingual education program, by providing instructional materials.

In addition, to being a member of the local Farm Bureau association as well as the Chamber or Commerce, MCCS has committed to continuous participation in the following community related events: MCCS participated in the 2015 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, MCCS was able to network and

establish relationships with the local community.

The Fairchild Challenge was integral to MCCS'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:

Name	Title
Rezaie, Jilia	Principal
Alba-Quesada, Maria	Assistant Principal
Sera-Sirven, Jacqueline	Assistant Principal
Fiallo, Raina	Assistant Principal
Mejia, Ivan	Other
Armenteros, Janet	Other
Lopez, Erika	Other
Cabrera, Gloria	Other
Papili, Stephany	Assistant Principal
Goytia, Denise	Other
Ghandour, Shireen	Other

#### Duties

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

Membership:

Rezaie, Jilia-Principal

Alba-Quesada, Maria-Assistant Principal

Sera-Sirven, Jacqueline-Assistant Principal

Fiallo, Raina Assistant Principal

Mejia, Ivan Master Teacher- ESE/RTI

Armenteros, Janet Master Teacher- ELA 3 - 5

Lopez, Erika Master Teacher- K - 2

Cabrera, Gloria Lead Teacher - K

Aimee Schrills Lead Teacher-Science

Goytia, Denise Special Education Specialist

Ghandour, Shireen Master Teacher – Math 3 - 5

Under the leadership of the Board of Directors and EESAC, the principal is responsible to set forth school's general direction, programs and plans and fulfill school's contractual obligations as well the content of School Improvement Plan. This includes school's academic, operational and budgetary goals and priorities. The principal also participates in school's daily operation involving students, parents and teachers.

Under the leadership of the principal, the assistant principals actively participate in short and long term planning as well as the implementation and evaluation of all plans and programs.

The principal and assistant principals form the school administrative team.

Under the leadership and supervision of the school administrative team, the master teachers assume the academic responsibility of the respective group. Every four weeks and after the school wide Academic Leadership Team (ALT) and Literacy Leadership Team (LLT) meeting, the master teachers distribute the newest academic information among the team members. Such information may include but not limited to data chat, Florida Standards, instructional materials and practices, state and district level educational rules and policies and professional development. The master teachers also lead the monthly lesson planning sessions, following the pacing guide and developing focus calendars. They participate in the team's daily problem solving, collaboration and professional and academic discourse. The master teachers do limited number of daily walk through, however, they actively participate in the process of need base sharing best practices. The lead teachers are assigned to certain groups/academic programs in response to certain academic needs.

The interventionist and one ESE specialist 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.

Through this vertical and horizontal leadership and communication, the ALT and LLT align the instructional practices across the school in form and content, and monitor the progress through daily procedural and instructional walk through. The core of the school instructional practices is based on three stands;

Strand 1: Differentiated Instruction based on progress monitoring and ongoing feedback

Strand 2: Engaged, well managed and supportive learning environment,

Strand 3: High expectation and active learning environment based on trans disciplinary and authentic teaching and learning process

1. "Differentiated Instruction" to indicate equitable learning environment for all students. Teacher and students are aware of the progress and the progress monitoring system is in place.
  2. "Student's Authentic Work" to indicate a high expectation environment that enables students to follow a logical trial and error problem solving process and arrive the answer.
  3. "Engaged and Well Managed Class" to indicate a supportive learning environment where the student is comfortable to share his/her thoughts, opinions and findings
  4. "Transformation and Transdisciplinary" to indicate an active and multi-faucet learning environment where student learns cross discipline and connects classroom learning to the real life experience.
- All teachers are expected to follow the school instructional protocol with fidelity. The implementation of the instructional protocol is ensured by monitoring several procedural measures. The DI groups must be updated and posted regularly to determine the instructional rotation. Furthermore, student's updated work should align with the standards and available data, learning targets, displayed Florida Standards, focus calendar and vocabulary wall.

