Miami Community Charter High School

2018-19 Schoolwide Improvement Plan

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Miami Community Charter High School

18720 SW 352ND ST, Florida City, FL 33034

www.mccedu.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)
High School 9-12	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	99%

School Grades History

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

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
Papili, Stephany	Principal
Marquez, Abinel	School Counselor
Rieumont, Mildrelis	Assistant Principal
Hazelton, Caroline	Teacher, K-12
Marquez, Abinel	Teacher, K-12
Rodriguez, Lianet	Teacher, K-12
Saaveddra, Ruben	Teacher, K-12
Lindsay, Novelette	Dean
Qureshi, Wajida	Teacher, K-12
Rezaie, Jila	Other
Johnson, Brenda	Assistant Principal

Duties

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

Principal – Stephany Papili
Jacqueline Sera-Sirven - Federal and State Compliance
Assistant Principal-Mildreis Rieumont
Instructional Leader-ELA - Stephany Papili
Instructional Leader- SS- Mildrelis Rieumont
Instructional Leader Mathematics-Igore Azael-Moise
Exception Student Education (ESE) Teacher –Raquel Mejia

Instructional Leader-World Language-Lianet Rodriguez
Instructional Leader-Digital Learning-Ruben Saavedra
Instructional Leader-Science-Wajida Qureshi
Technology Specialist – Marcos Padron
School Psychologist – Richard Sasseville
Speech Language Pathologist – Ms. McCalla
Guidance Counselor – Abinel Marquez
Dean of Students – Novelette Lindsay
Jila Rezaie - Executive Director

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	0	0	0	0	0	0	0	0	0	17	7	5	6	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	1	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	37	6	33	13	89

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	30	2	21	8	61

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 9/12/2018

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	0	0	0	0	0	0	0	0	6	5	6	7	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	11	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	36	30	0	0	66

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	37	1	18	18	74

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	0	0	0	0	0	0	0	0	6	5	6	7	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	11	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	36	30	0	0	66

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	37	1	18	18	74

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 proficiency was Algebra 1 (20 %). This is a decreasing trend, as the year before last 2016-2017 the Alg 1 proficiency was 36%.

Which data component showed the greatest decline from prior year?

The data component with the greatest decline from previous year is the Algebra 1 from 36% to 20%.

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

The data component with the biggest gap when compared to state average is Algebra 1 with a gap of 42%.

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

The data component which showed the most improvement is Geometry with an improvement of 14%.

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

Teacher-admin worked directly with teacher, to plan for meaningful activities during Differentiated Instruction based on students Topic Assessments and Prepworks Ongoing Progress Monitoring.
Students math placements were evaluated and placed accordingly.

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	30%	59%	56%	30%	55%	52%
ELA Learning Gains	51%	56%	53%	36%	50%	46%
ELA Lowest 25th Percentile	59%	51%	44%	31%	46%	38%
Math Achievement	22%	51%	51%	22%	39%	43%
Math Learning Gains	35%	50%	48%	47%	39%	39%
Math Lowest 25th Percentile	39%	51%	45%	66%	40%	38%
Science Achievement	46%	65%	67%	40%	62%	65%
Social Studies Achievement	56%	73%	71%	59%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	17 (6)	7 (5)	5 (6)	6 (7)	35 (24)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (11)	3 (11)	1 (0)	0 (0)	4 (22)
Level 1 on statewide assessment	37 (36)	6 (30)	33 (0)	13 (0)	89 (66)

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
09	2018	32%	54%	-22%	53%	-21%
	2017	22%	52%	-30%	52%	-30%
Same Grade Comparison		10%				
Cohort Comparison						
10	2018	25%	54%	-29%	53%	-28%
	2017	25%	50%	-25%	50%	-25%
Same Grade Comparison		0%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	33%	65%	-32%	65%	-32%
2017	29%	62%	-33%	63%	-34%
Compare		4%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018	53%	67%	-14%	68%	-15%
2017	48%	65%	-17%	67%	-19%
Compare		5%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	20%	59%	-39%	62%	-42%
2017	36%	58%	-22%	60%	-24%
Compare		-16%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	24%	54%	-30%	56%	-32%
2017	13%	48%	-35%	53%	-40%
Compare		11%			

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
ELL	3	51	61	12	20	20		38		55	
HSP	31	51	61	23	35	35	42	56		80	53
FRL	30	50	57	22	35	39	46	56		89	47
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	5	24	30	10	45	77		31		58	
HSP	25	35	35	15	32	59		50		88	9
FRL	27	36	43	17	33	60		53		85	9

