

Miami-Dade County Public Schools

Downtown Miami Charter School



2018-19 Schoolwide Improvement Plan

Downtown Miami Charter School

305 NW 3RD AVE, Miami, FL 33128

<http://www.downtowncharter.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

**Informational Baseline School Grade*

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

School Board Approval

N/A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	16
Effective Leadership	17
Public and Collaborative Teaching	20
Ambitious Instruction and Learning	22
8-Step Planning and Problem Solving Implementation	29
Goals Summary	29
Goals Detail	29
Action Plan for Improvement	31
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Downtown Miami Charter School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Accomplishing this mission is supported with: 1) Students, teachers, staff, families, and community members will work cooperatively in a positive atmosphere; 2) DMCS will be a community-centered school where scholars, teachers, staff, families, and community members are working together to meet the challenges of everyday life and prepare the scholars for future success, both personally and academically.

2. School Environment

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

Downtown Miami Charter School (DMCS) works diligently to learn more about our scholars' background in order to build strong relationships. This year, we will be implementing Responsive Classroom and Leader in Me which allows teachers to provide scholars with opportunities to share who they are with their classmates and teachers through various greetings and activities. Teachers at DMCS are trained to build high quality relationships with scholars and their parents by helping them create and achieve dreams, goals, and actions plans. Teachers are expected to always respect scholars by educating using a growth mindset, praising scholars for accomplishments, and coaching scholar to improve instead of settle. Teachers at DMCS understand that their position requires them to go above and beyond to let scholars know that their goals and individual personalities are important. All teachers reach out to parents and encourage them to communicate any questions or concerns. Teachers follow positive praise systems to ensure scholars receive 3 praises for each redirection. The Scholar Success Program assures teachers are fair with consequences. Administration and Coaches spend two to three hours per day in classrooms and the cafeteria, observing that DMCS creates a respectful, encouraging and motivating environment.

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

Downtown Miami Charter School creates an environment where scholars feel safe and respected by creating a highly structured environment. From the time they enter the doors at 7:30 am, scholars have a clear plan of expectations. Each staff member has a set post around the building to ensure all scholars are supervised at all times. All classrooms set clear expectations for scholar behavior, both inside and outside of the classroom. Teachers are instructed to follow the school wide discipline plan to ensure scholars demonstrate respect toward one another and receive discipline when they make a choice affecting the safety of this environment. The school implements Responsive Classroom as well as The Leader in Me Curriculum. DMCS also employs a full time Teacher on Assignment and Student Service Coordinator to support our scholars, families and teachers. Our Dean follows through on the Miami Dade Public School Code of Conduct, provides students with clear consequences and parent meetings.

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

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

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

Our scholars are at school to learn, and you are there to teach them. There are however, factors that can interfere with the teaching and learning process. Unfortunately, many of these factors are societal and beyond the school's control. That makes it all the more paramount that educators be proactive in their discipline approach. Most experts and teachers agree that if the teaching and curriculum are engaging and varied with instructional strategies there will be fewer behavior problems. The problem, however, is that before the lesson begins you must have their attention. You as the teacher must first get your scholars on task and then allow dynamic teaching to keep them on task.

Getting Scholars on Task

- Develop Discipline Plan - LIVE School, Scholar Points Plan, Hero
- Expectations
- Procedures
- Consequences & Outcomes
- Reflection

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

- Teach Specific Directions

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

Instructional Settings that require specific directions

- teacher directed activities
- whole group discussions
- independent seat work
- independent seat work while teacher works with small group
- working in pairs
- taking tests
- cooperative group work
- expectations and procedures for presentations
- working with special equipment
- working in small groups/center activities

Routines that require specific directions

- entering a classroom
- leaving a classroom
- beginning of school day
- taking attendance
- following universal attention signal
- lining up
- passing out material
- collecting papers/homework
- transition from independent seat work to small group
- transition from small group to independent seat work
- getting out materials/supplies
- emergency drills
- end-of-the day routines
- getting/putting away equipment
- going to the library and technology lab

General Policies that require specific directions

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

Components for each Specific

- Participation – What do you want your scholars to do during each activity?
- Noise Level – How much noise will you tolerate?
- Movement – What is the level of movement necessary for the activity?

