

Miami-Dade County Public Schools

Downtown Miami Charter School



2016-17 Schoolwide Improvement Plan

Downtown Miami Charter School

305 NW 3RD AVE, Miami, FL 33128

<http://www.downtowncharter.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	A	A

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Downtown Miami Charter School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The DMCS family "believes in the magic of education" and will work together with teachers, faculty, parents and community members to instill in students a lifelong love for learning by delivering a challenging, stimulating and individualized curriculum that meets each students' unique needs, and allows students to realize the global impact of collaboration and contribution.

b. Provide the school's vision statement.

We believe that all children can develop as intellectual learners, function as good citizens, and become academically successful.

2. School Environment

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

Downtown Miami Charter School (DMCS) works diligently to learn more about our scholars background and building relationships. This year we will begin implementing Responsive Classroom which allows teachers to provide scholars with opportunities who they are to share with their classmates and teachers through the greetings and activities. Teachers at DMCS are trained to build high quality relationships with scholars and their parents by helping them create dreams, goals and actions plans to help them achieve them. Teachers are expected to always respect scholars by using a growth mindset, praising scholars for accomplishments and coaching them to improve. Teachers at DMCS understand that their position requires them to go above and beyond to let scholars know they truly care about them as people and their goals. All teachers provide parents with their cell phone number and let them know they can call them with any questions or concerns they may have. Teachers follow positive praise systems to make sure they are praising students three times for every one redirections. The school implements a Scholar Success Program which allows teachers to be fair with consequences to ensure that all scholars are treated fairly. Administration and Coaches spend two to three hours per day in classrooms and the cafeteria, observing to ensure that DMCS creates a respectful, encouraging and motivating environment.

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

Downtown Miami Charter School creates an environment where scholars feel safe and respected by creating a highly structured environment. Our scholars need high structure in all aspects of their education. From the time they enter the doors at 7:30 am, we make sure we have a clear plan of what our expectations are for scholars and clears post around the building to ensure all students are supervised at all times. Scholars are taught through CHAMPS training how to set clear expectations for their behavior. Teachers are instructed to follow the school wide discipline plan to ensure scholars know how to respect one another and are disciplined when they make choice of not creating a safe environment. The school implements Responsive Classroom as well as will begin Leader in Me Curriculum. DMCS also employs a full time Dean of Students and School Student Service Coordinator to support our scholars, parents and teachers. Our Dean ensures that he follow through on Miami Dade Public School Code of Conduct, provides students with clear consequences and parent meetings.

c. 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.

Downtown Miami Charter School follows the Miami Dade County Code of Student Conduct

A primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance students' potential for learning and to foster positive interpersonal relationships. M-DCPS embraces the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Schools are charged to promote a positive school climate that supports academic achievement and emphasizes civility, fairness, mutual respect, and acceptance of diversity. Core values and model student behavior serve as a standard for all students. School Board rules are applicable to all students under the jurisdiction of Miami-Dade County Public Schools and are augmented by the Code of Student Conduct Elementary and the Code of Student Conduct Secondary, which are incorporated by reference in this School Board Rule, and are a part hereof. Copies of these documents are on file in the Office of Board Recording Secretary, and the Citizen Information Center, and shall be available in each school and special center. The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate not only supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect. It can be read in its entirety at; <http://ehandbooks.dadeschools.net/policies/90/index.htm>

Your scholars are at school to learn, and you are there to teach them. There are however, factors that can interfere with the teaching and learning process. Unfortunately, many of these factors are societal and beyond the school's control. That makes it all the more paramount that educators be proactive in their discipline approach.

Most experts and teachers agree that if the teaching and curriculum are engaging and varied with instructional strategies there will be fewer behavior problems. The problem, however, is that before the lesson begins you must have their attention. You as the teacher must first get your scholars on task and then allow dynamic teaching to keep them on task.

Getting Scholars on Task

- Develop Discipline Plan - CHAMPs
 - o Expectations
 - o Procedures
 - o Consequences & Outcomes
 - o Reflection

- Teach Discipline Plan – Teaching the discipline plan is as important as teaching any other lesson
 - o Must be taught the 1st day of school
 - o Refer to the discipline plan continuously. This means when you observe positive or negative behavior as well as when you are anticipating possible disruptions
 - o Reteach the discipline plan every time more than just a few scholars repeatedly misbehave
 - o Lesson Procedure
 - ? Explain why you need expectations
 - ? Teach the expectations
 - ? Check for understanding
 - ? Explain the supportive feedback you will use when scholars follow the expectations
 - ? Explain why you have corrective actions
 - ? Explain the corrective actions
 - ? Check for understanding

- Teach Specific Directions

The school year is filled with “1sts”. Each time something happens for the 1st time the teacher much devote time to teaching scholars exactly how they want them to behave in the specific situation. These situations require special routines, procedures, and policies.

Instructional Settings that require specific directions

- teacher directed activities
- whole group discussions
- independent seat work
- sustained silent reading
- independent seat work while teacher is with small group
- small group activities with teacher
- working in pairs
- taking tests
- cooperative group work
- giving oral reports
- working with special equipment
- working in centers

Routines that require specific directions

- walking in the classroom
- entering the classroom
- leaving the classroom
- beginning the school day
- taking roll
- following attention-getting signal
- lining up
- passing out material
- collecting papers/homework
- transition from independent seat work to small group
- transition from small group to independent seat work
- getting out books or papers
- emergency drills
- end-of-the day routines
- getting/putting away equipment
- going to the library/lab

General Policies that require specific directions

- using drinking fountain
- using pencil sharpener
- going to the restroom
- care of scholars’ desks and chairs
- cleaning up workspace after an activity
- use of material on bookshelves or in cabinets
- use of computers
- bringing appropriate materials to class
- assigning classwork/homework
- classroom interruptions (phone, visitors, etc)

Components for each Specific

- Participation – What do you want your scholars to do during each activity
- Noise Level – How much noise will you tolerate
- Movement – What is the level of movement necessary for the activity
- Material management – How do you want your scholars to handle their material
- Consequences, Reinforcers, and Outcomes

Positive Reinforcers

It is the goal of DMCS that scholars not behave appropriately for rewards, but because they are intrinsically motivated to meet and exceed all academic, behavior, and social standards. On the other hand, we believe that effort and excellence should be praised and rewarded thus; the following are examples of positive consequences:

- Verbal praise
- Good news phone calls or e-mails
- Privilege passes for first in line, lunch with the principal, etc
- Nominations to be Student of the Month in the school
- Qualifying for the weekly awards based on homework completion and behavior

Negative Consequences:

When undesirable behavior is exhibited, the consequences are immediate, reflective, and corrective. DMCS's goal is not to punish, but to make change. The following are examples of negative consequences:

- 1-2 verbal warning or nonverbal cue
- discussion (with reflection) and action plan, parent contact may be necessary
- action plan, parent contact and possibly conference
- receives a "Notice of Concern" slip – administrative conference
- Severe: immediate referral to office and other consequences may follow

(Action plan can include detention, time out, etc – Please refer to the Menu for Effectively Responding to Classroom Misbehavior)

Corrective Actions Must Be

- Appropriate for your scholars, and you must feel comfortable using them
- Actions that are easy for you to implement
- Actions that your scholars will respond to
-

Each scholar must start each day with a clean slate

The corrective actions a scholar accumulates during one day should never roll over to the next day. You never want a scholar to think, Well, I've already got two strikes against me from yesterday, so why should I behave today? You and your scholars need to begin each day with the highest of expectations. Keep sight of the fact that your goal is positive: You want your scholars to learn to manage their own behavior.