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 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	Stephany Papili (spapili@mccsedu.org)

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 (Achieve 3000), Assessment Period 2 (A3000), District made Mid-Year Assessments and predict the school grade based on raw scores.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

Plan to Monitor Effectiveness

Description	The principal will provide a principal's report on student progressed based on Achieve 3000 (Reading), Mathia (Alg 1), Khan Academy, Algebra Nation, Prepworks (Geometry and US History),District made Topic and Mid-Year Assessments to the Board of Directors.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

Activity #2	
Title	If instruction is increased In ELA/Reading, then students' 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 35%
Point Person	Stephany Papili (spapili@mccsedu.org)

Action Step	
Description	Teachers will be provided with professional development opportunities pertaining to : Rigor Unpacking the Standards-ELA Universal Design and Backwards Planning In addition, having an extended school day to be used ELA and Math tutorials.120 additional minutes weekly. Achieve 3000 has been purchased for ongoing progress monitoring in Reading. Ellevation in Class for ELL instruction as well as ELL PD. Ongoing progress monitoring, every 20 days. Biweekly assessments using Edgenuity, ELA.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

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	Stephany Papili (spapili@mccsedu.org)

Activity #3	
Title	If instruction is increased in Mathematics (Algebra 1 and Geometry) , then students' 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 (Algebra 1 and Geometry) will increase by 5 percentage points to 27%. Algebra 1 will increase by 5 percentage points to 25% and Geometry will increase 5 percentage points to 32%.
Point Person	Stephany Papili (spapili@mccsedu.org)

Action Step	
Description	Teachers will be provided with professional development opportunities pertaining to: iCads Rigor Unpacking the Standards Carnegie, Mathia ELLevation Teaching SWD in Math
Person Responsible	Stephany Papili (spapili@mccsedu.org)

Plan to Monitor Effectiveness	
Description	In addition having an extended school day to be used for one Math tutoring weekly (60 minutes) . Carnegie-Mathia Ongoing Progress Monitoring for Algebra 1 Prepworks Ongoing Progress Monitoring for Geometry Khan Academy and Algebra Nation Topic Assessments 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	Stephany Papili (spapili@mccsedu.org)

Activity #4	
Title	If instruction is increased in Science (Biology), then students' 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 (Biology) will increase by 5 percentage points to 51%
Point Person	Stephany Papili (spapili@mccsedu.org)

Action Step	
Description	Teachers will be provided with professional development opportunities pertaining to: Rigor Unpacking the Standards Universal Design and Backwards Planning ELLevation Gizmos CIS (comprehension instructional sequence) CER (claim evidence reason)
Person Responsible	Stephany Papili (spapili@mccsedu.org)

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. Edgenuity as a program for ongoing progress monitoring of Science (Biology) Standards Topic Assessments
Person Responsible	Stephany Papili (spapili@mccsedu.org)

Activity #5	
Title	If instruction is increased in Social Studies (U.S.History), then students' 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 Social Studies (U.S. History) will increase by 5 percentage points to 61%.
Point Person	Stephany Papili (spapili@mccsedu.org)

Action Step	
Description	Teachers will be provided with professional development opportunities pertaining to: Rigor Unpacking the Standards Universal Design and Backwards Planning ELLevation
Person Responsible	Stephany Papili (spapili@mccsedu.org)

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. Prepworks and Topic Assessments will be used for ongoing progress monitoring of Social Studies (U.S. History) Standards. Unit Tests- assessing topics.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

Activity #6	
Title	If graduation rates increase, then students exhibiting two or more early warning indicators will decrease.
Rationale	Aligning graduation requirements to ensure a higher level of graduation rate and college acceptance.
Intended Outcome	Graduation rate will increase by 5 percentage points to 89%.
Point Person	Stephany Papili (spapili@mccsedu.org)
Action Step	
Description	One on one meeting with guidance counselor during the once per quarter to review credit history. Parent meetings to review credit history and graduation requirements . Ongoing class grades monitoring and guidance. College and Career Fair for College Applications and requirements . FAFSA Parents Night to guide and assistance through financial aid process.
Person Responsible	Stephany Papili (spapili@mccsedu.org)
Plan to Monitor Effectiveness	
Description	Guidance counselor monitors grade book and credit courses on an ongoing basis. Student, teacher, and parent conferences are held accordingly.
Person Responsible	Stephany Papili (spapili@mccsedu.org)

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.