***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***

MTSS/RTI 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) - Janet Armenteros, Erika Lopez, Shireen Ghandour

Lead Teachers (Reading) Janet Armenteros, Gloria Cabrera, Aimee Schrills

Interventionist/Reading-Shany Diaz

Exception Student Education (ESE) Teacher –Ivan Mejia and Denise Goytia

Technology Specialist – Isamar Perez  
School Psychologist – Tamara Shirley  
Speech Language Psychologist – Ellen Rosenblatt  
Guidance Counselor – Abinel Marquez  
Dean of Students – Paula Stark

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 individual 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.

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 Board of Directors/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/Rtl Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

- The 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 Rtl to ensure compliance with intervention and documentation, provide adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl 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.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Jessica Martinez	Parent
Dulce Linares	Parent
Jacqueline Sera-Sirven	Education Support Employee
Jila Rezaie	Principal
Sandra Linares	Parent
Shireen Ghandour	Teacher
	Student
Valentina Santana	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 its submission. The SIP is reviewed and evaluated as set forth by the requirements from the Miami-Dade 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 2015-2016 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 its 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.

Literacy Fairs-\$600.00

Hispanic Heritage Month-\$500.00

African American Heritage Month-\$500.00

Red Ribbon Week-\$300.00

Multimedia Teaching Materials to Support STEM-Transdisciplinary Transformation-\$987.50

**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:**



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
Mejia, Ivan	Teacher, K-12
Lopez, Erika	Teacher, K-12
	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-Master Teacher focusing on ELA Grade 3

Ivan Mejia-ESE Specialist

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 2015, school academic leadership team , LLT specifically disaggregate the scores, compared them to the annual CTBS results, the FAIR outcome, Achieve 3000 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 Fair/ Literacy Fair 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:

- 2nd Grade-Duyos/E. Lopez (New hire and Master Teacher)
- 3rd Grade-Contreras/J. Armenteros (First year teacher and Master Teacher)
- 3rd Grade-Silverman/Knox (New hire and Master Teacher)
- 4th Grade-Diaz, Mitchell/Armenteros (First year teacher and Master Teacher)
- 5th Grade-Lamons/Armenteros (New hire and Master Teacher)

Master Teachers to First Year Teachers/New Hires:

- Co-planning; Co-teaching-weekly lesson planning meetings to plan for Whole Group Instruction and DI
- Ongoing Team Meetings-monthly lesson plan meetings with subject area team
- Lesson Plan Reviews-by the administration on a weekly basis
- Peer Observations-mentoring and modeling by the Master Teacher; new hire/first year teacher will observe master/lead teachers classroom

## **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 it's core instructional programs and materials are aligned to Florida Standards.

For school year 2015-2016 the school as adopted the following programs in addition to the existing programs:

Pacing Guides aligned to the Florida Standards and the school's core curriculum have been implemented.

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

iStation for Tier 2 and 3 Students, aligned to Florida Standards

IReady as a Universal Screening for RTI (Florida Standards)

Renaissance Learning STAR-Grades K, 1

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 is 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-iReady

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, 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 Mrs. Gloria Cabrera, a primary Teacher. During this time, Mrs. Cabrera, 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 Renaissance Learning STAR and monitored throughout the school year, using iReady, 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**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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.** To increase student achievement by improving core instruction in all content areas.

## 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. To increase student achievement by improving core instruction in all content areas. 1a**

G070886

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	56.0
CELLA Writing Proficiency	56.0
FSA English Language Arts - Achievement	18.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	52.0
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Math - ED	
AMO Math - Hispanic	
FSA Mathematics - Achievement	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; G2D Benchmark Assessments; McGraw Hill My Math textbooks; Florida Go Math materials; Renaissance Learning STAR, iReady

**Targeted Barriers to Achieving the Goal 3**

- Our students display deficiencies with academic language, vocabulary and informational text due to limited acquisition of language in both English and Spanish, across all content areas.

