



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Downtown Miami Charter School**

305 NW 3RD AVE

Miami, FL 33128

305-579-2112

<http://www.downtowncharter.org>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 87%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 98%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Downtown Miami Charter School

##### Principal

Matt Gorson, Board Chairman Rebecca Dinda, Principal

##### School Advisory Council chair

Christine Casale and Michelle Wasserman

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Rebecca Dinda	Principal
Michael Lupton	Assistant Principal
Berna Ruiz	Curriculum Resource Teacher
Megan Walsh	Reading Coach
Delilah Stroup	Teacher & Math Coach
Michelle Alamo	Teacher & Science Coach
Genvieve Stephenson	School Counselor
Aldin McDonald	Dean
Rodolfo Castillo	Co-Teacher (K-2 Reading Interventionist)
Matthew Gorson	Governing Board Chair

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Rebecca Dinda – Principal  
 Christine Casale – EESAC Co-Chairperson  
 Michelle Wasserman – EESAC Co-Chairperson  
 Allison Adamo – Teacher  
 Benjiman Feight – Teacher  
 Chanel Peart – Teacher

Debra Nails – Teacher  
Vonesia Campbell - Teacher  
Benjamin Feight – Teacher  
Megan Walsh – Teacher  
Maria Gaugh – Parent  
Junon Baptiste – Parent  
Eva Moncada – Parent  
Maria Noguera – Parent  
Alejandra Noguera - Parent  
Alexsandra Pichardo - Alternative Parent  
Samaria Gibbs – Student  
Bessy Galaz – Student  
Annie Boodoo – Educational Support  
Rodolfo Castillo – Educational Support  
Gideon Ape – BCR  
Antonion Marshall – BCR  
Rosie Villagra – BCR  
Anaiya Soto - BCR  
Chelsea Blanco-Soto - CR  
Michael Lupton – APA  
Aldin McDonald - OA

### **Involvement of the SAC in the development of the SIP**

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.

### **Activities of the SAC for the upcoming school year**

The EESAC is comprised of teachers, parents, administrators, community members and other stakeholders. Each month these individuals get together to discuss the academic, operational and financial side of Downtown Miami Charter School to ensure it's well being from both inside and outside of the school setting.

### **Projected use of school improvement funds, including the amount allocated to each project**

\$3,250 will be used for Time for Kids and Common Core Math consumables. The Teachers requested these items at the beginning of the year. Teachers will utilize Time for Kids during their social studies lessons by incorporating current events into their weekly lessons. Common Core Math consumables are used in the teachers daily lessons. The EESAC committee approved the spending of these funds on these projects.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**



**Matt Gorson, Board Chairman Rebecca Dinda, Principal**

Principal

Years as Administrator: 7

Years at Current School: 5

**Credentials**

B.S. Criminal Justice & Psychology  
 M.S. Education Counselor  
 Sixth Year Professional Diploma of Advanced Studies in  
 Education Leadership (Specialist)  
 Certification(s)  
 Guidance and Counseling K-12  
 Educational Leadership K-12

**Performance Record**

2013 – School Grade A  
 High Standards Rdg. - 50%  
 High Standards Math - 66%  
 Lrng Gains-Rdg. - 59%  
 Lrng Gains-Math - 85%  
 Gains Lowest 25%-Rdg - 59%  
 Gains Lowest 25%-Math - 90%  
 Rdg. AMO – YES  
 Math AMO– YES

2012 – School Grade A  
 High Standards Rdg. - 49%  
 High Standards Math - 50 %  
 Lrng Gains-Rdg. - 77%  
 Lrng Gains-Math - 74%  
 Gains Lowest 25%-Rdg - 89%  
 Gains Lowest 25%-Math - 86%  
 Rdg. AMO – No  
 Math AMO– Yes

2011 - School Grade B  
 High Standards Rdg. - 50%  
 High Standards Math - 50%  
 Lrng Gains-Rdg. - 72%  
 Lrng Gains-Math - 63%  
 Gains Lowest 25%-Rdg - 80%  
 Gains Lowest 25%-Math - 70%  
 AMO or AYP - No

2010 - Director of Education with CharterSchools USA  
 High Standards Rdg. - 93%  
 High Standards Math - 92%  
 Lrng Gains-Rdg. - 76%  
 Lrng Gains-Math - 73%  
 Gains Lowest 25%-Rdg - 79%  
 Gains Lowest 25%-Math - 88%  
 AMO or AYP - Yes

2009 - School Grade - C  
 High Standards Rdg. - 49%  
 High Standards Math - 50%  
 Lrng. Gains-Rdg. - 64%  
 Lrng. Gains-Math - 56%  
 Gains lowest 25%-Rdg. - 55%

Gains lowest 25%-Math - 61%  
AMO or AYP - No

**Michael Lupton**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

B.S. Physical Education k-12 – Barry University  
 M.S. Higher Education - Barry University  
 Certification(s)  
 Physical Education k-12  
 Integrated Curriculum 5-9  
 Educational Leadership K-12

**Performance Record**

2013 – School Grade A  
 High Standards Rdg - 50%  
 High Standards Math - 66%  
 Lrng Gains-Rdg - 59%  
 Lrng Gains-Math - 85%  
 Lowest 25% Lrng Gains-Rdg - 59%  
 Lowest 25% Lrng Gains-Math - 90%  
 Rdg. AMO – Yes  
 Math AMO– Yes

2012 – School Grade A  
 High Standards Rdg. - 49%  
 High Standards Math - 50 %  
 Lrng Gains-Rdg - 77%  
 Lrng Gains-Math - 74%  
 Lowest 25% Lrng Gains-Rdg - 89%  
 Lowest 25% Lrng-Math - 86%  
 Rdg. AMO – No  
 Math AMO– Yes

2011 - School Grade B  
 High Standards Rdg. -54%  
 High Standards Math - 63%  
 Lrng Gains-Rdg. - 54%  
 Lrng Gains-Math - 63%  
 Lowest 25% Lrng Gains-Rdg - 59%  
 Lowest 25% Lrng Gains-Math - 76%  
 AMO or AYP - Yes

2010 - School Grade A  
 High Standards Rdg. - 83%  
 High Standards Math - 44%  
 Lrng Gains-Rdg. - 62%  
 Lrng Gains-Math - 41%  
 Lowest 25% Lrng Gains-Rdg - 61%  
 Lowest 25% Lrng Gains-Math - 25%  
 AMP or AYP - No

2009 - School Grade A  
 High Standards Rdg. - 73%  
 High Standards Math - 65%  
 Lrng Gains-Rdg - 67%  
 Lrng Gains-Math - 65%  
 Lowest 25% Lrng Gains-Rdg - 52%

Lowest 25% Lrng Gains-Math - 50%  
 AMO or AYP - Yes

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Berna Ruiz**

Full-time / School-based

Years as Coach: 3

Years at Current School: 9

**Areas**

Reading/Literacy

**Credentials**

Barry University  
 Elementary Education K-6 with ESOL Endorsement

**Performance Record**

2013 – School Grade A  
 High Standards Rdg - 50%  
 Lrng Gains-Rdg - 59%  
 Lowest 25% Lrng Gains-Rdg - 59%  
 Rdg. AMO – Yes  
 2012 – School Grade A  
 High Standards Rdg, - 49%  
 Lrng Gains-Rdg. - 77%  
 Lowest 25% Lrng Gains-Rdg - 89%  
 Rdg. AMO - No  
 2011 - School Grade B  
 High Standards Rdg. - 54%  
 Lrng Gains-Rdg. - 59%  
 Lowest 25% Lrng Gains-Rdg - 59%  
 Rdg. AMO - No  
 2010 - School Grade D  
 High Standards Rdg. - 53%  
 Lrng Gains-Rdg - 62%  
 Lowest 25% Lrng Gains-Rdg - 41%  
 Rdg. AMO - No  
 2009 - School Grade C  
 High Standards Rdg. - 49%  
 Lrng Gains-Rdg - 64%  
 Lowest 25% Lrng Gains-Rdg - 55%  
 Rdg. AMO - No

<b>Megan Walsh</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 1</b>	<b>Years at Current School: 4</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Florida State University Bachelors in Elementary Education w/ ESOL endorsed	
<b>Performance Record</b>	2013 – School Grade A High Standards Rdg - 50% Lrng Gains-Rdg - 59% Lowest 25% Lrng Gains-Rdg - 59% Rdg. AMO – Yes 2012 – School Grade A High Standards Rdg. - 49% Lrng Gains-Rdg - 77% Lowest 25% Lrng Gains-Rdg - 89% Rdg. AMO – No 2011 - School Grade B High Standards Rdg. - 54% Lrng Gains-Rdg. - 59% Lowest 25% Lrng Gains-Rdg - 76% Rdg AMO - No 2010 - School Grade D High Standards Rdg - 53% Lrng Gains-Rdg - 62% Lowest 25% Lrng Gains-Rdg - 41% Rdg AMO - No 2009 - School Grade B High Standards Rdg - 66% Lrng Gains-Rdg - 60% Lowest 25% Lrng Gains-Rdg - 45% Rdg AMO - Yes	

**Classroom Teachers**

<b># of classroom teachers</b>	37
<b># receiving effective rating or higher</b>	25, 68%
<b># Highly Qualified Teachers</b>	68%
<b># certified in-field</b>	35, 95%
<b># ESOL endorsed</b>	25, 68%
<b># reading endorsed</b>	2, 5%

**# with advanced degrees**

12, 32%

**# National Board Certified**

0, 0%

**# first-year teachers**

2, 5%

**# with 1-5 years of experience**

19, 51%

**# with 6-14 years of experience**

15, 41%

**# with 15 or more years of experience**

1, 3%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Highly qualified teachers are recruited through the Adaptive Virtual Edge Program. 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

Michael Lupton – Assistant Principal

Raul Moreno – Business Administrator

Bryan Rueger – CSUSA corporate office

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

Michael Lupton – 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 – David McKnight

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;

Carla Vasquez

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the 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.

Juliana Vazquez (kindergarten team lead) - assigned to Marisol Sandoval (kindergarten teacher). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

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

Genvieve Stephenson (Guidance Counselor, Specials Lead) - assigned to Elvin Negrón (Music teacher). He will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Berna Ruiz (Curriculum Resource Teacher) - assigned to Grace Zelaya (3rd grade teacher) and Yesenia Sosa (3rd grade teacher) 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 Bianca Rodriguez (1st grade teacher). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Vonesia Campbell (6th grade team lead) assigned to Kelly Clark (4th grade teacher). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Rodolfo Castillo (2nd grade team-lead) - assigned to Elizabeth Martinez (2nd grade teacher). He will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS meets on a weekly basis on Friday mornings to review weekly data and discuss overall implementation of the RtI Plan. RTI data binders are reviewed along with weekly observations of teachers and students and student data for students who performed below proficiency in 2012-2013 or are predicting to score below proficiency. This team also reviews our RtI 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 RtI 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 FCAT/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-2 Wonders and Envision Common Core as well as resources through STAR and online programs such as PLATOs and Reading Plus.

Tier I - 3-6 Imagine It, Novel Studies, Envision as well as resources though Florida ready, FCAT coach and online programs such as PLATOs and Reading Plus

FAIR – reading assessment, Discovery Benchmark Assessments for Math and Science. Monthly Writing Prompts for all grade levels.

