

Miami-Dade County Public Schools

Miami Community Charter Middle School



2017-18 Schoolwide Improvement Plan

Miami Community Charter Middle School

18720 SW 352ND ST, Florida City, FL 33034

www.mccedu.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Miami Community Charter Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

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

In accordance with the Every Child Succeeds Act, 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.

b. 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 students' safe interaction, and monitor bullying in and around the building. Teachers set a tone of respect and establish well managed classrooms.

MCCS implements, follows, and exercises their core values, which are led and directed by the Dean of students.

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.

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.

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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

- Course Failure in Science or Social Sciences
- A Level 2 score on the statewide, standardized assessments in ELA or Mathematics

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

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

Student attendance is monitored weekly; a binder is kept in the record office to track all student tardy's and absences. Parents are contacted after student's receive 3 tardies and 3 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.

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	0	0	0	0	0	0	7	11	4	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	3	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	61	72	61	0	0	0	0	194

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	44	46	47	0	0	0	0	137

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

Student receive the RTI Interventions as stipulated in the student progress plan as well as:

-the school has an additional 60 minutes of instruction embedded in the school day to provide additional Reading intervention. Students who have shown significant deficiencies in Reading skills are placed in intensive reading, the rest of the students are an additional hour in appropriate placement.

-a part time interventionist works with students, that are identified by the early warning systems

-a Title 1 parent resource center is available for parents; as well as parental support available

-parental workshops are provided when available

-the implementation of i-Ready as an ongoing progress monitoring program

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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.

MCCS recognizes that having a strong presence 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 and collaboration for community activities.

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, and plans to participate in the local community events such as the Homestead Ribfest.

The Fairchild Challenge was integral to MCCS's STEM related activities. As was the partnership between Univision and MCCS to create a STEM video showcasing STEM in the community. The collaboration took place between our Kindergarten bilingual program, 2nd graders (Butterfly Garden) and 5th grades (Composting), extending to High School, where our High School Science students, created their own garden using composting.

The school is scheduled to participate in a parent workshop, at the Everglades Migrant Camp on November 7, 2017.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Alba-Quesada, Maria	Principal
Papili, Stephany	Assistant Principal
Rodriguez, Lianet	Teacher, K-12
Rieumont, Mildrelis	Assistant Principal
Galdamez, Diana	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.

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

Principal – Maria Alba-Quesada

High School Principal-Stephany Papili

Assistant Principal & Instructional Leader-ELA/Social Studies-Mildreis Rieumont

Instructional Leader Mathematics-Maria Brown
Exception Student Education (ESE) Teacher –Raquel Mejia
Instructional Leader-World Language-Lianet Rodriguez
Instructional Leader-Digital Learning-Ruben Saavedra
Instructional Leader-Science-Maria Brown
Technology Specialist – Marcos Padron
School Psychologist – Richard Sasseville
Speech Language Psychologist – Ms. Calla
Guidance Counselor – Abinel Marquez
Dean of Students – Jaime Padro

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):

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.

Instructional Leaders

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

Exceptional Student Education (ESE) Teachers:

Participate in student data collection, integrate core instructional activities/materials into Tier 1,2,3 instruction, and collaborate with general education teachers using common planning, collaborative planning through our student support services team and through the use of a co-teaching model (inclusion).

Technology Specialist:

Our school's technology specialist provides the technological support needed to keep school wide

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

School Psychologist:

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

Speech Language Pathologist:

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

Guidance Counselor:

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

Dean of Students:

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

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

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

- The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the problem solving process to support planning, implementing, and evaluating effectiveness of services.
- Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
- Administration will also monitor the implementation of RtI to ensure compliance with intervention and documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.
- The Instructional Leader 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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Eimy Rincon	Parent
Jessica Martinez	Student
Jila Rezaie	Principal
Maria Brown	Teacher
Stephany Papili	Education Support Employee
Justyn Quesada	Student
Salome Carcasses	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Board and EESAC evaluates the school improvement plan and approves it prior to it's submission. The SIP is reviewed and evaluated as set forth by the requirements from the Miami-Dede district; the teaching teams with their Instructional Leaders 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 2017-2018 school year; and the information is presented to the board, who completes the SIP End of year process.

b. Development of this school improvement plan

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

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

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

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

The allocation of the SAC funds will be used for the Toolkit for iReady for the teachers of both ELA and Math.