Weekly Scholar Goals for behavior

Goals for Week 1

- know names
- perform following routines with close teacher supervision and reinforcement
 - o arrival
 - o transitions
 - o lining up and moving in hallway
 - o bathroom procedures
 - o recess

- o lunch signals
- o whole group meeting
- o small group meeting
- o quiet time
- o cleanup
- o dismissal
- scholar work will be displayed in classroom
- scholars will have had an opportunity to share information about themselves at least twice

Goals for Week 2

- daily academic times will be established
- children will work in small groups as well as individual, in pairs, and in whole group
- scholars will regularly work, play, and socialize in structured, teacher-supervised activities with a range of classmates

Goals for Week 3

- With less direct teacher supervision than in Weeks 1 and 2, most children will be participating successfully in the regular routines of the classroom, and in whole, small, and independent work formats
- Children will think critically about ways to follow the class expectations. Role playing in addition to discussion, modeling, and practice will help children apply the rules to a variety of specific troublesome situations arising in the course of the day
- Scholars will be able to work independently while the teacher is working with a small group

Goals for Weeks 4 – 6

- Scholars work together productively and kindly in both teacher and child formed groups
- Scholars are familiar with a large number of tools and resources for learning and expressing learning, and locate and use them independently and constructively
- Children show that they are beginning to internalize classroom rules by generating and discussing strategies for following the rules independently in problematic situation
- Scholars become increasingly independent in following classroom expectation by taking responsibility for leading them and by following the lead of classmates

Homework

Nature & Purpose - Research says:

- Homework should be:
 - o Necessary
 - o Useful
 - o Appropriate to ability and maturity level
 - o Well explained
 - o Motivational
 - o Clearly understood by scholar

Actions for Effectiveness – Research says

- NEVER give homework as a punishment
- Vary assignments – for example: oral reports, research projects, enrichment, exercises, and other assignments to spur creativity
- Assignments should not be overly long: teachers usually underestimate the amount of time

necessary for scholars to complete homework

- Assure that scholars have concepts and skills necessary to do the assignments; insufficient preparation for homework may result in higher levels of scholar frustration
- Anticipate difficulties with assignments
- Contact parents early if scholar begins to develop a pattern of late or incomplete work

Homework Guidelines

- does the homework serve a valid purpose
- are the scholars capable of doing the assignment
- is the assignment a follow-up to a lesson or skill being taught in class
- do the children understand what they are to do
- can the scholar do the work without assistance from parents or others
- does the assignment minimize the temptation to merely copy information
- can the assignment be used as part of the daily program
- can the homework be evaluated fairly

Homework Do's and Don'ts

- be sure that parents understand the homework policy
- homework should not be used for disciplinary purposes
- scholars should not be overloaded with homework
- keep scholars' home situation in mind when assigning homework
- homework that is assigned should be reviewed, collected, and or graded

DMCS Homework Expectations

• Homework is an extension of the learning process and serves to reinforce material taught in class. Consequently, it is extremely important and should be completed promptly and returned to school. When a homework assignment is missing or incomplete, the scholar will be seated at a timeout table during lunch. They will be given time to eat lunch and then spend the remaining lunch period completing the assignment. On the third homework assignment not turned in on time or incomplete, the teacher will assign detention. Children with chronic homework infractions are referred to the school administration for possible suspension.

Teachers will use the following time schedule as a guide when assigning homework.

Varied Assignments Reading Log

Grade K 10 minutes 10 minutes
Grade 1 20 minutes 10 minutes
Grade 2 20 minutes 20 minutes
Grade 3 30 minutes 30 minutes
Grade 4 40 minutes 30 minutes
Grade 5 45 minutes 30 minutes
Grade 6 60 minutes 30 minutes

These times are a guide and are based on the average child's ability and on concentrated, undistracted time for doing home learning. The time a child takes to complete their home learning may vary according to the assignment. All scholars in grades K-6 will have homework every night, Monday – Thursday.

Transition Expectations

When transitioning throughout the school, scholars are expected to behave in a respectful and courteous manner.

Before, During, and After Transitions

- remind scholars of the expectations (these should be taught the first time introduced and reinforced throughout the year)

Hallway Rules

Face forward at all times

Follow directions immediately

Scholars should be reading a valid book

Walk single file staying to the right (2nd box)

Remain silent (non-verbal communication only)

- provide feedback to scholars when appropriate – this includes both positive and corrective

All scholars in the hall without an adult must carry a hall pass/agenda. Teachers of primary scholars may attach yarn or string to the passes and allow scholar to wear pass as a necklace. This can reduce lost or forgotten passes.

- It is the teacher's responsibility to be cognizant of the time a scholar has been out of the room. The scholar sign in log must be completed when a scholar leaves the room without an adult for any purpose. Limit scholar movement without an adult to emergencies only.
- Scholars coming to the office must have a note from a teacher. Scholars sent for discipline referral must have a completed referral form and a Reflection folder containing all teacher interventions including parent contacts, reflections forms, and other pertinent information.

This is an inclusive school. All teachers are responsible for their scholars, but the scholars belong to all of us. This means we, the school community, assume responsibility for behaviors of scholars when they are in our care and when they are moving throughout the school.

Communication

Communication is absolutely essential for any human endeavor. We, at DMCS, recognize this and will strive to maintain open, honest, and frequent communication with all parents at all times.