**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, iReady, supplemented by Achieve 3000 which enables the school to follow the data on a weekly basis.

**Person Responsible**

Jilia Rezaie

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

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

## 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.** To increase student achievement by improving core instruction in all content areas. **1**

 G070886

**G1.B1** Our students display deficiencies with academic language, vocabulary and informational text due to limited acquisition of language in both English and Spanish, across all content areas. **2**

 B184794

**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**

 S196221

### 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 8/24/2015 to 6/10/2016

#### 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, through the implementation of Achieve 3000's stretch reading articles in all content areas.

**Person Responsible**

Maria Alba-Quesada

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**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 8/24/2015 to 6/10/2016

**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.

**Person Responsible**

Jacqueline Sera-Sirven

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**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 8/24/2015 to 6/10/2016

**Evidence of Completion**

Biweekly Assessment Data; G2D Assessment Data; Achieve 3000 data reports; Interim Assessment Data; iReady 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 and Literacy Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

**Person Responsible**

Jilia Rezaie

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Biweekly Assessment Data; G2D Assessment Data; Achieve 3000 data reports; Interim Assessment Data; iReady Data; Lesson Plans; Walkthrough Evidence

**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
G1.B1.S1.A1	Word walls are in place in each classroom to display vocabulary in curriculum content	Ghandour, Shireen	8/24/2015	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.	6/10/2016 weekly
G1.B1.S1.A2	Teachers will use active discourse and interaction, through the implementation of Achieve 3000's stretch reading articles in all content areas.	Alba-Quesada, Maria	8/24/2015	Lesson Plan reviews and walk throughs.	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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	8/24/2015	Lesson Plan Review	6/10/2016 biweekly
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.	Sera-Sirven, Jacqueline	8/24/2015	Students' work folders Students' updated work posted Evidence of DI groups and centers in the classrooms	6/10/2016 weekly
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, iReady, supplemented by Achieve 3000 which enables the school to follow the data on a weekly basis.	Rezaie, Jilia	8/24/2015	Lesson Plans, Walkthrough Evidence, Achieve 3000 data reports, biweekly data, Interim Assessment Data; State-Wide Assessment Data	6/10/2016 monthly
G1.B1.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team and Literacy Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/24/2015	Biweekly Assessment Data; G2D Assessment Data; Achieve 3000 data reports; Interim Assessment Data; iReady Data; Lesson Plans; Walkthrough Evidence	6/10/2016 weekly
G1.B1.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Ghandour, Shireen	8/24/2015	Biweekly Assessment Data; G2D Assessment Data; Achieve 3000 data reports; Interim Assessment Data; iReady Data; Lesson Plans; Walkthrough Evidence	6/10/2016 weekly

## 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.*

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Word walls are in place in each classroom to display vocabulary in curriculum content				\$0.00
2	G1.B1.S1.A2	Teachers will use active discourse and interaction, through the implementation of Achieve 3000's stretch reading articles in all content areas.				\$59,673.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0102 - Miami Community Charter School			\$0.00
			0102 - Miami Community Charter School	General Fund		\$55,000.00
<i>Notes: Full Time Reading Interventionist</i>						
			0102 - Miami Community Charter School	General Fund		\$4,673.00
<i>Notes: Achieve 3000: The Leader in Differentiated Instruction</i>						
3	G1.B1.S1.A3	Teachers will strategically plan learning experiences that purposefully bridge their student's informal language to formal mathematical and science vocabulary.				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0102 - Miami Community Charter School	General Fund		\$55,000.00
<i>Notes: Math Master Teacher</i>						
4	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.				\$22,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0102 - Miami Community Charter School	General Fund		\$22,000.00
<i>Notes: Pearson's Reading Street Leveled Readers</i>						
					<b>Total:</b>	<b>\$136,673.00</b>