Tier II – Small groups, Corrective Reading, Soar to Success, Flocabulary, Reading Mastery, Fountas & Pinnell Leveled Readers. Number Worlds, Envision Intervention Program, Weekly IFP assessments

Tier III – Small groups, Voyager Intervention, V-Math

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Rebecca Dinda – Principal – oversees the MTSS and monitors the implementation of the SIP

Michael Lupton – 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 Walsh – Reading Coach – Monitors the Tier III Voyager Extended Day program and provides support to teachers

Rodolfo Castillo – 2nd gr Team Lead / Reading Coach – Monitors Tier II 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



Genieve Stephenson – Guidance Counselor – Oversees the Behavioral Rti process and provides Tier I character education to all students as well as tier II and tier III support to small group counseling sessions. Also provides support to teachers with individualized behavior plans.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The majority of the MTSS/RtI Team members serve on the EESAC Team as well, where on a monthly basis we review overall school data and determine additional actions that will be implemented to help our students reach their goals. Each year the team updates the RtI Action Plan to ensure that students are provided with appropriate interventions that meet their needs. The MTSS/RtI team first analyzes the overall student data and then during weekly chats having teachers analyze individual student data of those students who are below grade level. Throughout the school year the team is constantly looking at the impact of the interventions and which ones had the greatest impact on student achievement based on benchmark scores and FCAT/SAT-10/FAIR. After each benchmark we reevaluate our intervention tools and the progress each student is making to see if they are placed in the correct intervention program.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The data sources in Reading are FAIR assessments, Weekly IFP Assessments and Discovery Benchmark assessments which provide data to support the core instruction. This data is reviewed during weekly data chats to monitor the fidelity of instruction and to identify the content which needs to be retaught. Data that supports supplemental instruction is found in Soar to Success and Corrective Reading assessments. Fountas and Pinnell leveled readers are also used for students who receive additional pull-out support. The pull-out teachers, coaches and administrative team review this data on a quarterly basis to discuss progress with the child and parents. An intensive data source is Voyager Passport. This is monitored by the reading Coach and administrative team to assess which individuals need an additional 90 minutes of reading support during extended day three days a week. Students are monitored through their adventure checkpoints and attendance.

The data sources in Math are Weekly IFP Assessments, Envision Assessments and Discovery Math assessments which provide data to support core instruction. This data is reviewed during weekly data chats to monitor the fidelity of instruction and to identify the content which needs to be readdressed. Number Worlds Assessments and Envision interventions are used for students who receive additional pull-out support. The pull-out teachers, coaches and administrative team review this data on a quarterly basis to discuss progress with the child and parent. An intensive data source is Voyager Math. Students identified as level 1's in mathematics will receive additional support in v-math in extended day. This is monitored by the coaches and extended day teachers. The students progress is monitored through adventure checkpoints and attendance.

The data sources in Science are weekly assessments & Discovery Benchmark Assessments. The science teachers will monitor the progress through review of their weekly IFP and quarterly benchmark data analysis.

The data sources in Writing are the strategies within Top Score Writing and the monthly writing prompts. Writing teachers will dissect the monthly writing prompts as well as hold a professional development on how to grade writing prompts for other grade level teachers. Additional support is offered to students in writing once a week after school as well as on Saturdays, twelve weeks before leading up to the FCAT writes.

The data source in Behavior is The Scholar Program. The Dean of Students analyzes the weekly reports and provides the appropriate data to the grade level teachers on a weekly basis. The Guidance Counselor also reviews the data and after each quarter shows this data to the students and holds discussions on their behavior and responsibilities.

The data sources in Attendance are the daily attendance reports and absentee reports. The Guidance

Counselor and Community Involvement Specialist hold Truancy Meetings provide Home visits for those who are constantly tardy or absent.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The plan to support MTSS at DMCS is to ensure that time is given to the MTSS team to analyze data and make necessary changes. Additionally, our weekly data chats will revolve around the MTSS plan and to review student progress and who is not making gains despite the Rtl interventions being in place. Our staff continuously participates in District and CSUSA Professional development around instructional strategies and Rtl. The District School Psychologist and Speech Language Pathologist hold training to provide the team with updates to processes and expectations. Stakeholders are also included in the process at every monthly EESAC meeting.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 12,960

Extended Day – Three days a week, students who are reading below grade level get an additional ninety minutes of reading and thirty minutes of math through the Voyager Intervention Program and V-Math. Instructors are trained on the program and each follows a minute by minute reading plan to ensure the maximum use of instructional minutes.

Saturday Success Academy - bi-weekly between September and December and every Saturday between January and May. Each session is from 9am-12pm and provides students an opportunity to practice in either Reading, Writing, Math or Science with their grade level teachers. Students are grouped based on their deficiency and the teachers target the area of need by providing support through rigorous lesson plans and research based strategies.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

In Extended Day students complete “adventures” each day and after 5 days they will have a “checkpoint” These checkpoints are assessed by the teacher so student progress can be monitored. Students also take bi-weekly fluency assessments through the voyager program and have access to "Ticket to Read" an online reading program. After each benchmark assessment, the students in extended day are assessed to see if they are making progress in both reading and math.

#### **Who is responsible for monitoring implementation of this strategy?**

Megan Walsh, Reading Coach  
Rebecca Dinda, Principal  
Michael Lupton, Assistant Principal

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,560

To provide students the opportunity to participate in extra-curricular clubs that are related to their interests such as Basketball club, Step-Team, Science Gardening club, Cheerleading, Fitness, Rhythm/Dance Crew, Student Council and Music Club

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Observations, attendance and end of the year performances

**Who is responsible for monitoring implementation of this strategy?**

Rebecca Dinda - Principal  
Elvin Negrón - Music Teacher

**Strategy:** Before or After School Program

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

Before School – DMCS offers support to students on Readingplus, a computer based reading program. This program helps students with their fluency, vocabulary and reading comprehension skills.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Readingplus self-monitors students fluency levels, vocabulary and comprehension skills. The more practice a student receives through Readingplus the greater impact it has on their overall reading performance.

**Who is responsible for monitoring implementation of this strategy?**

Megan Walsh, Reading Coach  
Rebecca Dinda, Principal  
Berna Ruiz, Teacher on Assignment - Curriculum

**Strategy:** Summer Program**Minutes added to school year:** 5,400

Students are invited to a three week math camp which emphasis is on the students area of need in mathematics. Ms. Casale analyzed the students data to find which cluster they had most difficulty with and than during math camp these students were arranged in groups to concentrate on that particular area.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students completed pre and post assessments each week. Their Discovery Benchmark Assessment at the beginning of the year will also be a good indicator if they showed progress during the summer.

**Who is responsible for monitoring implementation of this strategy?**

Christine Casale, 4th Grade Math teacher and team lead

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Rebecca Dinda	Principal
Michael Lupton	Assistant Principal
Megan Walsh	Reading Coach
Berna Ruiz	Curriculum Resource Teacher
Genvieve Stephenson	Guidance Counselor
Aldin McDonald	Teacher on Assignment - Dean of Students
Michele Alamo	Science teacher / Coach
Delilah Stroup	Math, Sci teacher / Coach

**How the school-based LLT functions**

Chairperson- Cultivate the vision for increased school wide literacy across all content areas. Ensure implementation of approved reading program by meeting with Teachers on Assignments-Reading/LA weekly to consider student assessment data, discuss classroom observational data, IFC results/plan and professional development needs. The Chairperson will meet regularly with the Teacher on Assignment-Reading/LA to collaborate about the needs of teachers and students. Monitor collection and utilization of assessment data, including progress monitoring data (FAIR assessments) Benchmark assessment data, and observational data.

Curriculum Resource Teacher- Reading/LA - to provide support and guidance in the area of curriculum and instruction by reviewing lesson plans, develops, leads, and evaluates school core content standards, identifies systematic patterns of student needs while working identifying researched based instructional strategies to share with teachers, assists with screening of "at risk" students, analyzes data, implement

progress monitoring and collection of data, assist in the delivery of professional development involving research based reading strategies and skills. Teacher on Assignment will oversee all pull-out remediation/enrichment programs to ensure students are provided with small group instruction based on their Tier intervention plan and needs.

Grade Level Chairs- provide information about core instruction on each grade level, participate in student data collection, delivers instruction for all levels of students using research based instructional strategies. The Grade level chairs will meet with the LLT five times per year, at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. The Grade Level chairs will work in collaboration with the LLT to analyze data and establish appropriate interventions for all learners. The Leadership Team will focus meetings around a problem solving model to provide a rigorous educational programming to support all learners. The Team will meet once a month to review school wide data to evaluate Tier 1 instruction and review progress monitoring data at each grade and classroom level and to determine where support is needed for professional development, resources, and instruction.

Using data from the Florida Assessments for Instruction in Reading (FAIR) and internal benchmark assessments, the LLT will determine Tier 2 and Tier 3 students. The LLT will coordinate with the parents and general education teachers of identified students to create a progress monitoring plan (PMP). The Teacher on Assignment-Reading/LA will provide support and accountability of ongoing progress monitoring assessments administered by the general education teacher. Based on student progress, the LLT will determine what resources, instruction and professional development are still needed.

### **Major initiatives of the LLT**

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 IFP and they will be updated quarterly based upon benchmark tests which occur in September, October, January, and May during meetings with grade levels and school leadership team. 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 Learning Team designated daily time of remediation. This instruction will be specific to students needs and ensure that each program is challenging so students will stretch and push themselves to new reading levels. The LLT will 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.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

All teachers at DMCS teach Learning Teams (Small Group Reading Intervention), which is reading tier II intervention with small groups four days a week for forty minutes per day. Every teacher encourages the Reading Challenge and provides book reports to all their students. They also analyze each students IFP assessments, FAIR data and benchmark data to differentiate the students learning needs while in the classroom. All teachers provide a minute by minute plan of their 90 minute reading block to ensure the use of every instructional minute. These are monitored by the reading coaches and the Principal. Specials Teachers, Science and Socials Studies teachers provide non-fiction reading practice through their curriculum.

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

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.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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.

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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 speak about their careers, anything from Doctors, to Movie Theater Managers to Veterinarians. Sixth grade students spend time on creating resumes and have group interviews with local business owners.

#### **Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	50%	Yes	51%
American Indian				
Asian				
Black/African American	40%	44%	Yes	46%
Hispanic	50%	58%	Yes	55%
White		69%		
English language learners	40%	39%	No	46%
Students with disabilities	25%	12%	No	33%
Economically disadvantaged	44%	49%	Yes	50%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	29%	33%
Students scoring at or above Achievement Level 4	71	21%	23%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	158	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	37	59%	63%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	62	64%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	33%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	37	38%	44%



**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	56	57%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	66%	Yes	58%
American Indian				
Asian				
Black/African American	51%	57%	Yes	56%
Hispanic	56%	80%	Yes	60%
White		69%		
English language learners	55%	75%	Yes	60%
Students with disabilities	33%	48%	Yes	40%
Economically disadvantaged	54%	65%	Yes	59%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	123	36%	38%
Students scoring at or above Achievement Level 4	99	29%	30%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	189	85%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	57	90%	91%

**Area 4: Science****Elementary School Science**



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	30%	33%
Students scoring at or above Achievement Level 4	33	33%	34%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	590		600
Participation in STEM-related experiences provided for students	380	58%	65%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	82	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	33	6%	5%
Students who are not proficient in reading by third grade	41	51%	46%
Students who receive two or more behavior referrals	52	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	66	10%	9%

**Middle School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	82	12%	11%
Students who fail a mathematics course	4	6%	5%
Students who fail an English Language Arts course	7	10%	9%
Students who fail two or more courses in any subject	6	8%	7%
Students who receive two or more behavior referrals	52	8%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	66	10%	9%

## Goals Summary

- G1.** In 2013, 50% of students were proficient in Reading and our goal for the 2014 FCAT is to increase by 1% to 51% proficiency.
- G2.** In 2013, 57% of students were proficient in Writing and our goal for the 2014 Writing FCAT assessment is to increase by 4% to 61% proficiency.
- G3.** In 2013, 66% of students were proficient in Math and our goal for the 2014 FCAT Math Assessment is to maintain 66% or higher in proficiency.
- G4.** In 2013, 63% of students were proficient in Science and our goal for the 2014 Science FCAT assessment is to increase by 4% to 67% proficiency.
- G5.** In 2013, 58% of students participated in STEM field trips and activities and our goal for 2014 is to increase by 7 percent to have 65% participate.
- G6.** During the 2013-14 school year, students will be exposed to a variety of career and technical opportunities to support their college readiness.
- G7.** In 2013, 12% of students missed 10 percent or more of available instructional time and our goal for 2014 is to decrease that amount by 1% to 11%, as well as to decrease the 2013 number of retentions from 6% to 5% for 2014.

