

Miami-Dade County Public Schools

Miami Community Charter School



2018-19 Schoolwide Improvement Plan

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Miami Community Charter School

101 S REDLAND RD, Florida City, FL 33034

[no web address on file]

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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	F	D	C*

School Board Approval

N/A

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Alba-Quesada, Maria	Principal
Fiallo, Raina	Assistant Principal
Rodriguez, Romy	Teacher, K-12
Hildenbrand, Susan	Teacher, ESE
Rodriguez, Lianet	Teacher, K-12
Delgado, Ashley	Other
Rezaie, Jilia	Other

Duties

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

Jila Rezaie, Executive Director
Maria Alba-Quesada, Principal
Jacqueline Sera-Sirven, Federal and State Compliance
Raina Fiallo, Assistant Principal
Susan Hildenbrand, Instructional Leader-ESE/RTI
Romy Rodriguez, Lead Teacher 3rd and 4th grade Mathematics
Karinne Lopez, Lead Teacher 4th and 5th grade Mathematics
Ashley Delgado, Curriculum Specialist Reading
Abinel Marquez, Guidance Counselor

Under the leadership of the Board of Directors and EESAC, the principal is responsible to set forth school's general direction, programs and plans and fulfill school's contractual obligations as well the

content of School Improvement Plan. This includes school's academic, operational and budgetary goals and priorities. The principal also participates in school's daily operation involving students, parents and teachers.

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

The principal and assistant principals form the school administrative team.

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

The ESE specialist is in the leadership team and is integral to the fidelity of the RTI and DI instruction. While the largest portion of the school leadership group concentrates on the academics, the school counselor and behavior science specialist focus on students' emotional and social growth.

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

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

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

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

1. "Differentiated Instruction" to indicate equitable learning environment for all students. Teacher and students are aware of the progress and the progress monitoring system is in place.
2. "Student's Authentic Work" to indicate a high expectation environment that enables students to follow a logical trial and error problem solving process and arrive the answer.
3. "Engaged and Well Managed Class" to indicate a supportive learning environment where the student is comfortable to share his/her thoughts, opinions and findings
4. "Transformation and Transdisciplinary" to indicate an active and multi-faucet learning environment where students learn cross discipline and connect classroom learning to the real life experience.

All teachers are expected to follow the school instructional protocol with fidelity. The implementation of the instructional protocol is ensured by monitoring several procedural measures. The DI groups must be updated and posted regularly to determine the instructional rotation. Furthermore, student's updated work should align with the standards and available data, learning targets, displayed Florida Standards, focus calendar and vocabulary wall.

Early Warning Systems

Year 2017-18

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	1	4	7	2	6	3	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	4	15	20	12	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	1	6	31	1	60	48	0	0	0	0	0	0	0	147

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	12	15	40	36	0	0	0	0	0	0	0	104

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	7	14	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	0	0	0	0	12	0	0	0	0	0	0	0	0	12

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	6	3	7	5	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	3	12	5	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	8	29	15	22	31	0	0	0	0	0	0	0	105

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	11	11	39	42	0	0	0	0	0	0	0	105

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	2	6	3	7	5	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	3	12	5	3	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	8	29	15	22	31	0	0	0	0	0	0	0	105

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	11	11	39	42	0	0	0	0	0	0	0	105

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that scored the lowest was proficiency in 3rd grade English Language Arts (32%), this is a trend, since last year's FSA data component for grade 3 ELA was (32%) as well.

Which data component showed the greatest decline from prior year?

Every data component showed an increase from the 2016-2017 school year, except for 3rd Grade ELA, which did not decrease, but did maintain at 32%.

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap when compared to the state average was proficiency in 5th Grade Math, with a gap of 31% .

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement, was proficiency in 5th grade Language Arts, with an improvement of 17%.

Describe the actions or changes that led to the improvement in this area.