Teachers will document communication with parents in two ways:

- Planner – Daily
- Parent Communication Log (phone calls, print emails)

School Celebrations

- Each classroom teacher will recognize all scholars with exemplary behavior for the quarter during the Celebrating Success Assembly.

o Criteria for honoree – Scholars must demonstrated exceptional accomplishment in meeting the "Guidelines for Success

? Be responsible

? Always try

? Do your best

? Have a good attitude

? Treat everyone with respect

Teachers should also reward scholars weekly that have exemplified excellent behavior with mini classroom celebrations. This “celebration” is left to the discretion of the teacher, but can include:

- Shower of Success
- Cheers
- Wall of Fame
- Student of the week
- Author of the Week
- Reading Challenge and/or Reading Plus champions

Scholar Success Plan

3rd Grade – 6th Grade

Scholar Scoring System

Each month every scholar starts off with 100 scholar points. Each demerit that a scholar earns reduces his/her score. Certain scores must be obtained in order to gain specific privileges in our school. Scholars’ scholar point status will be communicated to parents through their planner every Monday morning.

Scholars can earn a demerit for the following reasons;

Demerit – Unacceptable behaviors, which lead to a demerit and may lead to a variety of additional disciplinary actions at the discretion of the school include;

- Unprepared for class (e.g. no homework, no supplies, no materials)
- Uniform violation (e.g. no belt, untucked shirt, incorrect colors, no emblem)
- Failure to Follow Directions (not following directions and classroom procedures as set by the teacher)
- Classroom Disruptions/Talking Out (talking out, unnecessary noise, name calling, cracking)
- Electronic use without teacher permission
- Inappropriate Behavior (touching, play fighting, disrespect, cursing, cheating, defiance, out of seat)
- Hallway behavior (running, playing, excessive talking)
- Bathroom Etiquette (splashing, playing with soap, inappropriate behavior in the bathroom)
- Destruction of property (bathrooms, walls, cafeteria, vandalism)

Consequences

5 demerits before lunch = lunch detention

10 demerits = an afterschool detention (Wed/Fri)

15 demerits = Automatic Saturday detention

On 3rd detention = Saturday Work detention

On 4th detention = 1 day out of school suspension

If a scholar earns 10+ demerits in a week, they will serve an afterschool detention on Wednesday or Friday (3pm-4pm). It is the teachers’ responsibility to hand out the written detention slip and call home to ensure that the detention will be served. If assistance is needed for this process, please seek the help of administration. If a scholar fails to show up for their detention after the parent has been notified a 2nd afterschool detention will be issued. If they do not show up again a Saturday Detention will be issued (9am-11am). Failure to show up for the Saturday Work Detention will result in a one day Out of School Suspension.

Afterschool Detentions, Saturday Detentions and Suspensions may also be a result of other offenses at the discretion of the school as stated by the MDCPS Code of Student Conduct
Please note- Certain misconduct or misbehavior may warrant an immediate consequence. Numerous demerits, verbal and written warnings during the same school day may lead to the assignment of a detention and/or administrative referral. Depending on the misconduct, parent notification prior to the assignment of a detention or referral may not be required. Scholars who have consistent behavior challenges should be referred to the Student Services Coordinator to be considered for Tier 2 & Tier 3 Behavior Interventions through a FAB and creation of a BIP. If scholars have a BIP the teacher, support staff must implement the proactive and active interventions stated in the plan.

Incentives

If a scholar has 70+ scholar points remaining by the end of the month, they will be eligible for the monthly celebration. Examples include but not limited to; School Dances, Field Trips, Class celebrations, carnivals, Turkey Bowl, March Madness and any other extracurricular activities. Scholars will also be able to participate in Quarterly celebrations which will occur during the school day.

Each month scholars who maintain 90 or more scholar points will receive a token of appreciation and each quarter scholars who maintain 95+ scholar points on average will be recognized during the Celebrating Success Assembly and with Mr. Lupton's Luxuries (prizes, food, etc.).

By the end of the year scholars who have averaged over 80+ Scholar points or have had less than 3 months worth of 70+ scholar points will be eligible for a culminating end of the year celebration.

Positive Reinforcement:

It is the goal of DMCS that scholars behave appropriately because they are intrinsically motivated to meet and exceed all academic, behavior, and social standards. On the other hand, we believe that effort and excellence should be praised and rewarded because all scholars are yet intrinsically motivated; the following are examples of positive consequences:

- Verbal praise
- Good news phone calls or e-mails
- Parent link messages to scholars who mastered a specific academic standard (Parent Link message to all scholars who passed their weekly IFP, perfect behavior in lunch for the week, all homework turned in, etc)
- Privilege passes for first in line and lunch with the principal, etc
- Nominations to be Student of the Week
- Qualifying for the weekly awards based on homework completion and Behavior
- Scholar Success Plan

Negative Consequences:

When undesirable behavior is exhibited, the consequences are immediate, reflective, and corrective. DMCS goal is not to punish, but to make change. The following are examples of negative consequences:

- 1-2 verbal warning or nonverbal cue
- discussion (with reflection) and action plan, parent contact may be necessary
- Demerits
- Severe: immediate referral to office and other consequences may follow
- FAB & BIP process through the Guidance Counselor
- Loss of Privileges – a scholar may forfeit privileges such as guided PE or participation in non-

curricular school trips, events or activities.

Teacher Responsibilities

- Track Scholar Points daily on the tracking sheet, and administer detentions upon the scholar receiving 10 demerits. Do not wait until the end of the week.
- Ensure teacher to teacher passing of tracking sheet and clipboard
- Total scholar points on the tracking sheet weekly
- Make Copy of tracking sheet if needed
- Notify parent if needed (+5 demerits in a day = parent contact)
- Turn in tracking sheet at the end of the week to Mr. McDonald
- Friday evening please prepare a new tracking form
- Check P-Drive for weekly point totals, print off if necessary and have the scholars write down their Scholar Point totals every Monday morning.
- Be consistent!!! "Every scholar is your student"

Scholar Point Success Celebrations

Options 3rd-6th Grade Field Days

Bayside Park
Lummus Park
Adrienne Arsht Center Tour
Bayfront Park
Marriott Hotel Tours
Brickell Seawall excursion
Freedom Tour
American Airlines Tour
Gusman Center for Performing Arts Tour
Margaret Pace Park
Miami Art Museum
Field Day at DMCS
Biscayne Nature Center

d. 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.

Downtown Miami Charter school will work with school counselor to provide a differentiated delivery of services including classroom guidance, assemblies, small group counseling, individual counseling and referral to community services. Student Services Coordinator will utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. School based mentors will be trained and assigned to students identified with social-emotional and behavior concerns. Check-in/Check-out program will be utilized with students in need of positive adult interactions and positive feedback throughout the school day.