## Goals Detail

**G1.** In 2013, 50% of students were proficient in Reading and our goal for the 2014 FCAT is to increase by 1% to 51% proficiency.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Wonders Imagine IT Main Idea chart Author's Purpose chart Cause and Effect chart Theme chart Compare and Contrast chart Graphic Organizers Fountas and Pinnell Voyager Intervention Corrective Reading Soar to Success

#### **Targeted Barriers to Achieving the Goal**

- SWD in Reading achieved 12% proficiency on the FCAT Reading Test 2.0 in 2013. The 2014 target is 33% for SWD. The area of deficiency was Category 2 Reading Application as noted on 2013 FCAT Reading assessment.
- ELL in Reading achieved 39% proficiency on the FCAT Reading Test in 2013. The 2014 target is 46% for ELL students. The area of deficiency was Category 4 Information Text/Research Process as noted on the 2013 FCAT Reading assessment.
- Students achieving a level 3 in reading based on the Reading FCAT 2.0 was 29% in 2013. The 2014 target is 33%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 1 Vocabulary.
- Students achieving a level 4 or 5 in reading based on the Reading FCAT 2.0 was 21% in 2013. The 2014 target is 23%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 2 Reading Application Analysis/Fiction/Non-Fiction
- Students who achieved learning gains in reading on the Reading FCAT 2.0 was 59% in 2013. The 2014 target is 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 3 Literary Analysis/Fiction/Non-Fiction
- Students in the lowest 25% who achieved learning gains in reading on the Reading FCAT 2.0 was 59% in 2013. The 2014 target is 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 2 Reading Application Analysis/Fiction/NonFiction
- Students taking the CELLA assessment scored 64% in area of Listening/Speaking in 2013. The 2014 target is 68%. The area of deficiency is in Listening/Speaking.
- Students taking the CELLA assessment scored 33% in the area of Reading in 2013. The 2014 target is 40%. The area of deficiency is in Reading Vocabulary.

### **Plan to Monitor Progress Toward the Goal**

Analyze the Summative 2014 Reading FCAT scores, the Discovery Benchmark Assessments and the Instructional Focus Planner (IFP) data assessments

#### **Person or Persons Responsible**

Teachers Team Leads Coaches Administration

#### **Target Dates or Schedule:**

during weekly IFP assessments and quarterly benchmark assessments

#### **Evidence of Completion:**

lesson plans walk-throughs weekly data chats

**G2.** In 2013, 57% of students were proficient in Writing and our goal for the 2014 Writing FCAT assessment is to increase by 4% to 61% proficiency.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Create grade level instructional focus plans. Create and implement a school cross-curricular plan to ensure students are writing with proper conventions across all subjects. Create and implement mini-lessons on spelling, punctuation, present/past tense agreement and subject/verb agreement. Implementation of daily oral language activities and explicit spelling instruction

**Targeted Barriers to Achieving the Goal**

- Students who achieved a 3.5 or higher on the 2013 FCAT Writes was 57%. The 2014 target is 61%. The area of deficiency as noted on the 2013 FCAT Writes was conventions.
- Students taking the 2013 CELLA assessment scored 38% in the area of Writing. The 2014 target is 44%. The area of deficiency is in Writing conventions.

**Plan to Monitor Progress Toward the Goal**

Weekly/monthly writing prompts, self scoring/peer scoring/dual teacher scoring

**Person or Persons Responsible**

students, teachers, coaches

**Target Dates or Schedule:**

weekly to monthly basis

**Evidence of Completion:**

walk-throughs, data chat agenda, scoring of writing prompts

**G3.** In 2013, 66% of students were proficient in Math and our goal for the 2014 FCAT Math Assessment is to maintain 66% or higher in proficiency.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Singapore Problem Solving Math Facts Envision Math FCAT coach V-Math Number Worlds

#### **Targeted Barriers to Achieving the Goal**

- Under Math AMO, The areas of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment were Geometry and Measurements and Number and Operations.
- Students who achieved a level 3 on the 2013 Math FCAT 2.0 was 36%. The 2014 target is 38%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Geometry and Measurement.
- Students who achieved a level 4 or 5 on the 2013 Math FCAT 2.0 was 29%. The 2014 target is 30%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Number and Operations.
- Students who achieved learning gains on the 2013 Math FCAT was 85%. The 2014 target is 87%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Geometry and Measurement
- Students in the lowest 25% who achieved learning gains on the 2013 Math FCAT was 90%. The 2014 target is 91%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Geometry and Measurement

#### **Plan to Monitor Progress Toward the Goal**

Formative: Discovery Benchmark assessments and school-site mini-assessments Summative: 2014 FCAT 2.0 Mathematics Assessment.

#### **Person or Persons Responsible**

teachers, coaches

#### **Target Dates or Schedule:**

weekly IFP assessments, quarterly benchmark assessments

#### **Evidence of Completion:**

data chat agenda, plato reports.

**G4.** In 2013, 63% of students were proficient in Science and our goal for the 2014 Science FCAT assessment is to increase by 4% to 67% proficiency.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Science Labs Science Vocabulary notebooks Science Fair Garden/Science Club Saturday Success, Science lessons

**Targeted Barriers to Achieving the Goal**

- Students who scored level 4 or 5 on the 2013 FCAT Science 2.0 assessment was 33%. The 2014 target is 34%. The data for the 2012-2013 FCAT 2.0 Science Assessment shows that Physical Science was a barrier for students scoring Level 4 or above.
- Students who scored a level 3 on the 2013 FCAT Science 2.0 assessment was 30%. The 2014 target is 33%. The data for the 2012-2013 FCAT 2.0 Science Assessment shows that Nature of Science was a barrier for students scoring a level 3.

**Plan to Monitor Progress Toward the Goal**

Quarterly benchmark assessments and weekly IFP mini assessments through discovery probes

**Person or Persons Responsible**

teachers, coaches, administration

**Target Dates or Schedule:**

weekly and quarterly

**Evidence of Completion:**

data chat agendas, IFP binders, discovery data analysis

**G5.** In 2013, 58% of students participated in STEM field trips and activities and our goal for 2014 is to increase by 7 percent to have 65% participate.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Community partnerships with science experiences Science/Garden Club Fresh Fruits and Vegetable Grant Science 2.0 NGSSS

**Targeted Barriers to Achieving the Goal**

- Not all students are able to afford the STEM field trips that the school provides
- Since 50% of the students are below grade level in reading it is difficult to find enough time to provide STEM opportunities for all of our students since we are providing a significant amount of additional minutes in reading.

### Plan to Monitor Progress Toward the Goal

Implementation of an activity while on the STEM field trip

**Person or Persons Responsible**

Team-lead, Science teachers

**Target Dates or Schedule:**

during the STEM field trip

**Evidence of Completion:**

collect the STEM field trip project upon completion

**G6.** During the 2013-14 school year, students will be exposed to a variety of career and technical opportunities to support their college readiness.

**Targets Supported**

- CTE

**Resources Available to Support the Goal**

- Broward College FAIR Guidance Counselor Classroom College Themes Classroom Guidance Lessons Career Week

**Targeted Barriers to Achieving the Goal**

- As only 50% of students are reading on grade level they are in danger of not being on track for college readiness and acceptance.

### Plan to Monitor Progress Toward the Goal

Continue the use of college themes in the classroom and provide opportunities for students to be mindful of college and career readiness

**Person or Persons Responsible**

Guidance Counselor and classroom teachers

**Target Dates or Schedule:**

Ongoing throughout the year

**Evidence of Completion:**

classroom set-up, career week schedule, 6th grade student resumes.



**G7.** In 2013, 12% of students missed 10 percent or more of available instructional time and our goal for 2014 is to decrease that amount by 1% to 11%, as well as to decrease the 2013 number of retentions from 6% to 5% for 2014.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Curriculum Involvement Specialist Parent Link Communication Thursdays PowerSchools Access Quarterly truency Meetings

**Targeted Barriers to Achieving the Goal**

- Our barrier is low parent participation of Attendance Plan, transportation issues, medical issues of student and/or family. We will decrease the amount of students who miss 10 percent or more of available instructional time from 12% to 11%.
- Our barrier is student retention. We will decrease the amount of student retention's from 6% to 5%
- To decrease the amount of students who receive two or more behavior referrals from 8% to 7% as well as decreasing the amount of students who receive one or more behavior referrals that lead to suspension from 10% to 9%.

**Plan to Monitor Progress Toward the Goal**

Monitor students attendance

**Person or Persons Responsible**

teachers

**Target Dates or Schedule:**

daily attendance

**Evidence of Completion:**

Attendance report, teacher evaluation

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** In 2013, 50% of students were proficient in Reading and our goal for the 2014 FCAT is to increase by 1% to 51% proficiency.

**G1.B1** SWD in Reading achieved 12% proficiency on the FCAT Reading Test 2.0 in 2013. The 2014 target is 33% for SWD. The area of deficiency was Category 2 Reading Application as noted on 2013 FCAT Reading assessment.

**G1.B1.S1** Main Idea chart Author's Purpose chart Cause and Effect chart Theme chart Compare and Contrast chart Graphic Organizers

### Action Step 1

For grade 3 teachers will provide students with literature and informational text at the high end of the 2-3 text complexity band. The students will identify main idea, author's purpose, cause and effect, theme, compare and contrast with the use of graphic organizers and charts. For grade 4 students will read and comprehend literature and informational text at the high end of the 4-5 complexity band and independently and proficiently. Teacher will provide students the opportunities to refer to details and examples in a text explicitly and when drawing inferences. The students will identify main idea, author's purpose, cause and effect, theme, compare and contrast with the use of graphic organizers and charts. For grade 5 students will read and comprehend literature and informational text at the high end of the 4-5 text complexity band independently and proficiently. Teachers will provide the opportunities for students to quote accurately from a text when explaining what the text says explicitly and when drawing conclusions. Students will use graphic organizer and charts to identify main idea, author's purpose, cause and effect, theme and compare and contrast. For grade 6 students will practice using and identifying details from passages to determine main idea, plot and purpose. Students will also practice in making inferences, drawing conclusions and identifying implied main idea and author's purpose by justifying answers and going back to the text for support. The use of graphic organizers and charts will help students see patterns and summarize main points.

#### Person or Persons Responsible

Teachers and Students in Grades 3-6

#### Target Dates or Schedule

During all core content areas subjects on a daily basis

#### Evidence of Completion

lesson plans weekly walk-throughs analysis of benchmark assessments

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

Weekly administrative walk-throughs Lesson Plans Weekly Data chats

#### **Person or Persons Responsible**

Teachers Team Leads Coaches Administration

#### **Target Dates or Schedule**

During lesson plan checks on Friday and weekly administrative walk-throughs

#### **Evidence of Completion**

Lesson Plans analyzing benchmark assessments check in with students during walkthroughs

### **Plan to Monitor Effectiveness of G1.B1.S1**

Discuss the fidelity of each strategy during weekly data chats. Provide an opportunity for teacher feedback.