Principal:
Principal facilitates the implementation of a common vision at our school. This includes the use of data based decision-making, ensuring that the school-based team is implementing MTSS appropriately in consideration of the diverse needs of our student population, conducts assessment of MTSS skills of school staff with appropriate recommendations for professional development as necessary, ensures implementation of interventions as support tools, and communicates with parents school-based decision-making and the development of plans affecting our community of students.

Administration (Vice Principal):
Administration team ensures the fidelity of the RtI implementation through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance,

student social/emotional well-being, and prevention of student failure through early intervention.

Select General Education Teachers:
Our general education staff provides information about core instruction, encourage active participation, and monitor the process during both the collection of student data and subsequent disaggregation sessions. Additionally they play a major part in the delivery of interventions to our Tier 1 population. Working in collaboration with support staff and administration, our teachers design, develop, and deliver Tier 2 interventions. Teacher led tutorials integrate Tier 1 materials and teaching in addition to Tier 2 and Tier 3 instruction with accompanying lessons and activities tailors these sessions in ways that meet and complement our diverse population of students and their needs.

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

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 dean of students, and a guidance counselor to address the counseling, mentoring, and any other guidance services that the student's may need.

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

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

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

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

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

Our middle school is not only housed in the same location as our high school but also serves as a feeder pattern school for our high school; through articulation of students, our students transition from 8th grade to 9th grade. Dual enrollment, Advanced Placement, and Microsoft/Digital Design certification courses are offered throughout our students secondary school years. The SpringBoard curriculum is embedded in our students reading classes to further prepare them for College and Career opportunities. The Mexican American Council (MAC) sponsors a group of High School students through a mentorship program. Our students benefit for community involvement and SAT Prep as well as scholarship opportunities.

Principal – Stephany Papili
Jacqueline Sera-Sirven - Federal and State Compliance
Assistant Principal-Mildreis Rieumont
Instructional Leader-ELA - Stephany Papili
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Instructional Leader-Science-Wajida Qureshi
Technology Specialist – Marcos Padron
School Psychologist – Richard Sasseville
Speech Language Psychologist – Ms. McCalla
Guidance Counselor (Mental Health) – Abinel Marquez
Dean of Students – Novelette Lindsay
Jila Rezaie - Executive Director

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

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

The MTSS/RtI Leadership Team implements the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

• The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the problem solving process to support planning, implementing, and evaluating effectiveness of services.
• Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
• Administration will also monitor the implementation of RtI to ensure compliance with intervention and

documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.
• The Instructional Leader will provide guidance on the K-12 reading plan, facilitate and support data collection activities, assist in data analysis and provide technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 1,Tier 2, and Tier 3 intervention plans.
• Classroom teachers and SPED teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.
• The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems or concerns

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students?
The team will meet on an on-going basis to engage in the following activities:
• review universal screening data and link to instructional decisions
• review progress monitoring data at the grade level
• classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

The team will identify PD opportunities, and also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals, referred to administration/counselor to determine need for further actions including suspensions/expulsions. Based on this data, the school will adjust the delivery of behavior management system.

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

Opportunities are provided for Miami Community Charter High School students since they are in the middle school. Eligible students may take high school course such as Algebra I, Geometry and Biology in the middle school. Moreover, eligible students are identified to participate in dual enrollment from the summer of ninth grade. These groups of students are guided through our dual enrollment program during their high school years. Due to the higher percentage of ELL students, including the new comers to the country, about 45% of students have reading and English language deficiency. these students are provided with instructional support and several opportunities to take SAT, ACT and PERT to overcome the FSA reading and Algebra I hardship, which often can prevent them from timely high school graduation. MCCS High School students may choose to attend the Digital Design Academy and Microsoft Office Academy with several certificates, which are highly demanded in today's job market. Our school sponsors the following programs to assist students further:
1. Credit Review Night with Junior class parents- Spring of each year
2. Credit Review Night with senior class parents - Fall & Winter of each year
3. FAFSA nights and private session with parents during the school day. MCCS High School was designated 2016-2017 Florida FAFSA Champion & 2017-2018 Florida FAFSA Challenge 50/50 Club. The school has maintained 100% college acceptance rate in 2015-2016, 2016-2017 and 2017-2018
4. In house college-technical schools fair
5. Several field trips to Post Secondary programs and Universities.
6. An individually tailored student-centered school dropout prevention program.
7. Agape is an inpatient and outpatient mental/behavioral program that assist students with therapy/

counseling. Agape staff comes to our school and provides individual therapy to students referred by the school counselor. The therapist assist students with the emotional/mental needs on a weekly basis.

Part V: Budget	
Total:	**$71,954.50**