3. Early Warning Systems

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

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

Downtown Miami Charter School will utilize Power Schools, SIS data and academic systems to identify students who have attendance, behavioral or academic concerns. Administration and school based support team will create data decision rules and interventions for number of absences for all scholars. Teachers will be trained and aware of decision rules and procedures for notification to administration and school support team after students are identified as meeting one of the data decision rules.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	16	13	9	6	13	6	4	0	0	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	30	25	29	3	15	14	0	0	0	0	0	0	122
Level 1 on statewide assessment	0	0	0	23	10	29	11	0	0	0	0	0	0	73

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The interventions we have for our scholars who have early warning signs for high school drop or low performance are participation in our Response To Intervention Tiers. Scholars who have multiple schools suspensions receive Tier 3 behavioral interventions which include: Summer home visits, daily check in sessions with school counselor or dean of scholars, small group counseling, ongoing parent communication, possible outside agency counseling referrals, a mentor assigned and weekly documentation of percent of goals met. Scholars who have excessive absences, tardies and are below grade level are expected to participate on our Extended Day or DMCS Saturday University programs, quarterly parent meetings to address the concerns and this year we will be referring them to the school district attendance program. Students who are below grade level participate in the RTI model. In addition to having the option to be in Extended Day or in our 21st Century Community Learning Center instruction, three days or five days per week until 5:30 pm, attending Saturday Sessions (DMCS University) and being pulled out for small group instruction and teachers target scholars four times per week for fifteen minutes of small group instruction.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Dinda, Rebecca	Principal
McDonald, Aldin	Dean
Alamo, Michelle	Instructional Coach
Ruiz, Berna	Instructional Coach
Greenhaus, Megan	Instructional Coach
Mehler , Leah	Instructional Coach
Adamo, Allison	Instructional Coach
Arter, Sara	Attendance/Social Work
Anglade , Roselyn	Assistant Principal
Campbell, Vonesia	Teacher, K-12

b. Duties

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

Rebecca Dinda – Principal – oversees the MTSS and monitors the implementation of the SIP
 Carmen Magarino– Assistant Principal – Oversees the SST process and monitors the ESE program and its compliance relating to the SIP

Berna Ruiz – Curriculum Resource Teacher – Curriculum – Monitors the Rti academic process and provides support to teachers

Megan Greenhouse – Reading Coach – Monitors the Tier II & Tier III including Extended Day program and provides support to teachers

Allison Adamo Monitors Tier II & Tier III support to K-2 students and provides support to teachers

Delilah Stroup – 2nd gr. Math/Sci teacher / Math Coach – Provides support to K-6 Math teachers and monitors tier II math progress.

Michele Alamo – 5th gr Science teacher / Science Coach – Provides support to all K-6 Science Teachers and implements labs for the specials science lab teacher.

Aldin McDonald – Dean of Students – Discipline – Monitors the Scholar Success Program and provides support to teachers on classroom management

Sara Arter – Student Service Coordinator– Oversees the Behavioral Rti process and provides Tier I, II & III, character education to all students as well as tier II and tier III support to small group counseling sessions. Also Berna Ruiz- ESOL Support- Oversees compliance, parent and student support for

ESOL Program.

Kelly Howard- ESE Support- Oversees compliance, parent and student support for ESE Program.

Vonesia Campbell- Lead Teacher who supports new teachers.

2. 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 MTSS meets on bi-monthly basis during Tuesday data chats to review student data and discuss overall implementation of the Rtl Plan. RTI data binders are reviewed along with weekly observations of teachers and students and student data for students who performed below proficiency in 2013-2014 or are predicting to score below proficiency. This team also reviews our Rtl model and ensures that students are being pulled for small group instruction and are attending our extended day program. Lastly, this team discusses all students who are not making progress with the Rtl interventions. The leadership team follows the MTSS model by defining the specific problem students are having, analyze why it is occurring, brainstorming our plan and evaluate the effectiveness of our plan.

The MTSS leadership team first meets at the Data Summit in July where the previous year's data is reviewed and actions are decided upon by the stakeholders. The team also participates in professional development to ensure that DMCS is using the most effective strategies to help students catch up to their desired grade level.

Every student receives Tier I and Tier II instruction. Students begin the day with Tier II instruction based on an analysis of their FSA/SAT-10 scores and Fountas and Pinnell reading assessments. They are regrouped each quarter based on the analysis of their quarterly discovery reading benchmark assessments. Student data is reviewed over the summer during our Data Summit and students are then invited to attend extended day, three days a week if they are reading one year or more below grade level.

Tier I – K-5 Wonders and Envision Common Core as well as resources through STAR and online programs such as iStation, Mathletics and Reading Plus.

Tier I -6th Grade Collection, Novel Studies, Envision as well as resources though Performance Coach and online programs such as iStation, Mathletics and Reading Plus

NWEA Map Assessments, Monthly iStation Assessments, Monthly Writing Prompts aligned to FSA and Common Monthly Assessments for all grade levels.

Tier II – Small groups, Corrective Reading as needed, Jolly Phonics, Wonder Works, Fountas & Pinnell Leveled Readers, Envision Intervention Program, Weekly IFP assessments

Tier III – Small groups for Fountas and Pinnell

Title I, Part A Title I funding will be utilized to hire additional staff members that are not allocated in our annual budget, which include a Reading Coach, Community Involvement Specialist, and four instructional assistants. Services are provided to ensure students requiring additional remediation and instruction in Literacy, Math and Science. The Reading coach develops, leads and evaluates school core content standards/programs; She identifies and analyzes existing literature based on curriculum assessments and intervention approaches. She assists with the design and implementation of progress monitoring, data collection and data analysis of the Wonders/Imagine It assessments and NWEA Map Assessments. She participates in the design and delivery of professional development for the staff. The Community Involvement Specialist, Miranda Bastian, provides parental support, maintains communication, arranges parent workshops, and performs home visits. She designs and manages an array of parental services including special support services to special needs

populations such as homeless and neglected or delinquent students. She maintains a Parent Resource Center that provides parents with resources on parenting, referrals for outside services and access to the internet and DMCS' Power Schools System.