#### **Person or Persons Responsible**

Teachers Team Leads Coaches Administration

#### **Target Dates or Schedule**

during weekly data chats

#### **Evidence of Completion**

discuss after each benchmark assessment and weekly IFP assessment. Lesson plans walk-throughs

**G1.B2** ELL is Reading achieved 39% proficiency on the FCAT Reading Test in 2013. The 2014 target is 46% for ELL students. The area of deficiency was Category 4 Information Text/Research Process as noted on the 2013 FCAT Reading assessment.

**G1.B2.S1** Compare and Contrast two or more texts Test feature chart Text feature analysis reading from a wide variety of text Note taking skills

### **Action Step 1**

For grade 3 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will also describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics and key details in one or two texts. For grade 4 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will make connections between the text of a story, drama or information. For grade 5 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will be able to identify the relationships between two or more ideas or among other textual elements found within or across texts and the use of two-column notes to list conclusions and supporting evidence to teach For grade 6 teachers will emphasize instruction that helps students build stronger arguments to support their answers. Practice will be provided to ensure the development and understanding of supporting details in performance tasks as well as analyzing the structure an author uses to organize a text, including how the more sections contribute to the whole and to the development of ideas.

### **Person or Persons Responsible**

students and teachers in grades 3-6

### **Target Dates or Schedule**

During the 90 minute reading block, extended day, before school and during cross-curricular reading activities. This strategy was taught during pre-planning and is reiterated throughout the year during monthly PD sessions.

### **Evidence of Completion**

Analyzing benchmark assessments in the area of informational text, lesson plans, weekly IFP assessments, weekly walk-throughs and data chats

### **Facilitator:**

Berna Ruiz, Megan Walsh

### **Participants:**

DMCS Faculty

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

Conduct weekly administrative walk-throughs, Monitor weekly lesson plans, review during weekly data chats.

#### **Person or Persons Responsible**

Teachers, Team Leads, Administration, Coaches

#### **Target Dates or Schedule**

On a weekly basis during data chats

#### **Evidence of Completion**

lesson plans, analysis of reading benchmark assessments

### **Plan to Monitor Effectiveness of G1.B2.S1**

Discuss the effectiveness of the weekly IFP assessments and analyze the benchmark data

#### **Person or Persons Responsible**

Teachers, Team leads, Administration, Coaches

#### **Target Dates or Schedule**

During weekly data chats

#### **Evidence of Completion**

Reading benchmark results, weekly IFP results, FAIR data results

**G1.B3** Students achieving a level 3 in reading based on the Reading FCAT 2.0 was 29% in 2013. The 2014 target is 33%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 1 Vocabulary.

**G1.B3.S1** 6 steps for Building Academic Vocabulary Word Walls Context Clues chart Multiple meaning charts

### **Action Step 1**

The six steps of building an academic vocabulary will be explicitly taught throughout the week by providing students with descriptions, explanations, symbols, graphic representations, discussion and games for students to interact with new vocabulary words. For grade 3 reading strategies will be taught to help students determine meanings of words and phrases as they are used in context, distinguishing literal from nonliteral language. Students will develop and maintain a response journal. For grade 4 during pre-reading activities teachers will instruct students through concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms. For grade 5 students will be provided with opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. For grade 6 students will use a variety of activities working with sets of words that are semantically related. Teachers will emphasize strategies for deriving word meanings and word relationships from context as well as rereading to review what preceded and what followed the passage, paragraph or sentence in question.

### **Person or Persons Responsible**

For grades 3-6 students will maintain a vocabulary notebook

### **Target Dates or Schedule**

The six steps of building academic vocabulary will be explicitly taught throughout the week across all content areas. This strategy was taught during pre-planning professional development.

### **Evidence of Completion**

Teachers in all content areas will assess the use of the vocabulary notebook and compare their vocabulary benchmark assessments with the validity of the notebook.

### **Facilitator:**

Megan Walsh, Berna Ruiz

### **Participants:**

DMCS Faculty

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

Will monitor the implementation of academic vocabulary notebooks through weekly administrative walk-throughs and lesson plans

**Person or Persons Responsible**

team leads, coaches, administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

lesson plans and check in with students during weekly walk-throughs

### **Plan to Monitor Effectiveness of G1.B3.S1**

Discuss the fidelity of academic vocabulary notebooks during weekly data chats

**Person or Persons Responsible**

teachers, team leads, coaches, administration

**Target Dates or Schedule**

every Tuesday, data chats

**Evidence of Completion**

data chat agenda, walk-throughs

**G1.B4** Students achieving a level 4 or 5 in reading based on the Reading FCAT 2.0 was 21% in 2013. The 2014 target is 23%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 2 Reading Application Analysis/Fiction/Non-Fiction

**G1.B4.S1** Main Idea Chart Authors Purpose Chart Cause and Effect chart Theme chart Compare and Contrast chart Graphic Organizers

### **Action Step 1**

For grades 3, 4, and 5 the use of Fountas and Pinnell small group supplementary literacy intervention will be used for students who find reading and writing difficult Through systematically designed lessons and original, engaging leveled books, students will be supported in both reading and writing and help expand their knowledge of language and words and how they work.

#### **Person or Persons Responsible**

teacher assistants co-teachers

#### **Target Dates or Schedule**

During specials During socials/science time Before/After school training was provided to intervention teachers during the month of September

#### **Evidence of Completion**

Quarterly benchmark assessments Weekly IFP assessments

#### **Facilitator:**

Rodolfo Castillo

#### **Participants:**

Pull-Out Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Assess the use of Fountas and Pinnell and the effect it has on student progress in the classroom setting

#### **Person or Persons Responsible**

coaches, team leads, teachers

#### **Target Dates or Schedule**

bi-weekly, and during data chats

#### **Evidence of Completion**

weekly assessments, discovery reading benchmark assessments



## Plan to Monitor Effectiveness of G1.B4.S1

assess the use and effectiveness of Fountas and Pinnell leveled readers

### **Person or Persons Responsible**

co-teachers, coaches, team leads

### **Target Dates or Schedule**

bi-weekly through tier I and tier II intervention assessments

### **Evidence of Completion**

data chat agendas, EESAC minutes, team lead meetings

**G1.B5** Students who achieved learning gains in reading on the Reading FCAT 2.0 was 59% in 2013. The 2014 target is 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 3 Literary Analysis/Fiction/Non-Fiction

**G1.B5.S1** Story map Figurative language Text feature chart Text feature analysis

**Action Step 1**

For grades 3, 4, and 5 the use of Fountas and Pinnell small group supplementary literacy intervention will be used for students who find reading and writing difficult. Through systematically designed lessons and original, engaging leveled books, students will be supported in both reading and writing and help expand their knowledge of language and words and how they work. For grades 3, 4, 5 and 6 the use of Corrective Reading provides intensive direct instruction-based reading intervention for students who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding address the varied reading deficits and skill levels found among students. For grades 3, 4, 5 and 6 the use of Voyager Passport intervenes early to accelerate learning for students who need supplemental instruction to master priority reading skills and strategies. This blended solution includes: Targeted instruction in word study, fluency, comprehension, vocabulary, writing, listening, and speaking. Differentiation for diverse student populations, including English language learners. Integrated progress monitoring, re-teaching procedures, correction support, and online data management. Online reading practice through Ticket to Read interactive, rewards-based learning.

**Person or Persons Responsible**

Students who were level 1-2 on FCAT from the previous year or SAT10 stanine of 5 or lower.

**Target Dates or Schedule**

Corrective Reading - 4 days a week for 40 minutes in the morning. Voyager / Journeys - 3 days a week for 120 minutes during extended day.

**Evidence of Completion**

Through the master schedule, intervention schedule, daily walk-throughs, pre and post assessments, journal entries. Taught to Intervention teachers and extended day teachers during professional development after school on Wednesday in September.

**Facilitator:**

Megan Walsh

**Participants:**

Extended Day Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Will monitor for fidelity of the implementation of Corrective Reading and Voyager interventions as well as Fountas and Pinnell through weekly administrative walk-throughs

#### **Person or Persons Responsible**

Coaches, co-teachers, administration

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

data chat agenda, walk-through forms, monthly PD sessions

### **Plan to Monitor Effectiveness of G1.B5.S1**

During weekly data chats the grade level teams will provide feedback on the students who are receiving tier II interventions

#### **Person or Persons Responsible**

coaches, administration, pull-out teachers

#### **Target Dates or Schedule**

during weekly data chats

#### **Evidence of Completion**

data chat agenda and notes

**G1.B6** Students in the lowest 25% who achieved learning gains in reading on the Reading FCAT 2.0 was 59% in 2013. The 2014 target is 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 2 Reading Application Analysis/Fiction/NonFiction

**G1.B6.S1** Main Idea chart Author's Purpose chart Cause and Effect chart Theme chart Compare and Contrast chart Graphic Organizers

### **Action Step 1**

For grades 3, 4, and 5 the use of Fountas and Pinnell small group supplementary literacy intervention will be used for students who find reading and writing difficult Through systematically designed lessons and original, engaging leveled books, students will be supported in both reading and writing and help expand their knowledge of language and words and how they work. For grades 3, 4, 5 and 6 the use of Corrective Reading provides intensive direct instruction-based reading intervention for students who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding address the varied reading deficits and skill levels found among students. For grades 3, 4, 5 and 6 the use of Voyager Passport intervenes early to accelerate learning for students who need supplemental instruction to master priority reading skills and strategies. This blended solution includes: Targeted instruction in word study, fluency, comprehension, vocabulary, writing, listening, and speaking Differentiation for diverse student populations, including English language learners Integrated progress monitoring, re-teaching procedures, correction support, and online data management Online reading practice through Ticket to Read interactive, rewards-based learning

#### **Person or Persons Responsible**

Grades 3-6, teachers, coaches

#### **Target Dates or Schedule**

daily basis

#### **Evidence of Completion**

data chat agenda, voyager check-points, corrective reading, pre and post assessments, Fountas and Pinnell reading levels

### **Plan to Monitor Fidelity of Implementation of G1.B6.S1**

Will monitor the implementation of each of the actions with weekly walk-throughs and data chats

#### **Person or Persons Responsible**

teachers, coaches, administration

#### **Target Dates or Schedule**

on a weekly basis

#### **Evidence of Completion**

data chat agenda, walk-through forms

## Plan to Monitor Effectiveness of G1.B6.S1

Will meet with each grade level team to discuss the effectiveness of our strategies

### **Person or Persons Responsible**

coaches, administration, teachers

### **Target Dates or Schedule**

weekly data chats

### **Evidence of Completion**

weekly data chat agenda, walk-throughs

**G1.B7** Students taking the CELLA assessment scored 64% in area of Listening/Speaking in 2013. The 2014 target is 68%. The area of deficiency is in Listening/Speaking.

**G1.B7.S1** -Teacher Lead Groups -Use Illustrations/Diagrams -Cooperative Learning -Provide Meaningful Language Practice

### **Action Step 1**

Use small group instruction. Teachers will provide opportunities for students who require reinforcement, clarification, or enrichment. In these small groups teachers can focus on the common needs of the students. - Teachers will model looking at illustrations before reading the text while asking students open ended questions regarding the pictures. Teachers will direct students' attention to graphs, diagrams, pictures, or models and ask them what information they can derive from them. - Students will have the opportunity to work with other students which will allow them to develop linguistic and academic skills simultaneously. Teachers will guide culturally mixed groups of students as they work together to complete projects and reports. - Teachers will encourage ELLs to speak in class as much as possible. Teachers will provide opportunities for structured conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" Teachers will use high quality materials, including but not limited, to authentic materials. Teachers will be cognoscente of their students' ability in the English language. The language students hear and read will be just beyond their current abilities in the language. Learners should be able to understand the language they are exposed to, but should also come across new vocabulary and structures so they can expand their knowledge of the language. Teachers will expose their students to a variety of different types of language styles and materials, such as, newspapers, maps, news reports, conversations, academic texts, and scientific reports.