- Material management – How do you want your scholars to handle their materials?
- Consequences, Positive Reinforcement, and Outcomes

Positive Reinforcement

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

- Verbal praise
- Positive Hero points on LiveSchool
- Positive phone calls, agenda notes or e-mails
- Privilege passes for first in line, lunch with the principal, etc
- Nominations for Habit Hero of the Month
- Do the Right Thing Program nomination

Negative Consequences:

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

- 1-2 verbal warnings or nonverbal cues
- discussion (with reflection) and action plan
- parent contact may necessary via phone or face to face conference, if necessary
- receives a "Notice of Detention" slip – teacher or administrative decision
- Severe: immediate referral to office and other consequences may follow

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

Corrective Actions Must Be

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

Each scholar must start each day with a clean slate.

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

Weekly Scholar Goals for behavior

Goals for Week 1

- learn scholar names
- perform following routines with close teacher supervision and reinforcement
- arrival
- transitions
- lining up and moving in hallway
- bathroom procedures
- recess
- universal signal
- whole group meeting
- small group meeting

- silent dismissal
- cleanup
- scholar work will be displayed in classroom
- scholars will have had an opportunity to share information about themselves at least twice

Goals for Week 2

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

Goals for Week 3

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

Goals for Weeks 4 – 6

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

Homework

Nature & Purpose - Research says:

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

Actions for Effectiveness – Research says

- NEVER give homework as a punishment
- Vary assignments – for example: oral reports, research projects, enrichment, exercises, and other assignments to spur creativity
- Assignments should not be overly long: teachers usually underestimate the amount of time necessary for scholars to complete homework
- Assure that scholars have concepts and skills necessary to do the assignments; insufficient preparation for homework may result in higher levels of scholar frustration
- Anticipate difficulties with assignments

- Contact parents early if scholar begins to develop a pattern of late or incomplete work

Homework Guidelines

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

Homework Do's and Don'ts

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

DMCS Homework Expectations

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

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

Grade Level Frequency of Total Daily Average Assignments (All Subjects)

K-1 Daily (5 days a week) 30 minutes
2-3 Daily (5 days a week) 45 minutes
4-5 Daily (5 days a week) 60 minutes
6-Daily (5 days a week) 75 minutes

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

Transition Expectations

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

Before, During, and After Transitions

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

Hallway Rules

- Face forward at all times
 - Follow directions immediately
 - Scholars should be reading a valid book
 - Walk single file staying to the right (2nd box for K-2 scholars / 3rd box 3-6th scholars)
 - Remain silent (non-verbal communication only)
- provide feedback to scholars when appropriate – this includes both positive and corrective

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

- It is the teacher's responsibility to be cognizant of the time a scholar has been out of the room. The scholar sign in log must be completed when a scholar leaves the room without an adult for any purpose. Limit scholar movement without an adult to emergencies only.
- Scholars coming to the office must have a note from a teacher.

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

Communication

Communication is absolutely essential for any human endeavor. We, at DMCS, recognize this and will strive to maintain open, honest, and frequent communication with all parents at all times. At minimum, each scholar will receive a minimum of 2 parent conferences a year. Parent and family collaboration projects per grade level will help build family and involvement and communication with the teacher, scholar and parent/guardian.

Teachers will document communication with parents in two ways:

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

School Celebrations

- Each classroom teacher will recognize all scholars with exemplary behavior for the quarter during the Celebrating Success Assembly.
- Criteria for honoree – Scholars must demonstrated exceptional accomplishment in meeting the "Guidelines for Success"
- Be responsible
- Always try
- Do your best
- Have a good attitude
- Treat everyone with respect

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

- Cheers
- Wall of Fame
- Student of the week

- Online/Instructional Software recognition

Scholar Success Plan

Kindergarten– 6th Grade

The following school rules will be shared with and followed by our scholars and when not adhered to may result in a demerit, suspension, expulsion or other disciplinary action deemed appropriate by Administration.