Nutrition Programs-National School Lunch Program is utilized at Downtown Miami Charter School

- 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 and School Counseling
- 3) The School Food Services Program, school breakfast, school lunch, and aftercare snacks, follows the healthy food and beverage guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rebecca Dinda	Principal
Debra Nails	Teacher
Vonesia Campbell	Teacher
Eva Moncada	Parent
Michelle Alamo	Teacher
Allison Adamo	Teacher
David Roland	Parent
Jessica Mesa	Business/Community
Dalia Jiro	Parent
Megan Greenhaus	Teacher
Kelly Howard	Teacher
Kathy Lucus	Parent
Christina Crespi	Business/Community
Aldin McDonald	Teacher
Soli Roa	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee meets once a month to discuss the initiatives of the SAC committee and SIP. The committee votes on different strategies and goals that were listed in the school improvement plan to better the school including budgetary decisions and funding. During the summer the school host a Data Summit with all stakeholders to reflect on overall student performance, stakeholder satisfaction and review suggested ideas to improve.

b. Development of this school improvement plan

Beginning in March of the following year, the EESAC meets to review preliminary data and make suggestions on what is working and what needs to improve the following year. All EESAC members can share their thoughts and ideas and ideas are written into a preplanning strategic planning document. This includes resources, staffing and capital expenditures that may impact the budget. On last teacher planning day of the year, teachers and staff analyze academic data. Again they brainstorm each functioning areas of the school's strengths and weakness. They chart what is working and what needs to be improve. In the summer, EESAC and all learning community members are invited to spend an entire day analyzing all data for the previous school year. This process begins the creation of SIP. Once school returns, the leadership team and staff draft the plan. Then the members of the EESAC committee go over in detail each element of the school improvement plan and offer suggestions on how to improve it. The quorum votes on the strategies and goals listed in the school improvement plan and then oversee that everything is being implemented with fidelity throughout the year at each monthly EESAC meeting.

c. Preparation of the school's annual budget and plan

Each year in March the EESAC recommends what initiatives the school should take the next years to address weaknesses. Then they create a budget wishlist and as the school and board go through the budget cycle, review requests from EESAC. This year the EESAC recommended that we purchase Wonders Reading Program for grades 3-6, iStation and Mathletics for al scholars. EESAC also requested more technology for scholars to access.

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

iStation: Free-Grant for USF

Mathletics: \$3,575.00

Reading Plus: \$4,666.66 (paid in advance over three years)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dinda, Rebecca	Instructional Coach
Adamo, Allison	Instructional Coach
Ruiz, Berna	Instructional Coach
Greenhaus, Megan	Instructional Coach
Howard, Kelly	Instructional Coach
Alamo, Michelle	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will develop more rigorous standards for instruction and achievement. School wide teacher and student goals will be established around ensuring that students are exposed and instructed on how to comprehend more rigorous text using the Common Core Framework and Professional Development. We will continue the Instructional Focus Calendar and they will be updated quarterly based upon NWEA MAP tests which occur in September, December, and May during meetings with grade levels and school leadership team. All K-2 scholars and those performing below grade level in grade 3-6 will complete have a completed Reading Running Records three time per year. Curriculum maps will be followed throughout the year in every grade level and subject. They drive the instructional programs. Our school has adopted the research based strategy of increased instructional minutes. As such, the LLT will work to provide a framework for intensive school wide instruction and intervention in reading during the school wide College Preparatory designated daily time of remediation. This instruction will be specific to students needs and ensure that each program in challenging so students will stretch and push themselves to new reading levels. The LLT with continue to provide clear expectations for the implementation of the CSUSA Reading Challenge and use students incentives to increase at home reading. The school will work to continue to work with the Community to collect new and used book to ensure our students have access to high quality literature. The LLT has also worked to enroll around 170 struggling students in an extended day tutoring and 21st Century Community Learning Center program where they are receiving homework and enrichment programs as well as two research based technology interventions, Reading Plus or iStation and Mathletics. Students attending are receiving an additional 360 to 600 minutes a week of support and instruction.

D. Public and Collaborative Teaching

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

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

Downtown Miami Charter School has high expectations for teachers and staff. Adults who have high expectations for themselves, lead scholars to also have high expectations. DMCS staff is trained with Red Carpet strategies and taught philosophical approaches to creating a positive environment. The DMCS Faculty Handbook and Charter Schools USA Employee handbooks sets out clear expectations for professionals. Each year the school chooses a theme through best practices of high functioning organizations. This year the theme for DMCS and Charter Schools USA schools is, "Leaving a Legacy" and our school's motto is Leading our Way Back to an "A" School . Our school community understands if we are going reach our school goals, each and every person must be strive to make your mark by fulfilling their roles. Leadership is expected to be role models for professionalism and must provide feedback, motivation and support so each stakeholder supports the school moving in a positive, improved direction. This year we have assigned a Leadership Team member to every team to provide more support to each teacher. DMCS uses every early release Wednesdays for Professional Development, Faculty Meetings, Parent Conference or Committees to ensure collaboration on our goals is occurring. Every Teacher Planning Day is also used for high quality professional development and planning. Teachers have 60 minutes per day for team planning and collaboration. DMCS staff and teachers are expected to work longer days and go above and beyond to do what is best for our scholars.

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

Highly qualified teachers are recruited through the UltiPro. This is an online program which candidates can submit their resume and other information about themselves. We also reach out through our current teachers and sister CSUSA schools in the Dade county area. We accept resumes that are emailed to us as well as dropped off at our Downtown location. Once we have received the resumes of individuals we screen the candidates prior to any interviews taking place. If the interview is a success we ask that the candidate teach a model lesson to some of our students while we observe them.

Persons Responsible;
Rebecca Dinda – Principal
Carmen Magarino – Assistant Principal
Raul Moreno – Business Administrator
Bryan Rueger – CSUSA Support Center

Interview Process – 1) screenings, 2) grade level interview with the team leads 3) interview with the Assistant Principal and/or Principal 4) Model Lesson

Persons Responsible;
Rebecca Dinda – Principal
Carmen Magarino – Assistant Principal
Grade Level Team Leads
Leading Edge Members

New Teacher Orientation Program incorporating professional development in effective use of research based instructional strategies, classroom management, human resources related topics, incorporating technology and implementing its use effectively

Persons Responsible;
Regional Director – Donte Fulton-Collins
CSUSA Miami-Dade county Principals and Assistant Principals

We are able to retain highly qualified teachers by providing guidance for our first year teachers through our Teacher Leader Community Program which is ongoing professional development in the mastery of all professional competencies. We also offer medical, dental and vision benefits, an opportunity to utilize our 401K program and short and long term disability. Our teachers also receive additional bonuses based on the outcome of their personal instructional goals and student success.

Person Responsible;
Vonesia Campbell

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

The DMCS Teacher Mentoring Program is an ongoing process throughout the school year which incorporates peer to peer walk-throughs, monthly meetings and our mentoring partner support system. Teachers are encouraged to do daily wak-throughs during their lunch or planning to observe best practices in other classrooms. This way they can incorporate new ideas as well as provide important feedback to the observed teacher. There are monthly TLC meetings for our new teachers and our mentoring support system is a planned buddy program where teachers are paired up based on areas of need and strengths. The rationale for the pairings is that the mentor teachers have been successful teaching our students in the content area of the assigned mentee.