#### **Person or Persons Responsible**

ESOL coordinator, teachers

#### **Target Dates or Schedule**

quarterly Taught each semester through dade county. Teachers are enrolled through the employee portal and attend classes for the semester.

#### **Evidence of Completion**

through the CELLA 2014 assessment, listening speaking clusters through Discovery benchmark assessments in reading

#### **Facilitator:**

Dade county ESOL classes

#### **Participants:**

Teachers in need of ESOL endorsements

### Plan to Monitor Fidelity of Implementation of G1.B7.S1

Will complete weekly administrative walk-throughs and review lesson plans to check for ESOL implementation

**Person or Persons Responsible**

ESOL coordinator, coaches

**Target Dates or Schedule**

weekly

**Evidence of Completion**

lesson plans, walk-throughs

### Plan to Monitor Effectiveness of G1.B7.S1

Individual conferences with teachers and weekly data chat feedback

**Person or Persons Responsible**

ESOL coordinator, administration

**Target Dates or Schedule**

on a needed basis

**Evidence of Completion**

data chat agendas, conference notes

**G1.B8** Students taking the CELLA assessment scored 33% in the area of Reading in 2013. The 2014 target is 40%. The area of deficiency is in Reading Vocabulary.

**G1.B8.S1 - Use Task Cards - Context Clues - Graphic Organizers**

**Action Step 1**

Teachers will use the Comprehensive Research-based Reading Plan (CRRP) task cards to demonstrate to students the specific skill being targeted. This way the lesson is structured and meaningful to the students. - Teachers will teach students how to check the context for clues. Teachers will model how to substitute each meaning known in the context of the sentence until the student finds one that makes good sense there. - Teachers will provide students with graphic organizers and teach them how to organize information into the spaces provided. Some organizers can be specific while others can be used for a variety of topics.

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule**

daily

**Evidence of Completion**

lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B8.S1**

Monitor the implementation through weekly administrative walk-throughs and by reviewing lesson plans

**Person or Persons Responsible**

ESOL coordinator, coaches

**Target Dates or Schedule**

weekly

**Evidence of Completion**

lesson plans, walk-throughs



## Plan to Monitor Effectiveness of G1.B8.S1

During weekly data chats and teacher conferences

### Person or Persons Responsible

ESOL coordinator

### Target Dates or Schedule

on an as needed basis

### Evidence of Completion

data chat agenda, conference notes

**G2.** In 2013, 57% of students were proficient in Writing and our goal for the 2014 Writing FCAT assessment is to increase by 4% to 61% proficiency.

**G2.B1** Students who achieved a 3.5 or higher on the 2013 FCAT Writes was 57%. The 2014 target is 61%. The area of deficiency as noted on the 2013 FCAT Writes was conventions.

**G2.B1.S1** Create grade level instructional focus plans. Create and implement a school cross-curricular plan to ensure students are writing with proper conventions across all subjects. Create and implement mini-lessons on spelling, punctuation, present/past tense agreement and subject/verb agreement. Implementation of daily oral language activities and explicit spelling instruction

### Action Step 1

Utilizing conventional spelling of Fry's sight words and spelling patterns. Using correct ending punctuation for the different types of sentences. Capitalizing the first word in every sentence and proper nouns. Using subject/verb, noun/pronoun, present/past tense agreement.

### Person or Persons Responsible

4th grade teachers and students

### Target Dates or Schedule

daily

### Evidence of Completion

through monthly writing prompts, data chats

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

Monitor for implementation through lesson plans and walkthroughs on a weekly basis

**Person or Persons Responsible**

coaches, teachers, administration

**Target Dates or Schedule**

weekly basis

**Evidence of Completion**

lesson plans, walk-throughs

### **Plan to Monitor Effectiveness of G2.B1.S1**

monitor student improvement through reviewing their work and the growth seen using top score writing.

**Person or Persons Responsible**

teachers, coaches, students

**Target Dates or Schedule**

daily basis

**Evidence of Completion**

student work, writing prompts.

**G2.B2** Students taking the 2013 CELLA assessment scored 38% in the area of Writing. The 2014 target is 44%. The area of deficiency is in Writing conventions.

**G2.B2.S1** Writing Prompts Writing Rubrics Top Score Writing

**Action Step 1**

- Writing prompts will be used effectively to motivate students into the process of writing. Students will see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing. - Teachers will use and present to the students rubrics that provide a clear criteria for evaluating their writing. Rubrics will be task specific, accompanied by exemplars, and used throughout the instructional process.

**Person or Persons Responsible**

coaches, ESOL coordinator

**Target Dates or Schedule**

monthly basis, quarterly basis Top Score Writing was taught to the writing teachers during a training in July and was taught back to the whole faculty during pre-planning week in August.

**Evidence of Completion**

2014 CELLA, 2014 FCAT Writes

**Facilitator:**

Debra Nails

**Participants:**

Grade Level Language Arts Teachers

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

Will monitor implementation through weekly walk-throughs and lesson plans

**Person or Persons Responsible**

ESOL coordinator, teachers, coaches

**Target Dates or Schedule**

weekly

**Evidence of Completion**

walk-through forms, lesson plans

## Plan to Monitor Effectiveness of G2.B2.S1

Discussions through weekly data chats and individual teacher conferences

### Person or Persons Responsible

students, teachers, coaches

### Target Dates or Schedule

weekly to monthly basis

### Evidence of Completion

walk-throughs, data chat agenda, scoring of writing prompts

**G3.** In 2013, 66% of students were proficient in Math and our goal for the 2014 FCAT Math Assessment is to maintain 66% or higher in proficiency.

**G3.B1** Under Math AMO, The areas of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment were Geometry and Measurements and Number and Operations.

## G3.B1.S1 Singapore Problem Solving Math Facts

### Action Step 1

Provide small group instruction during the mathematics block for students to develop quick recall of addition, subtraction, multiplication, and division facts. Increase utilization of the laptops during small group instruction as well as differentiated programs during computer lab.

### Person or Persons Responsible

math teachers, coaches, pull-out teachers

### Target Dates or Schedule

daily basis

### Evidence of Completion

lesson plans. walk-throughs, intervention schedule

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

review lesson plans, and discovery math benchmark assessments

#### **Person or Persons Responsible**

Monitored by Math Coach and Leadership Team

#### **Target Dates or Schedule**

daily and weekly

#### **Evidence of Completion**

lesson plans, data chat agenda, walk-throughs

### **Plan to Monitor Effectiveness of G3.B1.S1**

Review math assessments, plato reports, lesson plans, intervention groups

#### **Person or Persons Responsible**

coaches, teachers, administration

#### **Target Dates or Schedule**

weekly, quarterly

#### **Evidence of Completion**

Review Florida Achieves and Plato reports to ensure that students are making adequate progress.

**G3.B2** Students who achieved a level 3 on the 2013 Math FCAT 2.0 was 36%. The 2014 target is 38%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Geometry and Measurement.

**G3.B2.S1** Use of manipulatives Envision Math Florida Achieves PLATO software FCAT coach Number Worlds V-Math

### **Action Step 1**

Students will be given the opportunity to work in math centers utilizing manipulatives and various properties to analyze mathematical attributes.

#### **Person or Persons Responsible**

Teachers, Coaches

#### **Target Dates or Schedule**

Durign weekly data chats Singapore Math training took place at Downtown Miami Charter School over 2 days in July. All math teachers attended the training.

#### **Evidence of Completion**

Formative: Discovery Benchmark assessments, and school-site mini assessments, Summative: 2014 FCAT 2.0 Mathematics assessment

#### **Facilitator:**

TerrillLynn Latour from Singapore Math

#### **Participants:**

All Math Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Monitor the implementation and use of manipulatives in the classroom

#### **Person or Persons Responsible**

Math coach, and leadership team

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

walk-throughs, and peer observations, lesson plans

### Plan to Monitor Effectiveness of G3.B2.S1

Will review quarterly benchmark assessments in math and weekly math IFPs

#### Person or Persons Responsible

coaches, teachers, administration

#### Target Dates or Schedule

weekly, quarterly

#### Evidence of Completion

data analysis, IFP Binders

**G3.B3** Students who achieved a level 4 or 5 on the 2013 Math FCAT 2.0 was 29%. The 2014 target is 30%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Number and Operations.

### G3.B3.S1 Envision Math V-Math PLATO FCAT coach Inquiry Based Learning

#### Action Step 1

Students will be given the opportunity to develop exploration and inquiry activities to maintain or increase understanding through hands on experiences with grade level appropriate concepts and apply learning to real-life problems Identify lowest performing students in grades 3-6 based on instructional needs. In addition provide 60 minute tutoring sessions after school 4 times per week.

#### Person or Persons Responsible

students, teachers, coaches

#### Target Dates or Schedule

daily lessons

#### Evidence of Completion

lesson plans, walk-throughs, observations, data chats

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Monitor the implementation of real-life hands on experiences in daily math lessons

**Person or Persons Responsible**

math coach, leadership team

**Target Dates or Schedule**

weekly walk-throughs

**Evidence of Completion**

lesson plans, walk-throughs

### **Plan to Monitor Effectiveness of G3.B3.S1**

Review ongoing classroom assignments and assessments that target application of skills taught

**Person or Persons Responsible**

coaches, administration, teachers

**Target Dates or Schedule**

weekly lessons

**Evidence of Completion**

lesson plans, data chats, walk-throughs



**G3.B4** Students who achieved learning gains on the 2013 Math FCAT was 85%. The 2014 target is 87%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Geometry and Measurement

**G3.B4.S1** V-Math Number Worlds Envision Math intervention PLATO Use of Manipulatives Math Journals

**Action Step 1**

Identify lowest performing students in grades 3-6 based on instructional needs. In addition provide 30 minute tutoring sessions after school 3 times per week utilizing v-math. Level 1 and 2 students will also be identified and be pulled for small group instruction during the day where they will receive instruction in Envision intervention and/or Number Worlds

**Person or Persons Responsible**

pull-out teachers, coaches, administration

**Target Dates or Schedule**

3-5 days a week during and after school

**Evidence of Completion**

Voyager checkpoints, data chat meetings, pull-out teacher schedule

**Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Will monitor the implementation of Number Worlds and V-Mth through walk-throughs and weekly IFP assessments

**Person or Persons Responsible**

teachers, coaches

**Target Dates or Schedule**

weekly

**Evidence of Completion**

IFP binders, data analysis of math benchmark assessments

### Plan to Monitor Effectiveness of G3.B4.S1

Pull-out teachers for math will complete weekly assessments on students for reassessment. weekly walk-throughs

#### Person or Persons Responsible

coaches, administration

#### Target Dates or Schedule

weekly

#### Evidence of Completion

walkthroughs, data chat agendas, and notes

**G3.B5** Students in the lowest 25% who achieved learning gains on the 2013 Math FCAT was 90%. The 2014 target is 91%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Geometry and Measurement

**G3.B5.S1** V-Math Number Worlds Envision Math intervention PLATO Use of Manipulatives Math Journals

#### Action Step 1

Differentiated Math Plans for each student to ensure students who need additional Math instructional minutes are getting the time to practice. In addition, student math journals will be utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications.