1. Scholars must follow rules in the DMCS Behavior Plans throughout their classes and school building, DMCS Behavior Plan and Miami-Dade County Code of Conduct. Unacceptable behaviors outlined will be subject to disciplinary actions.
2. Scholars must come to school prepared with homework, materials and supplies required daily.
3. Scholars must dress appropriately for school by following the uniform dress code, wearing uniforms approved by the school, including cold weather, spirit and dress down days.
4. Scholars will demonstrate cooperation, self-control, and respect for adults and their peers.
5. Scholars will refrain from running in the school building and adhere to hallway and cafeteria expectations at all times.
6. Scholars will not participate in profanity, name-calling, fighting, bullying, harassing, inappropriately touching, pushing or play-wrestling.
7. A pass from supervising Staff is required upon leaving a scholar's designated area.
8. No items will be permitted that carry pictures or slogans referring to drug culture or alcohol. No profane, abusive or slang language.
9. Gum, fidget spinners, matches, candy and toys, including cards, electronic devices, are not allowed to be brought to school. Such items will be confiscated from scholars and returned only to parents at a time scheduled by Staff member.
10. Cell phones and other electronic devices should not be brought to school and use is prohibited during school hours. Any device visible will be confiscated by Staff and must be picked up by a parent/guardian at a time when the Staff member is available. Scholars are not to walk on campus with ear buds unless being used for online instructional resources and/or outlined instructional objective.
11. Scholars will eat and drink in designated areas at designated times.
12. Writing on or defacing school property is not permitted and grounds for suspension. This will result in the replacement, repair or payment of damages by either the scholar or his/her parents. The placement of stickers on school property is also forbidden.
13. Scholars will keep our school, including our restrooms and cafeteria clean and neat.
14. Scholars will refrain from cheating, plagiarizing and will complete all home learning expectations daily.

Levels of Disciplinary Action

There are three (3) levels of disciplinary action and the levels are determined by the seriousness of the act and the district Code of Conduct (review district code of conduct).

Level I Actions- In order to resolve Level I discipline problems, the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Behavioral Contract
- Detention (lunch)

Level II Actions- In order to resolve a Level II offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (after school administrative)
- Detention (after school teacher)
- Time Out
- Conference with Principal or designee
- Saturday School
- Out of school suspension if repeated offense
- Alternative to External Suspension

Level III Actions- In order to resolve Level III offenses, the options available are:

- Out of school suspension
- Dismissal from school
- Administrative review and reassignment

Afterschool and Saturday Detention

An administrator or teacher will complete the After-School Detention form which includes the date/ time/location of the detention, description of why the detention was given, and the attempts made to contact parent/guardian. If a student misbehaves during After-School Detention or is late, they may

be issued another behavioral consequence such as Saturday Detention.

Saturday Detention may be assigned to those students whose behavior is consistently inappropriate. Saturday Detention is scheduled from 9:00 am-11:00 am; students are required to wear their school uniform and must complete homework/seatwork while serving the detention. There is zero tolerance for misbehavior. A student may be suspended for one day if they miss Saturday Detention, unless due to a family emergency or illness verified by a doctor's note.

Positive HERO points

Scholars will receive positive Hero points through LiveSchool.

Scholar will earn 1 point for each

Begin with the end in mind (being respectful/doing the right thing)

Be proactive (Doing homework/online resources)

Think win-win (being considerate/random acts)

First seek to understand (open mind/listen well)

Synergize (working well together)

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Be proactive (Doing homework/online resources)

Think win-win (being considerate/random acts)

First seek to understand (open mind/listen well)

Synergize (working well together)

Teacher Responsibilities

- Use of LiveSchool app to award positive and track negative HERO points
- Weekly report out to scholars of LiveSchools points
- Be consistent

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

Downtown Miami Charter administrative team will work with student services team, behavioral analyst and the mental health counselor to provide small group counseling, individual counseling and referrals to community services for scholars when needed. Scholars have an opportunity to participate in an after school mentoring program facilitated by the a student service team member and teachers.