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
Alba-Quesada, Maria	Principal
Papili, Stephany	Assistant Principal
Rieumont, Mildrelis	Assistant Principal
Marquez, Abinel	School Counselor

b. Duties

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

Maria Alba-Quesada-Principal
Stephany Papili-High School Principal
Mildreis Rieumont-Assistant Principal; Instructional Leader -6-8 ELA
Raina Fiallo-Assistant Principal
Jackelyn Garcia-Focuses on Reading and ELA Grades 9-12
Raquel Mejia-ESE Specialist
Abinel Marquez-Guidance Counselor

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 interdisciplinary STEM fair encompassing literature will take place during the school year, to expose students', parents and the community to different aspects of literature.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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:

Collaborative Planning and instruction Time-during the regular work day as well as one afternoon each month, in which team lesson planning takes place.

The Instructional Leaders Program-which enables experienced teachers that are a part of the Leadership team, to work closely with new teachers, and struggling teachers. The Instructional Leaders role is to mentor, guide and coordinate the grade level/core subject's implementation of the academic programs.

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

Competitive Benefit Package
Instructional Leaders Program
Participation in Decision Making by Instructional Leaders
Instructional Support
Effective Student Behavior Management
Matching Tuition for Higher Degree or National Certification
401 K Matching

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

Shawn Kang-Igore Azael-Moise
Jacqueline Fiallo-Jackelyn Garcia

Mentoring Activities:
Instructional Leader to First Year Teachers:
Co-planning; Co-teaching
Ongoing Team Meetings
Lesson Plan Reviews
Peer Observations

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.

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

For school year 2017-2018 the school has adopted the following programs in addition to the existing programs:

The pacing guides are implemented in all courses.

iReady (Diagnostic) for Reading & Math as a Universal Screening for RTI (Florida Standards) & Ongoing Progress Monitoring.

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.

School collects and disaggregates 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 Mid year assessments.
- 3- Access
- 4- Progress Reports and Report Cards
- 5- Monthly assessments
- 6-iReady

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, (monthly assessments) , monthly assessment's are designed based on the pacing guide. The results of the mini assesments 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 mini 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.

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: 18,000

Enrichment and intervention is included in the student's daily schedule; MCCS includes an additional 60 minutes in the schedule. The i-Ready program will be implemented for grades 6-8 as a diagnostic tool and ongoing progress monitoring. This will be implemented as a school wide differentiated instruction program. Additional Reading Fluency tutoring services in grades 9 and 10, and Reading retakers.

Strategy Rationale

Studies conducted on i-Ready's implementation have shown that the program correlates with end of year FSA data.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Papili, Stephany, spapili7@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 monthly assessments, mid year assessments, and monthly 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 Instructional Leaders 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, instructional leaders, and administration reviews the progress of the lesson plans.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Our elementary school serves as a feeder pattern school for our middle school; through articulation of students, our students transition from 5th grade to 6th grade. Our 5th grade students, who attend our Elementary school, visit the Secondary school, through a field trip where they meet w/ the sixth grade students, and have an orientation with the teachers, about athletics, courses, and extra curricular activities. Parents are also invited to a 6th grade orientation, which takes place on a parent night. Students who would like to enroll in our sixth grade from outside schools are also invited to the orientation nights for parents, where they learn about the schools mission, vision, and programs. Parent Nights take place at the beginning of the school year. Our middle school is not only housed in the same location as our high school but also serves as a feeder pattern school for our high school; through articulation of students, our students transition from 8th grade to 9th grade. Through collaboration with the Mexican American Council, our 12th grade students participate in their College and Career Readiness Program.

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.

Credit bearing courses such as Advanced Placement courses such as Spanish, Industry Certificates for Microsoft IT Academies, are being offered to students, as well as dual enrollment options. A credit recovery program is in place.

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

Credit bearing courses such as Advanced Placement, Industry Certificates for Microsoft IT Academies, as well as two different advanced programs (Health Allied and Digital Design) are being offered to students, as well as dual enrollment options.