#### Person or Persons Responsible

Students, teachers, coaches

#### Target Dates or Schedule

daily pull-out groups, lunch bunches

#### Evidence of Completion

walk-throughs, lesson plans

### Plan to Monitor Fidelity of Implementation of G3.B5.S1

Monitor the implementation of math journals and manipulatives in daily math lessons

**Person or Persons Responsible**

coaches, leadership teams

**Target Dates or Schedule**

daily

**Evidence of Completion**

walk-throughs, lesson plans

### Plan to Monitor Effectiveness of G3.B5.S1

review IFP assessments, and discovery benchmark assessments to see if math journals are beneficial to students

**Person or Persons Responsible**

coaches, teachers, administration

**Target Dates or Schedule**

during data chats, team planning

**Evidence of Completion**

lesson plans, data chats and agenda notes

**G4.** In 2013, 63% of students were proficient in Science and our goal for the 2014 Science FCAT assessment is to increase by 4% to 67% proficiency.

**G4.B1** Students who scored level 4 or 5 on the 2013 FCAT Science 2.0 assessment was 33%. The 2014 target is 34%. The data for the 2012-2013 FCAT 2.0 Science Assessment shows that Physical Science was a barrier for students scoring Level 4 or above.

**G4.B1.S1** ? Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. ? Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding Physical Science ? Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Plan with science teachers to discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts. • Promote the use instructional technology (e.g., Scholastic Study Jams, Gizmos, Discovery, PBS Learning Media) to enhance and remediate student conceptual understanding of topics being addressed.

### **Action Step 1**

Teachers plan hands on learning activities that promote Physical Science Use of Interactive Vocabulary Journals to familiarize themselves with physical science vocabulary Use technology/ online instructional videos on Gizmos and PLATO

#### **Person or Persons Responsible**

students, teachers, science lab teacher, coaches

#### **Target Dates or Schedule**

during daily science lessons, outside of school on the computers, during science labs and utilizing the school laptop carts

#### **Evidence of Completion**

PLATO reports, lesson plans, science vocabulary notebooks, walk-throughs

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Will monitor the implementation of science vocabulary notebooks, science labs and hands on science lessons through walk-throughs and data chats

#### **Person or Persons Responsible**

coaches, teachers, administration

#### **Target Dates or Schedule**

weekly walk-throughs and data chats

#### **Evidence of Completion**

walk-through forms, data chat agendas and notes

### Plan to Monitor Effectiveness of G4.B1.S1

Will monitor the use of the weekly IFPs during data chats and review the quarterly science benchmark assessments

#### Person or Persons Responsible

coaches, administration, science teachers

#### Target Dates or Schedule

weekly data chats and quarterly data analysis meetings of benchmark assessments

#### Evidence of Completion

data analysis sheets, IFP binders

**G4.B2** Students who scored a level 3 on the 2013 FCAT Science 2.0 assessment was 30%. The 2014 target is 33%. The data for the 2012-2013 FCAT 2.0 Science Assessment shows that Nature of Science was a barrier for students scoring a level 3.

**G4.B2.S1** Develop Higher-Order Questioning Strategies using Explicit-Reflective instruction to enhance student thinking. • Encourage students to communicate verbally (accountable talk) and in writing. • Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by Common Core Standards • Incorporate instructional technology resources into lesson plans (Gizmos, FCAT Explorer, Discovery, PBS Learning Media, etc.) Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design

#### Action Step 1

Provide students opportunities to participate in lab/project oriented activities in order to strengthen higher order reasoning skills. Use of interactive Science Vocabulary Notebooks to familiarize students with the use of science vocabulary Implement an intensive K-6 Inquiry Based Science Approach aligning science labs to curriculum All students participate in school wide Science Fair .

#### Person or Persons Responsible

teachers, coaches

#### Target Dates or Schedule

quarterly, weekly

#### Evidence of Completion

IFP binder, discovery benchmark data tracking

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Will monitor the implementation of science vocabulary notebooks and science labs through review of lesson plans and weekly walk-throughs

#### **Person or Persons Responsible**

coaches, teachers, administration

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

lesson plans, data chats, individual conferences with teachers to provide feedback

### **Plan to Monitor Effectiveness of G4.B2.S1**

Monitor that strategies are being successful in the classroom and labs

#### **Person or Persons Responsible**

coaches, teachers, administration

#### **Target Dates or Schedule**

during weekly walk-throughs and data chats

#### **Evidence of Completion**

data chat agenda, data analysis, walk-through forms

**G5.** In 2013, 58% of students participated in STEM field trips and activities and our goal for 2014 is to increase by 7 percent to have 65% participate.

**G5.B1** Not all students are able to afford the STEM field trips that the school provides

**G5.B1.S1** Reach out to community partners to provide free opportunities relating to STEM field trips and activities

**Action Step 1**

Each grade level will provide a Science related field trip

**Person or Persons Responsible**

Team-Leads, community involvement specialist

**Target Dates or Schedule**

through-out the school year

**Evidence of Completion**

Attendance, field trip permission forms, yearly calendar of events

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Will monitor the school wide calendar to ensure each grade level has scheduled a science related field

**Person or Persons Responsible**

Rebecca Dinda - Principal

**Target Dates or Schedule**

end of 1st quarter

**Evidence of Completion**

School-wide Calendar

**Plan to Monitor Effectiveness of G5.B1.S1**

Will monitor the impact the science related field trip has on the students in each grade level

**Person or Persons Responsible**

Team-leads, science teachers

**Target Dates or Schedule**

End of year assessments, either Science benchmarks or 5th Grade Science FCAT 2.0

**Evidence of Completion**

Benchmark analysis of science grades

**G5.B2** Since 50% of the students are below grade level in reading it is difficult to find enough time to provide STEM opportunities for all of our students since we are providing a significant amount of additional minutes in reading.

**G5.B2.S1** Provide Science Learning teams 4 days a week. Provide Science/Gardening Club to all students in grades 2nd - 6th Provide Individual Science Fair activities to students in grade 3rd - 6th

**Action Step 1**

Will provide an opportunity to students to participate in a Science/Garden club after school on Fridays as well as to complete an individual science fair project.

**Person or Persons Responsible**

Ms. Alamo and Mrs. Baker, Science teachers

**Target Dates or Schedule**

Fridays for Garden Club Science FAIR - ongoing until November

**Evidence of Completion**

Attendance to the Science/Garden club Science Fair projects submitted

**Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Teacher will monitor each step of the science fair project to check for understanding

**Person or Persons Responsible**

Science teachers

**Target Dates or Schedule**

ongoing after each step

**Evidence of Completion**

Science Project rubric

**Plan to Monitor Effectiveness of G5.B2.S1**

The Garden club coordinator will monitor the garden to ensure vegetables and herbs are growing

**Person or Persons Responsible**

Mrs. Baker and garden club students

**Target Dates or Schedule**

Fridays

**Evidence of Completion**

She will take pictures to show a time-line of the gardens progress



**G6.** During the 2013-14 school year, students will be exposed to a variety of career and technical opportunities to support their college readiness.

**G6.B1** As only 50% of students are reading on grade level they are in danger of not being on track for college readiness and acceptance.

**G6.B1.S1** Broward College FAIR 6th Grade practice interviews with local business owners Classroom College Themes Classroom Guidance Lessons Career Week

**Action Step 1**

The guidance counselor will provide opportunities for our students to participate in career week where they will learn about post graduate job opportunities as local entrepreneurs present to different classes.

**Person or Persons Responsible**

Guidance Counselor

**Target Dates or Schedule**

A week in May

**Evidence of Completion**

Career Week Schedule

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Students will be encouraged by presentations of career opportunities, themed colleges and the opportunity to go to a College Fair in Broward.

**Person or Persons Responsible**

Guidance Counselor, classroom teachers

**Target Dates or Schedule**

daily college themes in the classroom, October College Fair, May Career Week

**Evidence of Completion**

classroom set-up

## Plan to Monitor Effectiveness of G6.B1.S1

During student surveys, students will be asked "Do you see yourselves going to a 2 or 4 year college?"

### Person or Persons Responsible

Guidance Counselor

### Target Dates or Schedule

During Student surveys which take place twice a year

### Evidence of Completion

Student survey results

**G7.** In 2013, 12% of students missed 10 percent or more of available instructional time and our goal for 2014 is to decrease that amount by 1% to 11%, as well as to decrease the 2013 number of retentions from 6% to 5% for 2014.

**G7.B1** Our barrier is low parent participation of Attendance Plan, transportation issues, medical issues of student and/or family. We will decrease the amount of students who miss 10 percent or more of available instructional time from 12% to 11%.

**G7.B1.S1** Curriculum Involvement Specialist Parent Link Communication Thursdays PowerSchools Access Quarterly truency Meetings

### Action Step 1

RTI Plan for Attendance: • Tier 1- MDCPS Parent Academy Workshops for Attendance Parent Letter home indicating number of tardies and absences Parent Meetings to review policies for Attendance • Tier 2- Attendance Agreement Attendance Meeting with School Counselor and/ or Community Involvement Specialist Detentions for students with # of tardies and absences • Tier 3- Referral to the Belafonte Tacolcy Center for Truancy Counseling and Wrap Around Services Final Attendance meeting with Counselor, CIS and Administration

### Person or Persons Responsible

Guidance Counselor, Registrar, Curriculum Involvement Specialist, Administration

### Target Dates or Schedule

After 3 absences

### Evidence of Completion

Truancy meeting notes, attendance summary reports

### Plan to Monitor Fidelity of Implementation of G7.B1.S1

- Attendance Agreement • Sign In Sheet for Attending Workshop • Attendance Intervention Plan signed by parent • Student stays afterschool to make up assignment missed

#### **Person or Persons Responsible**

Guidance Counselor, CIS, administration

#### **Target Dates or Schedule**

as needed, after 3 absences

#### **Evidence of Completion**

Truancy logs, attendance workshop sign-in sheet

### Plan to Monitor Effectiveness of G7.B1.S1

- Attendance report on weekly or bi monthly basis

#### **Person or Persons Responsible**

registrar, guidance counselor, CIS

#### **Target Dates or Schedule**

weekly attendance reports

#### **Evidence of Completion**

powerschool attendance reports

**G7.B2** Our barrier is student retention. We will decrease the amount of student retention's from 6% to 5%

**G7.B2.S1** Progress Reports Student Personal Learning Plans Report Cards Attendance Reports

**Action Step 1**

Individual academic advisement and parent conferences with student and parent on Bi- Monthly basis  
Study skills counseling group on Bi monthly basis with School Counselor Provide outside tutoring resources to parents and students Utilize Homework Hotline for students who need assistance with Homework in the evening Parent Workshops for retained students regarding academic assistance Homework Incentive Program- Reward system for students having difficulty completing homework Extended Day Tutoring and Saturday Tutoring for students at risk of performing below grade level

**Person or Persons Responsible**

Guidance Counselor, CIS, pull-out teachers, administration

**Target Dates or Schedule**

daily, weekly

**Evidence of Completion**

progress monitoring plans, lesson plans

**Plan to Monitor Fidelity of Implementation of G7.B2.S1**

Monitor at-risk students through grade level team meetings, extended day and regular day attendance, completion of at home online programs

**Person or Persons Responsible**

teachers, administration

**Target Dates or Schedule**

weekly basis

**Evidence of Completion**

mega binder, communication binders

## Plan to Monitor Effectiveness of G7.B2.S1

Review the at-risk students assessments to see if they are making gains

### Person or Persons Responsible

teachers, coaches

### Target Dates or Schedule

weekly during IFP's, progress reports

### Evidence of Completion

communication binders, parent conferences, notices home, emails

**G7.B3** To decrease the amount of students who receive two or more behavior referrals from 8% to 7% as well as decreasing the amount of students who receive one or more behavior referrals that lead to suspension from 10% to 9%.