3. Early Warning Systems

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

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

Downtown Miami Charter School will utilize Power Schools academic systems to identify students who have attendance, behavioral, or academic concerns. Administration and school-based support team members will create data-decision rules and interventions with regards to each of the above early warning indicators. Staff will be trained on procedures to notify administration and the school support team of students who are identified as meeting one or more of the data-decision rules.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	13	8	10	10	13	7	0	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	5	10	15	9	3	14	9	0	0	0	0	0	0	65
Level 1 on statewide assessment	3	4	5	6	14	24	24	0	0	0	0	0	0	80

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	5	10	5	18	30	36	0	0	0	0	0	0	108

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

The interventions for scholars who have exhibited early warning signs for high school dropout or low performance are:

- 1) Academic - participation in our Response To Intervention (RTI) program, participation in 21st Century Community Learning Center (CCLC) (3rd-6th grade), quarterly parent meetings to address the concerns
- 2) Multiple School Suspensions - receive Tier 3 behavioral interventions which include: summer home visits, check-in sessions with school counselor or dean of scholars, small group counseling, ongoing parent communication, possible outside agency counseling referrals, a mentor;
- 3) Excessive Absences and/or Tardies and are Below Grade Level - referral to the school district attendance program participation, quarterly parent meetings to address the concerns

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/715646>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Downtown Miami Charter School (DMCS) staffs a Community Involvement Specialist (CIS) through Title I funds to ensure community partnerships and resources are secured and sustained for scholars. The school generates and maintains a list of new and recurring partners yearly and reach out to partners for support and needs, as well as welcome them to our school to be a part of experiences with our scholars. Other national and local organizations reach out to us frequently based on our Title I status, such as Read to a Child. In order to share with the community information and how they can get involved with our school, we promote and share on social media, such as Facebook, Instagram and Twitter weekly.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Padierne Delgado, Amanda	Principal
Anglade , Roselyn	Assistant Principal
McDonald, Aldin	Dean
Ruiz, Berna	Instructional Coach
Greenhaus, Megan	Instructional Coach

b. Duties

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

Amanda Padierne Delgado – Principal – oversees the Leadership Team and monitors the implementation of the SIP, school wide initiatives, Tier II & Tier III support, budgeting, onboarding of new teachers, tracks schoolwide data in order to make instructional decisions.

Carmen Magarino– Assistant Principal – ESE Support- Oversees compliance, parent and student support for ESE Program., ESOL Support- Oversees compliance, parent and student support for ESOL Program.

Aldin McDonald – Teacher on Assignment – Discipline – Monitors the Scholar Success Program and provides support to teachers on classroom management

Berna Ruiz – Curriculum Resource Teacher – Provides support to K-6 ELA, Math, Science and Social Studies teachers and supports our schoolwide initiatives, Tier II and Tier III training and decisions on instructional resources throughout the school year.

Megan Greenhaus – Curriculum Resource Teacher – ELA & Social Studies Instructional Coach – Provides support to K-6 teachers.

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

The Leadership team meets with teachers to discuss and review scholar data and overall implementation of the RtI Plan. RtI data spreadsheets are reviewed and the scholar data; benchmarks, NWEA, FSA, SAT10 and iReady is used to determine student needs based on performance and proficiency. The team also review the RtI model and ensures that scholars are being facilitated and serviced with small groups instruction (Tier III) and are attending our extended day programs. Lastly, the leadership team discusses all scholars who are not making progress with interventions put in place. The leadership team and the classrooms teachers identify and specific students who are not showing improvement or are showing signs of struggle within the classroom academics, analyze why it might be happening and brainstorm a plan of action and evaluate its effectiveness.

All scholars at DMCS receive Tier I and Tier II instruction. Scholars begin their day with Tier II instruction using iReady Reading or Math and are grouped according to Fall, Winter and Spring data. During Tier I, scholars are groups within classroom small groups based on their previous school year data, whether it be FSA/SAT-10 scores and or Fountas and Pinnell reading running records for Kindergartners. They are regrouped during the Winter assessment periods based on the analysis of NWEA, iReady and Fountas and Pinnell. Scholars are then invited to attend extended day or CCLC, if they are reading one year or more below grade level or considered as the lowest 25% of achievement on state testing.