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

The middle school students have opportunity to take every course advance and honor level. In addition all students enter the Microsoft academy in grade six. During three years course work, students prepare for the certification exam in grade eight. In addition Algebra 1, Biology and Physical Science courses are offered to middle school students. This is to assist students to meet the graduation , early admission and advanced placement requirements in the high school.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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. 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"), 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. To increase student achievement by improving core instruction in all content areas. 1a

G096685

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
ELA/Reading Gains	55.0
FCAT 2.0 Science Proficiency	40.0
ELA/Reading Lowest 25% Gains	53.0
FSA Mathematics Achievement	53.0
Math Gains	53.0
Math Lowest 25% Gains	53.0
Civics EOC Pass	65.0

Targeted Barriers to Achieving the Goal 3

- As a result of language deficiencies our students have deficiencies in academic language, vocabulary, and informational text due to limited acquisition of language in both English and Spanish, across content areas, which is evident in student performance in Integration of Knowledge and Ideas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- A Professional Development Site Plan is in place to strengthen the delivery of instruction; a Part Time Interventionist; an additional block of Reading instruction is embedded in the schedule; Implementation of Pacing Guides; IT Center with 84 Computer Stations, 3 portable computer carts (making up over 222 work stations). Text books aligned to Florida Standards, Houghton Mifflin Collections; College Board Springboard. I-Ready as a Universal Screening and tool for ongoing progress monitoring.

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, i-Ready, supplemented by Achieve 3000 which enables the school to follow the data on a weekly basis.

Person Responsible

Stephany Papili

Schedule

Triannually, from 10/22/2017 to 6/9/2018

Evidence of Completion

Lesson Plans, Walkthrough Evidence, Mini Assessment data, Interim Assessment Data; State-Wide Assessment Data , iReady 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

G096685

G1.B1 As a result of language deficiencies our students have deficiencies in academic language, vocabulary, and informational text due to limited acquisition of language in both English and Spanish, across content areas, which is evident in student performance in Integration of Knowledge and Ideas. 2

B260062

G1.B1.S1 Teachers will incorporate ELL, and 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, to increase Reading fluency, comprehension and student lexile level. 4

S275515

Strategy Rationale

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

Action Step 1 5

Every FSA Level 1 and 2 student in Middle School is scheduled for an Intensive Reading course, and for ESOL students a Developmental Language Arts course, used in combination with Question Task Cards, and the Test Item Specifics 6th, 7th and 8th grade Reading.

Person Responsible

Stephany Papili

Schedule

Weekly, from 8/21/2017 to 6/9/2018

Evidence of Completion

Walk throughs, Lesson Plan Reviews, student work samples.

Action Step 2 5

i-Ready instructional books will be used in all Intensive Reading courses.

Person Responsible

Stephany Papili

Schedule

Daily, from 8/21/2017 to 6/9/2018

Evidence of Completion

Walk throughs, Lesson Plan reviews, Student work samples

Action Step 3 5

Heritage dictionaries will be implemented daily for ELL learners, in all courses.

Person Responsible

Mildrelis Rieumont

Schedule

Daily, from 8/21/2017 to 6/9/2018

Evidence of Completion

Walk throughs, Lesson Plan Reviews

Action Step 4 5

Active divergent word walls are in place in every Science, Social Studies, Mathematics and ELA classrooms, to display vocabulary in curriculum content.

Person Responsible

Mildrelis Rieumont

Schedule

On 6/9/2018

Evidence of Completion

Walk throughs, Lesson Plan Reviews

Action Step 5 5

Tier II Math students taking Algebra I and Geometry, will be given additional support, through an additional instructor, to provide remediation for standards that are deficient.