**G7.B3.S1** Scholar points success program 3-6th, Clip behavior management system K-2, CHAMP's school wide behavior management tool, Check in – Check out system, Behavior contracts, Social skills group counseling, Student of the week, Strive student of the month.

### Action Step 1

Incoming 3rd graders and new students may have a tough time adjusting to the rigor and high level of expectations of our discipline plan. The lack of knowledge some parents and students have in regards to the code of conduct and the high behavior expectations.

### Person or Persons Responsible

Teachers, administration, Dean of Students, Guidance Counselor

### Target Dates or Schedule

weekly

### Evidence of Completion

Logging weekly Scholar Points, quick check notices, Powerschools

### **Plan to Monitor Fidelity of Implementation of G7.B3.S1**

Review the scholar point system with the class and discuss with each teacher the proper use of the scholar point system during pre-planning

#### **Person or Persons Responsible**

teachers, Dean of students, administration

#### **Target Dates or Schedule**

pre-planning and ongoing weekly basis

#### **Evidence of Completion**

Logging of the weekly scholar points

### **Plan to Monitor Effectiveness of G7.B3.S1**

Track the number of quick checks, detentions and suspensions

#### **Person or Persons Responsible**

Dean of Students

#### **Target Dates or Schedule**

completed on an as needed basis

#### **Evidence of Completion**

powerschool detention and suspension reports.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 two 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 Discovery benchmark testing. 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
- 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.

There is also the Fresh Fruits and Vegetables Grant which introduces our students to exciting fresh fruit or vegetables during their lunch time. This grant also helps our school garden where fruit, vegetables and herbs are grown with the help of a Garden Club. The use of the garden is then implemented into science lessons for the other grade levels as they too can experience the DMCS garden.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** In 2013, 50% of students were proficient in Reading and our goal for the 2014 FCAT is to increase by 1% to 51% proficiency.

**G1.B2** ELL is Reading achieved 39% proficiency on the FCAT Reading Test in 2013. The 2014 target is 46% for ELL students. The area of deficiency was Category 4 Information Text/Research Process as noted on the 2013 FCAT Reading assessment.

**G1.B2.S1** Compare and Contrast two or more texts Test feature chart Text feature analysis reading from a wide variety of text Note taking skills

### PD Opportunity 1

For grade 3 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will also describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics and key details in one or two texts. For grade 4 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will make connections between the text of a story, drama or information. For grade 5 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will be able to identify the relationships between two or more ideas or among other textual elements found within or across texts and the use of two-column notes to list conclusions and supporting evidence to teach For grade 6 teachers will emphasize instruction that helps students build stronger arguments to support their answers. Practice will be provided to ensure the development and understanding of supporting details in performance tasks as well as analyzing the structure an author uses to organize a text, including how the more sections contribute to the whole and to the development of ideas.

#### Facilitator

Berna Ruiz, Megan Walsh

#### Participants

DMCS Faculty

#### Target Dates or Schedule

During the 90 minute reading block, extended day, before school and during cross-curricular reading activities. This strategy was taught during pre-planning and is reiterated throughout the year during monthly PD sessions.

#### Evidence of Completion

Analyzing benchmark assessments in the area of informational text, lesson plans, weekly IFP assessments, weekly walk-throughs and data chats



**G1.B3** Students achieving a level 3 in reading based on the Reading FCAT 2.0 was 29% in 2013. The 2014 target is 33%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 1 Vocabulary.

**G1.B3.S1** 6 steps for Building Academic Vocabulary Word Walls Context Clues chart Multiple meaning charts

### **PD Opportunity 1**

The six steps of building an academic vocabulary will be explicitly taught throughout the week by providing students with descriptions, explanations, symbols, graphic representations, discussion and games for students to interact with new vocabulary words. For grade 3 reading strategies will be taught to help students determine meanings of words and phrases as they are used in context, distinguishing literal from nonliteral language. Students will develop and maintain a response journal. For grade 4 during pre-reading activities teachers will instruct students through concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms. For grade 5 students will be provided with opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. For grade 6 students will use a variety of activities working with sets of words that are semantically related. Teachers will emphasize strategies for deriving word meanings and word relationships from context as well as rereading to review what preceded and what followed the passage, paragraph or sentence in question.

#### **Facilitator**

Megan Walsh, Berna Ruiz

#### **Participants**

DMCS Faculty

#### **Target Dates or Schedule**

The six steps of building academic vocabulary will be explicitly taught throughout the week across all content areas. This strategy was taught during pre-planning professional development.

#### **Evidence of Completion**

Teachers in all content areas will assess the use of the vocabulary notebook and compare their vocabulary benchmark assessments with the validity of the notebook.

**G1.B4** Students achieving a level 4 or 5 in reading based on the Reading FCAT 2.0 was 21% in 2013. The 2014 target is 23%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 2 Reading Application Analysis/Fiction/Non-Fiction

**G1.B4.S1** Main Idea Chart Authors Purpose Chart Cause and Effect chart Theme chart Compare and Contrast chart Graphic Organizers

### **PD Opportunity 1**

For grades 3, 4, and 5 the use of Fountas and Pinnell small group supplementary literacy intervention will be used for students who find reading and writing difficult Through systematically designed lessons and original, engaging leveled books, students will be supported in both reading and writing and help expand their knowledge of language and words and how they work.

#### **Facilitator**

Rodolfo Castillo

#### **Participants**

Pull-Out Teachers

#### **Target Dates or Schedule**

During specials During socials/science time Before/After school training was provided to intervention teachers during the month of September

#### **Evidence of Completion**

Quarterly benchmark assessments Weekly IFP assessments

**G1.B5** Students who achieved learning gains in reading on the Reading FCAT 2.0 was 59% in 2013. The 2014 target is 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 3 Literary Analysis/Fiction/Non-Fiction

**G1.B5.S1** Story map Figurative language Text feature chart Text feature analysis

### **PD Opportunity 1**

For grades 3, 4, and 5 the use of Fountas and Pinnell small group supplementary literacy intervention will be used for students who find reading and writing difficult. Through systematically designed lessons and original, engaging leveled books, students will be supported in both reading and writing and help expand their knowledge of language and words and how they work. For grades 3, 4, 5 and 6 the use of Corrective Reading provides intensive direct instruction-based reading intervention for students who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding address the varied reading deficits and skill levels found among students. For grades 3, 4, 5 and 6 the use of Voyager Passport intervenes early to accelerate learning for students who need supplemental instruction to master priority reading skills and strategies. This blended solution includes: Targeted instruction in word study, fluency, comprehension, vocabulary, writing, listening, and speaking. Differentiation for diverse student populations, including English language learners. Integrated progress monitoring, re-teaching procedures, correction support, and online data management. Online reading practice through Ticket to Read interactive, rewards-based learning.

#### **Facilitator**

Megan Walsh

#### **Participants**

Extended Day Teachers

#### **Target Dates or Schedule**

Corrective Reading - 4 days a week for 40 minutes in the morning. Voyager / Journeys - 3 days a week for 120 minutes during extended day.

#### **Evidence of Completion**

Through the master schedule, intervention schedule, daily walk-throughs, pre and post assessments, journal entries. Taught to Intervention teachers and extended day teachers during professional development after school on Wednesday in September.

**G1.B7** Students taking the CELLA assessment scored 64% in area of Listening/Speaking in 2013. The 2014 target is 68%. The area of deficiency is in Listening/Speaking.

**G1.B7.S1** -Teacher Lead Groups -Use Illustrations/Diagrams -Cooperative Learning -Provide Meaningful Language Practice

### **PD Opportunity 1**

Use small group instruction. Teachers will provide opportunities for students who require reinforcement, clarification, or enrichment. In these small groups teachers can focus on the common needs of the students. - Teachers will model looking at illustrations before reading the text while asking students open ended questions regarding the pictures. Teachers will direct students' attention to graphs, diagrams, pictures, or models and ask them what information they can derive from them. - Students will have the opportunity to work with other students which will allow them to develop linguistic and academic skills simultaneously. Teachers will guide culturally mixed groups of students as they work together to complete projects and reports. - Teachers will encourage ELLs to speak in class as much as possible. Teachers will provide opportunities for structured conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" Teachers will use high quality materials, including but not limited, to authentic materials. Teachers will be cognoscente of their students' ability in the English language. The language students hear and read will be just beyond their current abilities in the language. Learners should be able to understand the language they are exposed to, but should also come across new vocabulary and structures so they can expand their knowledge of the language. Teachers will expose their students to a variety of different types of language styles and materials, such as, newspapers, maps, news reports, conversations, academic texts, and scientific reports.

#### **Facilitator**

Dade county ESOL classes

#### **Participants**

Teachers in need of ESOL endorsements

#### **Target Dates or Schedule**

quarterly Taught each semester through dade county. Teachers are enrolled through the employee portal and attend classes for the semester.

#### **Evidence of Completion**

through the CELLA 2014 assessment, listening speaking clusters through Discovery benchmark assessments in reading

**G2.** In 2013, 57% of students were proficient in Writing and our goal for the 2014 Writing FCAT assessment is to increase by 4% to 61% proficiency.

**G2.B2** Students taking the 2013 CELLA assessment scored 38% in the area of Writing. The 2014 target is 44%. The area of deficiency is in Writing conventions.

**G2.B2.S1** Writing Prompts Writing Rubrics Top Score Writing

**PD Opportunity 1**

- Writing prompts will be used effectively to motivate students into the process of writing. Students will see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing. - Teachers will use and present to the students rubrics that provide a clear criteria for evaluating their writing. Rubrics will be task specific, accompanied by exemplars, and used throughout the instructional process.

**Facilitator**

Debra Nails

**Participants**

Grade Level Language Arts Teachers

**Target Dates or Schedule**

monthly basis, quarterly basis Top Score Writing was taught to the writing teachers during a training in July and was taught back to the whole faculty during pre-planning week in August.

**Evidence of Completion**

2014 CELLA, 2014 FCAT Writes

**G3.** In 2013, 66% of students were proficient in Math and our goal for the 2014 FCAT Math Assessment is to maintain 66% or higher in proficiency.

**G3.B2** Students who achieved a level 3 on the 2013 Math FCAT 2.0 was 36%. The 2014 target is 38%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Geometry and Measurement.

**G3.B2.S1** Use of manipulatives Envision Math Florida Achieves PLATO software FCAT coach Number Worlds V-Math

### **PD Opportunity 1**

Students will be given the opportunity to work in math centers utilizing manipulatives and various properties to analyze mathematical attributes.

#### **Facilitator**

TerrilLynn Latour from Singapore Math

#### **Participants**

All Math Teachers

#### **Target Dates or Schedule**

During weekly data chats Singapore Math training took place at Downtown Miami Charter School over 2 days in July. All math teachers attended the training.

#### **Evidence of Completion**

Formative: Discovery Benchmark assessments, and school-site mini assessments, Summative: 2014 FCAT 2.0 Mathematics assessment

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	In 2013, 50% of students were proficient in Reading and our goal for the 2014 FCAT is to increase by 1% to 51% proficiency.	\$362,820
G2.	In 2013, 57% of students were proficient in Writing and our goal for the 2014 Writing FCAT assessment is to increase by 4% to 61% proficiency.	\$1,560
G3.	In 2013, 66% of students were proficient in Math and our goal for the 2014 FCAT Math Assessment is to maintain 66% or higher in proficiency.	\$22,224
G4.	In 2013, 63% of students were proficient in Science and our goal for the 2014 Science FCAT assessment is to increase by 4% to 67% proficiency.	\$1,116
Total		\$387,720

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Evidence-Based Materials	Total
FTE	\$380,530	\$6,074	\$1,116	\$387,720
	\$0	\$0	\$0	\$0
Total	\$380,530	\$6,074	\$1,116	\$387,720

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** In 2013, 50% of students were proficient in Reading and our goal for the 2014 FCAT is to increase by 1% to 51% proficiency.