Tier I – K-5 Wonders and Envision 2.0 (Math), Reading Plus (ELA), Imagine Math, iReady (Reading/Mathematics), Imagine Literacy (ELL)

Tier I -6th Grade Collections, Novel Studies, Glencoe (Math), Reading Plus (ELA), Imagine Math, iReady (Reading/Mathematics), Imagine Literacy (ELL)

Tier II – Small groups, iReady (Reading/Math), Leveled Readers, Weekly IFC assessments

Tier III – Fountas and Pinnell (ELA small groups)

Title I, Part A Title I funding will be utilized to hire additional staff members that are not allocated in our annual budget, which include a Reading Coach, Community Involvement Specialist, and four instructional assistants. Services are provided to ensure students requiring additional remediation and instruction in Literacy. The Community Involvement Specialist, Miranda Baptiste, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amanda Padierno Delgado	Principal
Jayla McGloucklin	Student
Terri Dewey	Business/Community
Karen Palma	Parent
Nashona Pierre	Parent
Yida Caroli	Parent
Sandra Bell	Teacher
Debra Nails	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC committee meets four times per year to discuss the initiatives of the SAC committee and SIP. The committee votes on different strategies and goals that were listed in the school improvement plan to better the school including budgetary decisions and funding.

b. Development of this school improvement plan

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

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

Each year, EESAC recommends what initiatives the school should take on the following the following year to address weaknesses. Then, they create a budget wishlist. As the school and board go through the budget cycle, each reviews requests from EESAC.

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

DMCS has spent \$37,340.00 in acquiring online instructional software for scholars in grades K-6th. The following is the breakdown of each software budgeted expense:
iReady- \$13,450.00

Reading Plus - \$11,000.00
Imagine Literacy - \$4,995.00
Imagine Math- \$7,895.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Anglade , Roselyn	Assistant Principal
Greenhaus, Megan	Instructional Coach
Ruiz, Berna	Instructional Coach
Padierne Delgado, Amanda	Principal

b. Duties

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

The LLT will develop more rigorous standards for instruction and achievement. School wide teacher and scholar goals will be established around ensuring that students are exposed and instructed on how to comprehend more rigorous text . We will continue the Instructional Focus Calendar and they will be updated based on our unit assessment calendar for each grade level. All K-2 scholars and those performing below grade level in grade 3-6 will complete have a completed Reading Running Records during Fall, Winter and Spring open assessment dates.

CSUSA Curriculum maps will be followed throughout the year in every grade level for ELA and Mathematics, the district's pacing guides will be used and followed for Science the Studies weekly scope and sequence of standards will be used for Social Studies. ELA and Mathematics curriculum maps will drive the order of how instructional programs in Tier I will be used in the classrooms.

Our school has adopted the research based strategy of increased instructional minutes. As such, the LLT will work to provide a framework for intensive classes for middle school setting and Tier II school wide instruction known as College Prep which is designed to re-mediate those scholars performing below grade level 4 times a week. This instruction will be specific to students' needs and ensure that each program in challenging so students will stretch and push themselves to new reading levels.

The LLT with continue to provide expectations and goals for the continuous and consistent use of instructional software during school time and for homework. The LLT has previously worked to enroll approximately 170 struggling students in K-6 in either an extended day tutoring program or 21st Century Community Learning Center (2nd -6th grades) program where they receive homework assistance and enrichment programs. Scholars who consistently attend receive an additional 360 to 600 minutes a week of support and instruction.

D. Public and Collaborative Teaching

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

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

Downtown Miami Charter School has high expectations for teachers and staff. Adults who have high expectations for themselves, lead scholars to also have high expectations. DMCS staff is trained with Red Carpet strategies and taught philosophical approaches to creating a positive environment. The DMCS Faculty Handbook and Charter Schools USA Employee handbooks sets out clear expectations for professionals. Each year the school chooses a theme through best practices of high functioning organizations. This year the theme for DMCS and Charter Schools USA schools is, "Leaving a Legacy" and our school's motto is Leading our Way Back to an "A" School . Our school community understands if we are going reach our school goals, each and every person must strive to make their mark by fulfilling their roles. Leadership is expected to be role models for professionalism and must provide feedback, motivation and support so each stakeholder supports the school moving in a positive, improved direction. DMCS uses every early release Wednesdays for Professional Development, Staff Meetings, or Parent Conferences to ensure collaboration on our goals is occurring. Every MDCPS Teacher Planning Day or Teacher Professional Day is also used for high quality professional development and planning. Teachers have 45 minutes for team planning and collaboration.