Person Responsible

Mildrelis Rieumont

Schedule

On 6/9/2018

Evidence of Completion

Walk throughs, Lesson Plan Reviews

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

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

Person Responsible

Stephany Papili

Schedule

Weekly, from 8/21/2017 to 6/9/2018

Evidence of Completion

Mini Assessment Data; G2D Assessment Data; i-Ready reports; Mid Year Assessment 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, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Stephany Papili

Schedule

Monthly, from 8/21/2017 to 6/9/2018

Evidence of Completion

Mini Assessment Data; G2D Assessment Data; i-Ready data reports; Mid Year Assessment Data; Lesson Plans; Walkthrough Evidence, 2018 Spring FSA Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M398385	The FCIM model will be used to monitor the progress towards meeting the goal, as indicated by...	Papili, Stephany	10/22/2017	Lesson Plans, Walkthrough Evidence, Mini Assessment data, Interim Assessment Data; State-Wide Assessment Data , iReady Data	6/9/2018 triannually
G1.B1.S1.MA1 M398381	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership...	Papili, Stephany	8/21/2017	Mini Assessment Data; G2D Assessment Data; i-Ready data reports; Mid Year Assessment Data; Lesson Plans; Walkthrough Evidence, 2018 Spring FSA Data	6/9/2018 monthly
G1.B1.S1.MA1 M398382	Following the FCIM model, monthly assessment data reports will be reviewed and instruction be...	Papili, Stephany	8/21/2017	Mini Assessment Data; G2D Assessment Data; i-Ready reports; Mid Year Assessment Data; Lesson Plans; Walkthrough Evidence	6/9/2018 weekly
G1.B1.S1.A1 A369942	Every FSA Level 1 and 2 student in Middle School is scheduled for an Intensive Reading course, and...	Papili, Stephany	8/21/2017	Walk throughs, Lesson Plan Reviews, student work samples.	6/9/2018 weekly
G1.B1.S1.A2 A369943	i-Ready instructional books will be used in all Intensive Reading courses.	Papili, Stephany	8/21/2017	Walk throughs, Lesson Plan reviews, Student work samples	6/9/2018 daily
G1.B1.S1.A3 A369944	Heritage dictionaries will be implemented daily for ELL learners, in all courses.	Rieumont, Mildrelis	8/21/2017	Walk throughs, Lesson Plan Reviews	6/9/2018 daily
G1.B1.S1.A4 A369945	Active divergent word walls are in place in every Science, Social Studies, Mathematics and ELA...	Rieumont, Mildrelis	8/21/2017	Walk throughs, Lesson Plan Reviews	6/9/2018 one-time
G1.B1.S1.A5 A369946	Tier II Math students taking Algebra I and Geometry, will be given additional support, through an...	Rieumont, Mildrelis	8/21/2017	Walk throughs, Lesson Plan Reviews	6/9/2018 one-time

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 As a result of language deficiencies our students have deficiencies in academic language, vocabulary, and informational text due to limited acquisition of language in both English and Spanish, across content areas, which is evident in student performance in Integration of Knowledge and Ideas.

G1.B1.S1 Teachers will incorporate ELL, and 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, to increase Reading fluency, comprehension and student lexile level.

PD Opportunity 1

i-Ready instructional books will be used in all Intensive Reading courses.

Facilitator

i-Ready Representative-Pilar Baldwin

Participants

ELA teachers

Schedule

Daily, from 8/21/2017 to 6/9/2018

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	Every FSA Level 1 and 2 student in Middle School is scheduled for an Intensive Reading course, and for ESOL students a Developmental Language Arts course, used in combination with Question Task Cards, and the Test Item Specifics 6th, 7th and 8th grade Reading.				\$0.00
2	G1.B1.S1.A2	i-Ready instructional books will be used in all Intensive Reading courses.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6048 - Miami Community Charter Middle School	General Fund		\$12,000.00
<i>Notes: Achieve 3000</i>						
3	G1.B1.S1.A3	Heritage dictionaries will be implemented daily for ELL learners, in all courses.				\$4,651.30
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6048 - Miami Community Charter Middle School	General Fund		\$4,651.30
<i>Notes: Heritage Dictionaries & Definition Dictionaries</i>						
4	G1.B1.S1.A4	Active divergent word walls are in place in every Science, Social Studies, Mathematics and ELA classrooms, to display vocabulary in curriculum content.				\$0.00
5	G1.B1.S1.A5	Tier II Math students taking Algebra I and Geometry, will be given additional support, through an additional instructor, to provide remediation for standards that are deficient.				\$0.00
					Total:	\$16,651.30