Allison Adamo (K Co-Teacher) - assigned to our Permanent Subs). She will co-teach with her, have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Megan Walsh Greenhaus (Reading Coach) - assigned to Ashley Sowell (3rd grade co-teacher and Reading Coach). She will co-teach with her, have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Berna Ruiz (Curriculum Resource Teacher) - assigned to Lorelee Linfield & Michele Getman (4th Grade ELA). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Delilah Stroup (K-6 Math Coach) assigned to Janice Yeager (2nd Grade Math/Science). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Kelly Clark Howard (CRT-ESE Support) assigned to Ciara Banks (ESE). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Elise Rozema (Kindergarten & 1st Grade Co-Teacher) - assigned to permanent subs and Shaneeka Williams Seraphin (1st Grade ELA). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Michelle Alamo (Science Coach and 5th Grade Teacher Co-Teacher) - assigned to Lauren Morales (6th grade teacher). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Coach Derek Elvin (K-6 PE Teacher)- assigned to Idil Oguz (K-6 Music Teacher) She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

K-5: English Language Arts

The primary goal of the reading program is to support the progressive development of reading comprehension and incorporate reading throughout all subject areas. The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare the students. Students who are college and career ready display the following characteristics:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demand of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

A focus will be on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. A firm foundation of reading skills is developed through a strong phonics program in order to strengthen decoding skills and enhance word analysis skills. Systematic, explicit instruction by the teacher within the reading program, as well as with other text sources, will foster the mastery of content and standards within reading. The GVC is the core curriculum for the school, which is the current state standards grouped and mapped in a particular way to ensure they can be mastered within the time given. The GVC map includes the state standards, essential questions, objectives, item specifications, evidence of learning, and sample resources. A variety of genuine texts will be used as resources, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in Just Read, Florida!, an effective program incorporates a wide range of diverse texts. The basis for the reading resource materials will be text exemplars and a reading program, Florida Reading Wonders . The combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more

complex text to challenge the students, allowing them to reach higher standards of success.

6: English Language Arts

Middle school students will complete three annual courses in English Language Arts, per the Miami-Dade County requirement for matriculation into high school. The required courses are M/J Language Arts 1, 2, and 3, each for grades 6, 7 and 8, respectively. Students may take additional reading courses as an elective, or be required to take intensive courses depending on their state-mandated assessment scores. In sixth grade, students can be offered M/J Reading 1, M/J Intensive Reading 1, M/J Advanced Language Arts, and M/J Intensive Language Arts 1. Each grade level will also have M/J Language Arts Through ESOL and/or M/J Developmental Language Arts Through ESOL. In addition to Novel Studies, Top Score Writing Program, Common Core Coaches and Performance programs have been purchased to align with Florida Standards.

The primary goal of the Reading/Language Arts program is to provide instruction in the strands and anchor standards as outlined in the table below. Specific standards are included in the curriculum map, aligned with Language Arts Florida Standards (LAFS). The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare students.

Supplemental Intervention Reading Program (SIRP)

The School will meet the individual needs of students during the school day. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as before and after school, through content area integration, during enrichment activities and any other opportunity to support student achievement of individual learning goals. Materials and resources that will be used are:

- Reading Plus*
 - iStation*
 - Houghton Mifflin Journeys
- *Denotes a computer-based program

Comprehensive Intervention Reading Program (CIRP)

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction but may be pulled out during non-required electives. There will also be the opportunity for push-in support within the classroom. Some research-based programs that the teacher will utilize include:

- Fountas and Pinnell (K-6)
- WonderWorks (K-6)
- Corrective Reading (2-6)

K-5 Mathematics

The GVC focuses students on accuracy of computation and mastery of basic operations; fundamental math concepts; and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers use various manipulative materials, including technology, to promote engaging, hands-on learning before moving students to paper and pencil tasks. The GVC is the core curriculum, which is the current state math standards grouped and mapped in a particular way in order to ensure the standards can be mastered in the time

given. The School will implement Pearson Envision as its math textbook resource to use in conjunction with the GVC.

Students will receive, at minimum, 90 minutes of math instruction daily. Teachers will follow the structure of modeling, guided practice, and independent practice to ensure understanding and mastery. Small group instruction and center activities will be utilized to reach students at their particular levels and provide content aligned with student needs. The determination of the students within each group is based upon data analysis of benchmark assessments, weekly assessments, and daily informal observations. Students who are considered at-risk in mathematics will receive the most small-group instruction within the allotted time for centers. Teachers will be encouraged to spend time with these students during lunch, before school, or after school to assist them in reaching a level of proficiency. Math intervention programs include envision Intervention, Think Through Math, Mathletics, and Common Core Coach materials all aligned to Common Core/Florida Standards Assessment.

6: Mathematics ?

Middle school students will complete three annual courses in mathematics, per the Miami-Dade County requirement for matriculation into high school. In sixth grade, students will be able to take M/J Math 1, M/J Math 1 Advanced, or M/J Intensive Math 1.

The GVC focuses students on the application of mental math strategies related to the mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All middle grades use problem solving to promote analytical thinking skills. A major emphasis will be placed not only on the content standards, but also the practice standards for mathematics. These practice standards are incorporated within the content in order to aid students in gaining mathematical proficiency. The practice standards are listed below and apply to every grade level:

- ? MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- ? MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- ? MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- ? MAFS.K12.MP.4.1 Model with mathematics.
- ? MAFS.K12.MP.5.1 Use appropriate tools strategically.
- ? MAFS.K12.MP.6.1 Attend to precision.
- ? MAFS.K12.MP.7.1 Look for and make use of structure.
- ? MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

Teachers will use various strategies through real-world applications and will use the structure of modeling, guided practice and independent practice. Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible. Intensive courses listed above will be offered, as needed, for students needing remediation in mathematics. The primary goal of the mathematics program is to provide instruction that integrates the practice standards with the following domains and clusters listed below, along with the math textbook program Glencoe Florida Math Connects as a resource and Common Core Coach materials. Textbook resources are continuously reviewed and updated based on effectiveness and needs of the students.

b. Instructional Strategies

1. 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.

The Downtown Miami Charter School has developed a research based action plan to target and remediate our current performance in order to reach our goal of 90% of students on grade level. This

action plan is based upon the research of providing our students with increased instructional minutes and rigor in all content areas. The body of research is based upon the book, "Annual Growth, Catch-Up Growth by Lynn Fielding, Nancy Kerr, and Paul Rosier (2007)." This body of research provides strategies and methods, which we have incorporated into our action plan that will assure student achievement in reading and math. Specifically, the school has also developed a plan that aligns with the current educational model, Response to Intervention (RTI). Our action plan involves the following:

- Increased Visibility and Monitoring of Teachers with daily walkthroughs completed by Administration.
- Improved Intervention Schedule, Afterschool Extended Program (Dolphin Odyssey Program) and Enrichment Activities
- Emphasis on providing students with increased and effective instruction through the use of an Instructional Focus Program and a minute by minute plan for both Reading and Math.
- An Improved Behavior System to increase students' time on task, The Scholar Success Program.