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

Hiring Process occurs with a CSUSA Talent Acquisition Team: -Committed to seeking and attracting certified teachers for Downtown Miami Charter School with the necessary qualifications and experience by using all available resources. - Our thorough interview and vetting process ensures that the teachers we put forward for vacancies are of the highest caliber possible.

Recruiting/Marketing Process for DMCS • The recruiting process begins by creating an opportunity (requisition) in our internal Applicant Tracking System - UltiPRO. • Once the opportunity has been created and approved it is advertised to all internal and/or external job boards. • Talent Acquisition utilizes a variety of external resources to market and build a pipeline of viable instructional talent. These resources include: • CareerBuilder • Teachers-Teachers • ZipRecruiter • Indeed • University Job Boards • UltiPro • College Fairs • Target Search is conducted • Recruiter sources and screens resumes, sets up onsite interviews and presents qualified candidates • Facilitates regional and individual school based "Hiring Events"

Process of getting Permanent Substitute Teachers Certified Teachers of Tomorrow Alternative Certification Program CSUSA has partnered up with Teachers of Tomorrow to offer a certification program to assist teachers with obtaining a Florida Professional Teaching Certification. Program Outline: • Creates individualized test strategy and flexible training. • Provides guidance on specific certification areas based on employees interest and qualifications • Assist employees with registering to take the subject area exams and GKT. • Once the employees successfully complete the program requirements they will be fully certified to teach in the state of Florida.

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

Mentoring Program-At Staff Orientation in August, new instructional staff members are paired up with returning instructional staff members. Mentors learn how to build trusting relationships with their mentees, and strategies for helping new teachers adjust to their profession, district and school are developed. Mentors learn coaching techniques, including collecting evidence, guiding teacher self-reflection and providing actionable feedback. Mentors and Mentees meet for professional development geared towards meeting specific new instructional staff needs led by Leadership Team at the school quarterly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

K-5: English Language Arts

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

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

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

6: English Language Arts

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

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

Supplemental Intervention Reading Program (SIRP)

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

- Reading Plus*
- iReady*

*Denotes a computer-based program

Comprehensive Intervention Reading Program (CIRP)

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

- Fountas and Pinnell (K-6)
- iReady *

K-5 Mathematics

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

Scholars will receive, at minimum, 90 minutes of math instruction daily. Teachers will follow the structure of modeling, guided practice, and independent practice to ensure understanding and mastery. Small group instruction and center activities will be utilized to reach scholars at their particular levels and provide content aligned with student needs. The determination of the scholars within each group is based upon data analysis of benchmark, unit and weekly assessments as well as informal observations. Scholars who are considered at-risk in mathematics will receive the most small-group instruction within the allotted time for centers and during College Preparatory using iReady.

6: Mathematics ?

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

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

level:

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

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

b. Instructional Strategies

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

The Downtown Miami Charter School has developed a research based action plan to target and remediate our current performance in order to reach our goal of 90% of students on grade level. This action plan is based upon the research of providing our students with increased instructional minutes and rigor in all content areas. The body of research is based upon the book, "Annual Growth, Catch-Up Growth by Lynn Fielding, Nancy Kerr, and Paul Rosier (2007)." This body of research provides strategies and methods, which we have incorporated into our action plan that will assure scholar achievement in reading and math. Specifically, the school has also developed a plan that aligns with the current educational model, Response to Intervention (RTI). Our action plan involves the following:

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

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

The Core (Tier I) involves students receiving 90 minutes of Wonders (K-5) and Collections (6th) Reading Programs with the infusion of literacy centers, 40 minutes daily of a school wide college prep intervention, wherein all scholars are immersed in Tier II instructional program, iReady. In addition, scholars also receive a specific Instructional Focus Program that targets comprehension strategies and or math strategies based on unit assessments.

The tiered plan for Math includes all scholars receiving 90 core math instruction Core (Tier I), Supplemental (Tier 2) and small group instruction. The Core (Tier I) involves students receiving 60

minutes of on grade level math utilizing Envision with the integration of using on manipulatives and problem solving skills during math centers. In addition, scholars will receive a math intervention twice a week, Tier II, incorporating skill based instruction using iReady.

Tier 2 and Tier 3 of the math action plan involves students being targeted in small group with teacher led remediation as well as the use of iReady.