- Reading Coach hired and worked directly with teachers, to plan for meaningful activities during Differentiated Instruction based on students Standards Mastery data, and i-Ready Instructional Grouping Profile, and is assigned to the classrooms for teacher led centers. Works directly with teachers to unpack the standards and plan for rigorous lessons and activities.
- Rotational model for DI.
- Small Group Instruction
- Individualized Instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	41%	62%	56%	43%	54%	52%
ELA Learning Gains	64%	62%	55%	34%	56%	52%
ELA Lowest 25th Percentile	53%	59%	48%	29%	52%	46%
Math Achievement	43%	69%	62%	54%	62%	58%
Math Learning Gains	50%	64%	59%	41%	60%	58%
Math Lowest 25th Percentile	42%	55%	47%	20%	49%	46%
Science Achievement	31%	58%	55%	16%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1 (0)	4 (2)	7 (6)	2 (3)	6 (7)	3 (5)	23 (23)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	1 (1)	4 (3)	15 (12)	20 (5)	12 (3)	52 (24)
Level 1 on statewide assessment	1 (0)	6 (8)	31 (29)	1 (15)	60 (22)	48 (31)	147 (105)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	32%	61%	-29%	57%	-25%
	2017	32%	58%	-26%	58%	-26%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	49%	60%	-11%	56%	-7%
	2017	32%	57%	-25%	56%	-24%
Same Grade Comparison		17%				
Cohort Comparison		17%				
05	2018	44%	59%	-15%	55%	-11%
	2017	37%	54%	-17%	53%	-16%
Same Grade Comparison		7%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	67%	-24%	62%	-19%
	2017	38%	65%	-27%	62%	-24%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	55%	68%	-13%	62%	-7%
	2017	41%	68%	-27%	64%	-23%
Same Grade Comparison		14%				
Cohort Comparison		17%				
05	2018	30%	66%	-36%	61%	-31%
	2017	23%	60%	-37%	57%	-34%
Same Grade Comparison		7%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	30%	56%	-26%	55%	-25%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD				8							
ELL	32	55	55	40	45	40	12				
BLK	32	69		32	54						
HSP	42	64	52	44	49	44	31				
FRL	41	64	53	43	50	42	31				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	26	26	24	30	29	22	11				
BLK	37	15		37	8						
HSP	33	31	27	35	26	21	19				
FRL	34	30	23	35	26	22	18				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	If core instruction is increased in Reading , then student achievement will improve.
Rationale	The practice of aligning learning to standards also helps to ensure higher level of student achievement, and guides teachers in the process of assessment. Teachers follow standards based instruction to ensure that their students meet the demands targeted.
Intended Outcome	Student achievement in English Language Arts will increase by 5 percentage points to 46%
Point Person	Maria Alba-Quesada (malbaquesada@dadeschools.net)

Action Step

	Teachers will be provided with professional development opportunities pertaining to : Rigor Unpacking the Standards-ELA Universal Design and Backwards Planning
Description	In addition, having an extended school day to be used ELA and Math tutorials.120 additional minutes weekly. iReady have been purchased to supplement instruction in Reading. Ongoing progress monitoring, every 20 days. Biweekly assessments using i-Ready standards mastery, ELA.
Person Responsible	Maria Alba-Quesada (malbaquesada@dadeschools.net)

Plan to Monitor Effectiveness

Description	The delivery of instruction in the classroom, as well as standards based instruction and differentiated instruction will be monitored during weekly walkthroughs, reviewing student data, and ongoing progress monitoring.
Person Responsible	Maria Alba-Quesada (malbaquesada@dadeschools.net)

Activity #2	
Title	If Data-Driven Instruction is used to inform core instruction, student achievement will improve.
Rationale	Data-driven instruction relies on information to inform teaching and learning.
Intended Outcome	All stakeholders (board of directors, faculty and staff, students and parents) will expand their knowledge on student data. The board of directors, and administration will use data to make informed decisions at the school level, while teachers will use data to plan for instruction that addresses student's needs.
Point Person	Maria Alba-Quesada (malbaquesada@dadeschools.net)
Action Step	
Description	The principal will work with the educational consultant, to make informed decisions, at the school level. The consultant will provide data disaggregation, at the beginning of the school year, after Assessment Period 1 (iReady), Assessment Period 2 (iReady), and predict the school grade based on raw scores.
Person Responsible	Maria Alba-Quesada (malbaquesada@dadeschools.net)
Plan to Monitor Effectiveness	
Description	The principal will provide a principal's report on student progressed based on iReady (ELA and Math) and iXL (Science and Bilingual-Spanish) to the Board of Directors.
Person Responsible	Maria Alba-Quesada (malbaquesada@dadeschools.net)