**G1.B2** ELL is Reading achieved 39% proficiency on the FCAT Reading Test in 2013. The 2014 target is 46% for ELL students. The area of deficiency was Category 4 Information Text/Research Process as noted on the 2013 FCAT Reading assessment.

**G1.B2.S1** Compare and Contrast two or more texts Test feature chart Text feature analysis reading from a wide variety of text Note taking skills

### **Action Step 1**

For grade 3 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will also describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics and key details in one or two texts. For grade 4 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will make connections between the text of a story, drama or information. For grade 5 teachers will provide students with real-world documents such as, how to articles, brochures and fliers and websites use text features to locate, interpret and organize information. Students will be able to identify the relationships between two or more ideas or among other textual elements found within or across texts and the use of two-column notes to list conclusions and supporting evidence to teach For grade 6 teachers will emphasize instruction that helps students build stronger arguments to support their answers. Practice will be provided to ensure the development and understanding of supporting details in performance tasks as well as analyzing the structure an author uses to organize a text, including how the more sections contribute to the whole and to the development of ideas.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Wonders

#### **Funding Source**

FTE

#### **Amount Needed**

\$346,490



**G1.B3** Students achieving a level 3 in reading based on the Reading FCAT 2.0 was 29% in 2013. The 2014 target is 33%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 1 Vocabulary.

**G1.B3.S1** 6 steps for Building Academic Vocabulary Word Walls Context Clues chart Multiple meaning charts

### **Action Step 1**

The six steps of building an academic vocabulary will be explicitly taught throughout the week by providing students with descriptions, explanations, symbols, graphic representations, discussion and games for students to interact with new vocabulary words. For grade 3 reading strategies will be taught to help students determine meanings of words and phrases as they are used in context, distinguishing literal from nonliteral language. Students will develop and maintain a response journal. For grade 4 during pre-reading activities teachers will instruct students through concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms. For grade 5 students will be provided with opportunities in determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. For grade 6 students will use a variety of activities working with sets of words that are semantically related. Teachers will emphasize strategies for deriving word meanings and word relationships from context as well as rereading to review what preceded and what followed the passage, paragraph or sentence in question.

### **Resource Type**

Technology

### **Resource**

The Reading Plus system uses 21st century technology to provide a window into students' independent silent reading, allowing teachers to monitor their practice, ability, and progress as never before. More importantly, Reading Plus models effective silent reading, creating independent proficient readers ready to meet the demands of upper grades

### **Funding Source**

FTE

### **Amount Needed**

\$6,074

**G1.B4** Students achieving a level 4 or 5 in reading based on the Reading FCAT 2.0 was 21% in 2013. The 2014 target is 23%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 2 Reading Application Analysis/Fiction/Non-Fiction

**G1.B4.S1** Main Idea Chart Authors Purpose Chart Cause and Effect chart Theme chart Compare and Contrast chart Graphic Organizers

**Action Step 1**

For grades 3, 4, and 5 the use of Fountas and Pinnell small group supplementary literacy intervention will be used for students who find reading and writing difficult Through systematically designed lessons and original, engaging leveled books, students will be supported in both reading and writing and help expand their knowledge of language and words and how they work.

**Resource Type**

Evidence-Based Program

**Resource**

Fountas & Pinnell- Evaluate student reading and comprehension ability with reliable and robust universal screening that is aligned to Leveled Literacy Intervention, and determine each child's instruction level for guided reading according to the Fountas & Pinnell A-Z Text Level Gradient for guided reading

**Funding Source**

FTE

**Amount Needed**

\$4,860

**G1.B5** Students who achieved learning gains in reading on the Reading FCAT 2.0 was 59% in 2013. The 2014 target is 63%. The area of deficiency as noted on the 2013 administration of the FCAT Reading Assessment was Category 3 Literary Analysis/Fiction/Non-Fiction

**G1.B5.S1** Story map Figurative language Text feature chart Text feature analysis

**Action Step 1**

For grades 3, 4, and 5 the use of Fountas and Pinnell small group supplementary literacy intervention will be used for students who find reading and writing difficult Through systematically designed lessons and original, engaging leveled books, students will be supported in both reading and writing and help expand their knowledge of language and words and how they work. For grades 3, 4, 5 and 6 the use of Corrective Reading provides intensive direct instruction-based reading intervention for students who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding address the varied reading deficits and skill levels found among students. For grades 3, 4, 5 and 6 the use of Voyager Passport intervenes early to accelerate learning for students who need supplemental instruction to master priority reading skills and strategies. This blended solution includes: Targeted instruction in word study, fluency, comprehension, vocabulary, writing, listening, and speaking Differentiation for diverse student populations, including English language learners Integrated progress monitoring, re-teaching procedures, correction support, and online data management Online reading practice through Ticket to Read interactive, rewards-based learning

**Resource Type**

Evidence-Based Program

**Resource**

Voyager Passport intervenes early to accelerate learning for students who need supplemental instruction to master priority reading skills and strategies. This blended solution includes: Click here to view the Voyager Passport Overview • Targeted instruction in word study, fluency, comprehension, vocabulary, writing, listening, and speaking • Differentiation for diverse student populations, including English language learners • Integrated progress monitoring, reteaching procedures, correction support, and online data management • Online reading practice through Ticket to Read interactive, rewards-based learning Corrective Reading: • Two major strands and four instructional levels address a wide range of reading problems. • The Decoding and Comprehension strands can be used separately as a supplemental reading intervention or combined for use as a comprehensive reading intervention programme. • Multiple points of entry and fast-cycle options appropriately address skill levels of students in Grades 4-Adult. • Fully integrated assessments monitor progress and guide movement through the programme.

**Funding Source**

FTE

**Amount Needed**

\$5,396

**G2.** In 2013, 57% of students were proficient in Writing and our goal for the 2014 Writing FCAT assessment is to increase by 4% to 61% proficiency.

**G2.B2** Students taking the 2013 CELLA assessment scored 38% in the area of Writing. The 2014 target is 44%. The area of deficiency is in Writing conventions.

**G2.B2.S1** Writing Prompts Writing Rubrics Top Score Writing

**Action Step 1**

- Writing prompts will be used effectively to motivate students into the process of writing. Students will see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing. - Teachers will use and present to the students rubrics that provide a clear criteria for evaluating their writing. Rubrics will be task specific, accompanied by exemplars, and used throughout the instructional process.

**Resource Type**

Evidence-Based Program

**Resource**

WB Plus HM English-Houghton Mifflin English (K–6) supports the goals of the Common Core State Standards. With grammar and writing instruction to match a variety of teaching and learning styles, it offers the right solution for any language arts classroom. Provides grammar, writing, and communication instruction, plus practice and real-world application Features new Online Editions for digital natives Complements any reading/literature program = Top Score Writing- Writing Curriculum for fourth grade students based around, FCAT Writes Rubric Write & Draw Journal- A journal used to help kindergarten students become excited about writing.

**Funding Source**

FTE

**Amount Needed**

\$1,560

**G3.** In 2013, 66% of students were proficient in Math and our goal for the 2014 FCAT Math Assessment is to maintain 66% or higher in proficiency.

**G3.B2** Students who achieved a level 3 on the 2013 Math FCAT 2.0 was 36%. The 2014 target is 38%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Geometry and Measurement.

**G3.B2.S1** Use of manipulatives Envision Math Florida Achieves PLATO software FCAT coach Number Worlds V-Math

### **Action Step 1**

Students will be given the opportunity to work in math centers utilizing manipulatives and various properties to analyze mathematical attributes.

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Envision Math-Daily Problem-Based Interactive Math Learning followed by Visual Learning strategies deepen conceptual understanding by making meaningful connections for students and delivering strong, sequential visual/verbal connections through the Visual Learning Bridge in every lesson. Ongoing Diagnosis & Intervention and daily Data-Driven Differentiation ensure that enVisionMATH gives every student the opportunity to succeed. PLATO software- Edmentum's™ Common Core and standards mastery programs provide instruction, practice, formative assessment, and real-time reporting to guide instruction based on state and Common Core standards. Edmentum's suite of solutions help educators pinpoint academic strengths and weaknesses, differentiate their instruction, and target individual student needs through rigorous, standards-based content. The programs provide focused instruction and support, and with platforms uniquely designed to support educators as they implement the standards in their classrooms. CCSS Math-Highly focused lessons and strategy-based practice cover a broad range of key concepts. Our resources are versatile—they can act as a supplement to daily lesson plans to reinforce classroom instruction, or function as your main instructional vehicle throughout the school year. In whichever approach suits you, we're ready to help you and your students succeed

#### **Funding Source**

FTE

#### **Amount Needed**

\$22,224

**G3.B3** Students who achieved a level 4 or 5 on the 2013 Math FCAT 2.0 was 29%. The 2014 target is 30%. The area of deficiency as noted on the 2013 administration of the FCAT Mathematics Assessment was Number and Operations.

**G3.B3.S1** Envision Math V-Math PLATO FCAT coach Inquiry Based Learning

**Action Step 1**

Students will be given the opportunity to develop exploration and inquiry activities to maintain or increase understanding through hands on experiences with grade level appropriate concepts and apply learning to real-life problems Identify lowest performing students in grades 3-6 based on instructional needs. In addition provide 60 minute tutoring sessions after school 4 times per week.

**Resource Type**

Evidence-Based Program

**Resource**

**Funding Source**

**Amount Needed**

**G4.** In 2013, 63% of students were proficient in Science and our goal for the 2014 Science FCAT assessment is to increase by 4% to 67% proficiency.

**G4.B1** Students who scored level 4 or 5 on the 2013 FCAT Science 2.0 assessment was 33%. The 2014 target is 34%. The data for the 2012-2013 FCAT 2.0 Science Assessment shows that Physical Science was a barrier for students scoring Level 4 or above.

**G4.B1.S1** ? Monitor and support the implementation of rigorous activities, high order questioning strategies to increase student conceptual understanding. ? Promote the use instructional technology (e.g., Gizmos, Florida Achieve FOCUS, etc.) to enhance and remediate student conceptual understanding Physical Science ? Ensure that all students have the opportunity to design, create, and present representations and models of natural or manmade phenomena to describe, interpret, and/or predict scientific concepts and processes, as delineated by Common Core Standards. • Plan with science teachers to discuss, design, and implement strategies to increase inquiry-based learning of Physical Science, Life Science, Earth and Space Science concepts. • Promote the use instructional technology (e.g., Scholastic Study Jams, Gizmos, Discovery, PBS Learning Media) to enhance and remediate student conceptual understanding of topics being addressed.

### Action Step 1

Teachers plan hands on learning activities that promote Physical Science Use of Interactive Vocabulary Journals to familiarize themselves with physical science vocabulary Use technology/ online instructional videos on Gizmos and PLATO

#### Resource Type

Evidence-Based Materials

#### Resource

FL 2.0 Jump Start Science- Jump-start your FCAT 2.0 test preparation with high-impact test practice! You'll get Practice Tests that build familiarity with the test format, increase confidence, and permit ongoing benchmarking. Coach Jumpstart lets you easily assess student progress and identify weak areas. FL: Measuring Up Science-employs a 4-part instructional model that can be used year-round with struggling students to build the requisite skills needed for understanding the more rigorous Common Core State Standards.

#### Funding Source

FTE

#### Amount Needed

\$1,116