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

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

The leadership team will monitor the instructional process present at DMCS. Our plan is to complete daily walkthroughs which will be tracked in Performix. In addition, CSUSA will complete one QUEST Visit to assess the movement of DMCS towards greater student achievement and a higher school grade.

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

Strategy: Extended School Day

Minutes added to school year: 860

CCLC – Five days a week, scholars in Grades 2-6 who are reading below grade level get an additional sixty to ninety minutes of homework support, CM standards instruction, iReady, Reading Plus or Imagine Math. Instructors are trained on the programs and each follows a minute by minute plan to ensure the maximum use of instructional minutes.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Anglade , Roselyn , ranglad@downtowncharter.org

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

Data is collected via NWEA and CSUSA Unit assessments, and is analyzed through Q&Q Research Consultants.

Strategy: Extended School Day

Minutes added to school year: 7,200

Targeted instruction given to scholars, often in small groups within the classroom, who are one level below grade level.

Strategy Rationale

RTI is a preventative measure for all children—not just those who may ultimately be identified for special education services. Children need different levels of intervention for different reasons at different times, and a child's need for intervention will likely change over the course of a year depending on the subject matter, level of difficulty, and each child's unique development.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ruiz, Berna, bruiz@downtowncharter.org

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

NWEA reports, Unit Assessments, iReady Benchmark assessments

Strategy: Summer Program

Minutes added to school year: 14,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Anglade , Roselyn , ranglad@downtowncharter.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Local preschools visit DMCS throughout the school year, giving the teachers an opportunity to see the instructional strategies being utilized in the kindergarten classrooms so they can prepare their students for kindergarten. During the summer, DMCS holds kindergarten readiness information sessions for parents with scholars who will be entering Kindergarten the following school year. The scholars are also pre-screened so parents can work on the child's weak areas throughout summer.

DMCS also hold parent informational nights throughout the school year in order to help parents understand the transitions and the requirements that the upcoming year will hold for scholars from standards to schoolwide expectations.

DMCS also hold a "Middle School Night" where middle school come into a fair and display and speak to parents/guardians of scholars who will be transitioning to middle school the upcoming year.

b. College and Career Readiness

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

All DMCS scholars, Kindergarten-6th grades, participate in Career Week each year. All scholars have the opportunity to learn about different careers, business and industries to build an interest in their future.

Sixth grade scholars create resumes and partake in group interviews with local business owners and professionals.

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

N/A

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

Florida's social studies curriculum supports the incorporation of mastering college career readiness through themed standards on "Our Community".

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

G1. ELA overall increase from 59% to 65% FSA proficiency for the 2018-2019 school year.

Strategic Goals Detail

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

G1. ELA overall increase from 59% to 65% FSA proficiency for the 2018-2019 school year. 1a

 G100974

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0
ELA/Reading Gains	65.0
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Scholars at Downtown Miami Charter School struggle with utilizing key strategies to comprehend on grade level text complexity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA Test Specification Training, Top Score writing curriculum for grades 2-6th, CSUSA Education Handbook, Wonders Curriculum, Performance and Support Coach by Curriculum Associates, Reading Plus, CSUSA Unit Assessments, Fountas & Pinnell

Plan to Monitor Progress Toward G1. 8

NWEA Performance Reports

Person Responsible

Amanda Padierno Delgado

Schedule

Triannually, from 8/20/2018 to 6/7/2019

Evidence of Completion

NWEA Performance Reports will be reviewed and analyzed with ELA teachers.

Action Plan for Improvement


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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. ELA overall increase from 59% to 65% FSA proficiency for the 2018-2019 school year. **1**

 G100974

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

 B272241

G1.B1.S1 Scholars who already are under performing in ELA continue to struggle in reading comprehension as they enter FSA testing grades. As scholars move into higher grade levels their achievement gap grows and never really "catch up" in order to make adequate progress or fully be proficient in utilizing key reading strategies to comprehend on grade level text complexity. **4**

 S288273

Strategy Rationale

Students who make adequate progress in the early grades begin to struggle again around the beginning of 4th grade—what teachers refer to as “the 4th grade slump.” Chall, Jacobs, and Baldwin (1990) identified a drop in the reading scores of students between the 3rd and 4th grades, particularly those with low incomes. The researchers suggest that reasons for this could include the appearance of fewer picture clues in 4th grade texts, the abundance of new vocabulary words, and an expectation that students absorb information from the text rather than simply read for plot. They also point out that around the 4th grade, teachers shift their focus from “learning to read” to “reading to learn” in the different content areas. However, Hirsch (2003) disagrees that the gap widens in the 4th grade. He suggests that “reading tests make the comprehension gap seem much greater in fourth grade because the texts used in earlier grades are heavily focused on testing early reading skills (like decoding) and do not try to measure the full extent of the vocabulary differences between the groups” (p. 10).