The tiered Intervention plan that we've developed for Reading includes all students receiving 190 minutes of literacy instruction broken out into the Core (Tier 1), Supplemental (Tier 2) and Intensive (Tier 3).

The Core (Tier I) involves students receiving 90 minutes of Wonders (K-5) and Novels Studies (5th and 6th) Reading Programs with the infusion of literacy centers, 40 minutes daily of a school wide college prep intervention, wherein all students are immersed in an additional intervention program matched to their FCAT or SAT 10 levels. Students participated in intensive reading intervention groups using Corrective Reading, Voyager, Journey's, vocabulary development, novel studies, newspaper studies and Fountas and Pinnell during the 40 minute daily college prep intervention that takes place each morning from 8:10 - 8:50 afternoon from 2:20 p.m.-3:00 p.m. In addition, students also receive 30 minutes of non-fiction reading strategies during their Social Studies or Science content instruction and a specific Instructional Focus Program that targets comprehension strategies.

For the supplemental part of our reading action plan, (Tier II), students who received NWEA Scores below average RIT will receive a research based Wonder Works materials with a minute by minute plan and which includes monitoring by the administration. For middle school grade 6, we are using Journey's. Moreover, the Intensive portion of our Reading Plan (Tier III) involves students receiving additional support during their special time to receive Fountas and Pinnell Intervention.

The daily school wide intervention, which is also called college prep time, has several layers to ensure that students are provided with the opportunity to catch-up their reading levels and an opportunity to grow while receiving enrichment classes. After each NWEA and Reading Running Records, students are regrouped based on predicted performance. These layers include a Core, Tier II and also Tier III. Every instructional staff member teaches during college prep minutes so the lowest performing students have the lowest teacher to student ratio. Students receive direct instruction during the college prep time as follows:

K- Reading Centers including the following: alphabet sorts, Words their Way sorts, FCCR activities Jolly Phonics and Istation.

1st & 2nd Grade- Student will receive Novel Studies and Math enrichment, and interventions using the research based programs such as Corrective Reading.

3rd – 6Th Grade: Students will receive Class Novel Studies, Newspaper Studies, Science Vocabulary or Math instruction based on their level. Students who did not meet the recommended RIT on NWEA receive Wonder Works. Therefore, several groups have mixed grade levels to ensure the instruction matches the weaknesses of the students.

The tiered intervention plan for Math includes all students receiving 113 minutes of math instruction broken out into the Core (Tier 1), Supplemental (Tier 2) and Intensive (Tier 3). The Core (Tier 1) involves students receiving 60 minutes of on grade level math utilizing the newly adopted math series (Envision) with the integration of using on manipulatives during math centers. In addition, students will receive a math intervention each day incorporating skill based instruction utilizing Common Core Support Coach Targeted Instruction and Common Core Performance Coach. Moreover, students will utilize Mathletics during stations/centers.

Tier 2 and Tier 3 of the math action plan involves students being pulled out for Envision Intervention during College Prep.

DMCS desires for ALL of our students to be successful and to demonstrate mastery of Florida Standards. As such, we have developed the above referenced action plan to address the deficiencies within our student achievement. The elements and indicators that we've highlighted fall under the following categories:

- Classroom Culture and Environment
- Instructional Tools and Materials
- Lesson Planning and Delivery
- Higher Order Questioning and Discourse
- Student Engagement
- Rigorous Tasks and Assessments
- Differentiated Accountability
- Cross Content Reading with Writing Instruction
- Implementation of the Florida Continuous Improvement Model

The leadership team will monitor the instructional process present at DMCS. Our plan is to complete daily walkthroughs which will be tracked in our Student Information System. In addition, CSUSA will complete two School QUEST Visits to assess the movement of DMCS towards greater student achievement and a higher school grade. This year, DMCS has a two part-time Curriculum Resource Teachers, Reading, Math and Science Coaches, Dean of Discipline, and two Reading Intervention Teacher Assistants that are also working within the classroom pulling students and assisting with intervention and remediation.

2. 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: 860

Extended Day/CCLC – Three (Grades 1&2) and Five (Grades 3-6) days a week, scholars who are reading below grade level get an additional sixty to ninety minutes of homework support, CM standards instruction, Mathletics and Reading Plus or iStation. Instructors are trained on the programs and each follows a minute by minute plan to ensure the maximum use of instructional minutes.

Strategy Rationale

Research proves scholars who are reading below grade level need more eyeball to eyeball direct instruction in Reading in order to catch up to grade level.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinda, Rebecca, rdinda@dadeschools.net

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

In Extended Day/CCLC, scholars complete NWEA and are monitored through CMA.

Strategy: After School Program

Minutes added to school year: 1,560

To provide scholars the opportunity to participate in extra-curricular clubs that are related to their interests such as Basketball, Step Team, Science Gardening, Cheerleading, School Newspaper, Yoga, Rhythm/Dance Crew, Drama and Flag/Music Clubs.

Strategy Rationale

Scholars who participate in extra curricular activities develop background knowledge and are able to relate it to their learning. It also builds relationships with different educators within the school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinda, Rebecca, rdinda@dadeschools.net

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

Observations, attendance and end of the year performances

Strategy: Extended School Day

Minutes added to school year: 5,400

Before School – DMCS offers support to scholars on Reading Plus, Think Through Math, iStation, or Mathletics all computer based programs.

Strategy Rationale

Scholars who have access to technology programs are more likely to master the Florida Standards technology components. Many of our students do not have access at home so we offer them time to use our computers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinda, Rebecca, rdinda@dadeschools.net

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

Educational instructional software programs help scholars self monitor their fluency levels, vocabulary and comprehension skills. The more practice a scholar receives through technology programs, the greater impact it has on their overall academic performance.

Strategy: Summer Program

Minutes added to school year: 14,400

Scholars who are below grade level in Math and Reading are invited to a six week camp which emphasis is on the scholar's area of need in mathematics and ELA. Scholars were arranged in groups to work on academic areas that would be the foundation to the upcoming grade level.