Activity #3	
Title	If instruction is increased in Math, then student achievement will improve.
Rationale	Aligning learning to standards helps ensure a higher level of student achievement, and guides teachers in the process of assessment, if teachers follow a standard based instructional model to ensure that their students meet the demands of the learning target.
Intended Outcome	Student achievement in Mathematics will increase by 5 percentage points to 48%.
Point Person	Maria Alba-Quesada (malbaquesada@dadeschools.net)
Action Step	
Description	Teachers will be provided with professional development opportunities pertaining to: Rigor Unpacking the Standards Universal Design and Backwards Planning ELLevation Teaching SWD in Math
Person Responsible	Maria Alba-Quesada (malbaquesada@dadeschools.net)
Plan to Monitor Effectiveness	
Description	In addition having an extended school day to be used for one Math tutoring weekly (60 minutes) . i-Ready Standards based assessments weekly, using i-Ready standards mastery. Unit Tests- assessing topics. The delivery of instruction in the classroom as well as standards based instruction and differentiated instruction be monitored during weekly walkthroughs, reviewing student data, and ongoing progress monitoring
Person Responsible	Maria Alba-Quesada (malbaquesada@dadeschools.net)

Activity #4

Title If instruction is increased in Science, then student achievement will improve.

Rationale Aligning learning to standards helps ensure a higher level of student achievement, and guides teachers in the process of assessment, if teachers follow a standard based instructional model to ensure that their students meet the demands of the learning target.

Intended Outcome Student achievement in Science will increase by 5 percentage points to 36%.

Point Person Maria Alba-Quesada (malbaquesada@dadeschools.net)

Action Step

Description Teachers will be provided with professional development opportunities pertaining to:
Rigor
Unpacking the Standards
Universal Design and Backwards Planning
ELlevation

Materials in the science classrooms will be labeled, word walls will be implemented, as well as anchor charts.

Person Responsible Maria Alba-Quesada (malbaquesada@dadeschools.net)

Plan to Monitor Effectiveness

Description The delivery of instruction in the classroom as well as standards based instruction and differentiated instruction be monitored during weekly walkthroughs, reviewing student data, and ongoing progress monitoring.
iXL, as a program for ongoing progress monitoring of Science Standards
Unit Tests- assessing topics.

Person Responsible Maria Alba-Quesada (malbaquesada@dadeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The School's PFEP is attached.

PFEP Link

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

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

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

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

Kindergarten parents attend two orientations six months prior to the beginning of the school. At this time, the parents receive two summer assignments to prepare students in the areas of Language Arts and Math. The parents take a tour of the entire school, accompanied by, the K-5 lead teachers, Ms. Stone, Ms. Duyos, Ms. Lopez and Mrs. Rodriguez, who introduce the parents to the Kindergarten team, the curriculum to be taught, and the classroom setting. Parent workshops will be offered, for the parents, to provide parents with resources available to them, as well as school resources that they can utilize to monitor and follow up with their child's progress. Upon entrance to the school, Kindergartners are assessed using i-Ready and monitored throughout the school year, using i-Ready as well as bi weekly assessments.

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

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

Principal – Maria Alba-Quesada

Vice Principal-Elementary - Raina Fiallo

Curriculum Specialist- Ashley Delgado

Lead Teachers -Karinne Lopez, Wajida Qureshi, Romy Rodriguez, Ileana Duyos, Liana Stone, Lianet Rodriguez

Exception Student Education (ESE) Teacher –Dr. Sue Hildenbrand

ESOL Specialist-Donna Auster

Technology Specialist-Marcos Padron

School Psychologist – Joann Kappus

Speech Language Psychologist – Karene Mccalla

Guidance Counselor – Abinel Marquez

Dean of Students – Jenifer Olmo

The school EESAC committee convenes four times a year . School Improvement progress is examined during each quarter. The EESAC considers modifications and changes if necessary.

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

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

- The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the

- problem solving process to support planning, implementing, and evaluating effectiveness of services.
- Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
 - Administration will also monitor the implementation of Rtl to ensure compliance with intervention and documentation, provide adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.
 - The instructional leaders will provide guidance on the K-12 reading plan, facilitate and support data collection activities, assist in data analysis and provide technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
 - Classroom teachers and SPED teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.
 - The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems or concerns

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The School's PFEP is attached.

Part V: Budget

Total:

\$144,381.65