"The Struggling Reader" by Karen Tankersley

Action Step 1 **5**

The consistent use of online instructional software to deliver key strategies to build comprehension with on grade level text complexity based on scholar needs.

Person Responsible

Berna Ruiz

Schedule

Quarterly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Professional Development scheduled training for Reading Plus, Imagine Literacy and iReady

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

Weekly lesson plans check, Administrative walkthroughs, Data Chats

Person Responsible

Berna Ruiz

Schedule

Weekly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Teachers will submit their weekly lesson plans on Chalk.com and coaches will provide feedback ensuring small group instruction is planned for. Data chats will support the use of formative assessments through our unit assessments and those scoring proficiency. NWEA comparatives will indicate those scholars making progress towards their individualized goals.

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

Unit Assessments

Person Responsible

Berna Ruiz

Schedule

Quarterly, from 8/20/2018 to 6/7/2019

Evidence of Completion

Data will be analyzed by the Leadership team and then with teachers to determine those scholars who are making adequate progress or are proficient in unit assessments. Those standards that were not proficient, an IFC will be developed to reteach standards to scholars.

V. Professional Development Opportunities

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

G1. ELA overall increase from 59% to 65% FSA proficiency for the 2018-2019 school year.

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

G1.B1.S1 Scholars who already are under performing in ELA continue to struggle in reading comprehension as they enter FSA testing grades. As scholars move into higher grade levels their achievement gap grows and never really "catch up" in order to make adequate progress or fully be proficient in utilizing key reading strategies to comprehend on grade level text complexity.

PD Opportunity 1

The consistent use of online instructional software to deliver key strategies to build comprehension with on grade level text complexity based on scholar needs.

Facilitator

Berna Ruiz

Participants

All instructional staff

Schedule

Quarterly, from 8/20/2018 to 6/7/2019

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The consistent use of online instructional software to deliver key strategies to build comprehension with on grade level text complexity based on scholar needs.				\$150,839.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
		520-Textbooks	3600 - Downtown Miami Charter School	General Fund		\$111,000.00
			Notes: Wonders, Envision, Coach Digital License, STEMScopes, Studies Weekly			
		690-Computer Software	3600 - Downtown Miami Charter School	School Improvement Funds		\$39,839.00
			Notes: iReady(Math/Reading) \$13,450 Imagine Literacy \$4,995 Reading Plus \$11,000 Imagine Math \$7,895			
Total:						\$150,839.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M427970	NWEA Performance Reports	Padienne Delgado, Amanda	8/20/2018	NWEA Performance Reports will be reviewed and analyzed with ELA teachers.	6/7/2019 triannually
G1.B1.S1.MA1 M427968	Unit Assessments	Ruiz, Berna	8/20/2018	Data will be analyzed by the Leadership team and then with teachers to determine those scholars who are making adequate progress or are proficient in unit assessments. Those standards that were not proficient, an IFC will be developed to reteach standards to scholars.	6/7/2019 quarterly
G1.B1.S1.MA1 M427969	Weekly lesson plans check, Administrative walkthroughs, Data Chats	Ruiz, Berna	8/20/2018	Teachers will submit their weekly lesson plans on Chalk.com and coaches will provide feedback ensuring small group instruction is planned for. Data chats will support the use of formative assessments through our unit assessments and those scoring proficiency. NWEA comparatives will indicate those scholars making progress towards their individualized goals.	6/7/2019 weekly
G1.B1.S1.A1 A391078	The consistent use of online instructional software to deliver key strategies to build...	Ruiz, Berna	8/20/2018	Professional Development scheduled training for Reading Plus, Imagine Literacy and iReady	6/7/2019 quarterly