Strategy Rationale

Scholars who don't keep their minds active during the summer fall behind and return to school further behind than they were before the summer.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinda, Rebecca, rdinda@dadeschools.net

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

NWEA is monitored in the Spring and Fall to determine the impact of participation in the summer program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Local preschools visit Downtown Miami Charter School throughout the year to see the types of learning taking place in kindergarten. During the visit, the preschool teachers have an opportunity to see the instructional strategies being utilized in the classroom so they can prepare their students for kindergarten. During the summer, DMCS holds kindergarten workshops for incoming kindergarten students and their parents. This is a mandatory session where the parent and child learn what is necessary for a child to be successful in kindergarten. They learn about the Common Core standards as well as the DMCS expectations in kindergarten. Parents also attend Enrollment sessions where they can visit the classroom and learn about the school and kindergarten curriculum. Kindergarten students are also given a pre-screening in the summer and the parent is addressed with what they can work on before the first day of school. The Principal and Curriculum Resource Teacher visited some of the pre schools where many of our students come from to share our philosophy and academic program so parents can decide if they are interested in applying to our school.

b. College and Career Readiness

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

The sixth grade students attend the Broward College Fair where they learn about the different higher education institutions around the country and the academics they have to offer. Students at DMCS also participate in Career Week each year. Students in grades kindergarten through second grade have an opportunity to learn about vehicles related to careers and what they are used for, each year we have everything from an ambulance to a fire truck to a police horse. Students in grades three through five have Individuals come and and speak about their careers. This year the focus was on STEM careers. Sixth grade students spend time on creating resumes and have group interviews with local business owners.

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

Each classroom is themed around an institute of Higher Education. Within each class the theme revolves around that institute. This could be anything from the color, chants, classroom rules, reading challenge, positive reward system, academic options, etc.

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will implement the process of Close Reading during ELA and Content.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will implement the process of Close Reading during ELA and Content. 1a

G088147

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	62.0
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Scholars at Downtown Miami Charter School struggle with utilizing key strategies to comprehend grade level text.
- Scholars at Downtown Miami Charter School have difficulty understanding the complexity of comprehension questions in the area of Integration of Knowledge and Ideas.
- Scholars at Downtown Miami Charter School struggle to understand the deeper scientific concepts that are presented.
- Scholars who are identified as SWD at Downtown Miami Charter School display poor performance across all subject areas due .

Resources Available to Help Reduce or Eliminate the Barriers 2

- Close Reading Training, FSA Test Specification Training, CSUSA Monthly Writing Assessments based on FSA, Top Score Writing Program, CSUSA Playbook, Wonders Curriculum, Performance and Support Coach by Curriculum Associates, PCG Professional Development

Plan to Monitor Progress Toward G1. 8

NWEA Performance Reports

Person Responsible

Rebecca Dinda

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

NWEA Performance Reports

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. Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will implement the process of Close Reading during ELA and Content. **1**

 G088147

G1.B1 Scholars at Downtown Miami Charter School struggle with utilizing key strategies to comprehend grade level text. **2**

 B234393

G1.B1.S1 Because interpreting a literary or scholarly text can often seem to students like a mysterious (even irrelevant) activity of literary critics who are overly fascinated by "symbols," discussing close reading as a constant everyday activity in which students themselves engage helps to demystify the process. **4**

 S247157

Strategy Rationale

According to Face History "Close reading is carefully and purposefully reading and rereading a text. It's an encounter with the text where we focus on what the author has to say, what the author's purpose is, what the words mean, and what the structure of the text tells us. Close reading ensures that we really understand what we've read. At Facing History, we use careful investigation of text to make connections to essential questions about history, human behavior, and ourselves. State Standards require that students provide evidence and justification for their answers; these skills can only happen if students know how to closely read."

<https://www.facinghistory.org/resource-library/teaching-strategies/close-reading-protocol>

Action Step 1 **5**

Close Reading Professional Development

Person Responsible

Berna Ruiz

Schedule

Quarterly, from 9/30/2016 to 6/3/2017

Evidence of Completion

Add specific strategies for interactive notebooks to Lesson plans, CMAs, standards based assessments

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

Weekly lesson plans check, Administrative walkthroughs

Person Responsible

Berna Ruiz

Schedule

Biweekly, from 9/28/2016 to 6/3/2017

Evidence of Completion

Teachers will submit their weekly lesson plans on Chalk.com and coaches will provide feedback form. During data chats and monthly EESAC meeting teachers will share student examples of their interactive notebooks.

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

Common Monthly Assessments in ELA and CSUSA Writing Prompts

Person Responsible

Berna Ruiz

Schedule

Monthly, from 9/1/2016 to 6/3/2017

Evidence of Completion

Common monthly assessments data by student and grade level will be printed for ELA and Math teachers.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M334748	NWEA Performance Reports	Dinda, Rebecca	9/1/2016	NWEA Performance Reports	6/2/2017 quarterly
G1.B1.S1.MA1 M334746	Common Monthly Assessments in ELA and CSUSA Writing Prompts	Ruiz, Berna	9/1/2016	Common monthly assessments data by student and grade level will be printed for ELA and Math teachers.	6/3/2017 monthly
G1.B1.S1.MA1 M334747	Weekly lesson plans check, Administrative walkthroughs	Ruiz, Berna	9/28/2016	Teachers will submit their weekly lesson plans on Chalk.com and coaches will provide feedback form. During data chats and monthly EESAC meeting teachers will share student examples of their interactive notebooks.	6/3/2017 biweekly
G1.B1.S1.A1 A321633	Close Reading Professional Development	Ruiz, Berna	9/30/2016	Add specific strategies for interactive notebooks to Lesson plans, CMAs, standards based assessments	6/3/2017 quarterly

V. Professional Development Opportunities

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

G1. Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will implement the process of Close Reading during ELA and Content.

G1.B1 Scholars at Downtown Miami Charter School struggle with utilizing key strategies to comprehend grade level text.

G1.B1.S1 Because interpreting a literary or scholarly text can often seem to students like a mysterious (even irrelevant) activity of literary critics who are overly fascinated by "symbols," discussing close reading as a constant everyday activity in which students themselves engage helps to demystify the process.

PD Opportunity 1

Close Reading Professional Development

Facilitator

Ms. Ruiz. Mrs. Howard and Mrs. Greenhaus

Participants

All instructional staff

Schedule

Quarterly, from 9/30/2016 to 6/3/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Close Reading Professional Development				\$209,000.00
Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	520-Textbooks	3600 - Downtown Miami Charter School	General Fund		\$200,000.00	
<i>Notes: Wonders, Envision, Coach Digital License</i>						
	690-Computer Software	3600 - Downtown Miami Charter School	School Improvement Funds		\$9,000.00	
<i>Notes: Mathletics/Reading Plus/IStation</i>						
Total:					\$209,000.00	