Miami Community Charter Middle School

analysis · leadership · students · ambitious · mission · Florida · college and career · school improvement · striving · teaching · achievement · relationships · areas of focus · instruction · family and community involvement · success · needs assessment · strategic planning · collaboration · vision · learning · supportive environment · resources · growth

2018-19 Schoolwide Improvement Plan

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Miami Community Charter Middle School

18720 SW 352ND ST, Florida City, FL 33034

www.mccedu.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	95%

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	C	D	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
Rieumont, Mildrelis	Assistant Principal
Galdamez, Diana	Teacher, K-12
Rodriguez, Lianet	Teacher, K-12
Mejia, Raquel	Teacher, ESE
Mitchell, Michelle	Teacher, K-12
Rezaie, Jila	Other
Rezaie, Jila	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
Assistant Principal - Federal and State Compliance - Jacqueline Sera-Sirven
Assistant Principal & Instructional Leader-Social Studies-Mildrelis Rieumont
Instructional Leader Mathematics-Celia Sosa
Exception Student Education (ESE) Instructional Leader –Raquel Mejia
English Language Learner (ELL) Instructional Leader-Maria Coronado
Instructional Leader ELA/Reading- Rommy Saavedra
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 (Mental Health)– 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	12	6	9	0	0	0	0	27
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	4	1	4	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	57	43	60	0	0	0	0	160

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	45	43	56	0	0	0	0	144

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

Friday 9/7/2018

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	44	46	47	0	0	0	0	137

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	44	46	47	0	0	0	0	137

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 8th grade Mathematics (14%),
this is a trend, since last year's FSA data component for grade Math was (18%) as well.

Which data component showed the greatest decline from prior year?

Algebra 1 data component showed the greatest decline from 86% to 30%.

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 is proficiency 7th Grade
Mathematics with a gap of 36%.

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

The data component showing the most improvement is 6th grade Mathematics proficiency with an
overall improvement of 9%.

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 iReady 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	38%	56%	53%	29%	51%	52%
ELA Learning Gains	50%	56%	54%	46%	55%	53%
ELA Lowest 25th Percentile	46%	52%	47%	47%	51%	45%
Math Achievement	34%	56%	58%	36%	51%	55%
Math Learning Gains	46%	56%	57%	39%	53%	55%
Math Lowest 25th Percentile	48%	55%	51%	32%	48%	47%
Science Achievement	41%	52%	52%	30%	49%	50%
Social Studies Achievement	50%	73%	72%	44%	63%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	12 (7)	6 (11)	9 (4)	27 (22)
One or more suspensions	0 (0)	0 (1)	0 (2)	0 (3)
Course failure in ELA or Math	4 (0)	1 (3)	4 (0)	9 (3)
Level 1 on statewide assessment	57 (61)	43 (72)	60 (61)	160 (194)

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
06	2018	41%	53%	-12%	52%	-11%
	2017	28%	53%	-25%	52%	-24%
Same Grade Comparison		13%				
Cohort Comparison						
07	2018	28%	54%	-26%	51%	-23%
	2017	34%	52%	-18%	52%	-18%
Same Grade Comparison		-6%				
Cohort Comparison		0%				
08	2018	44%	59%	-15%	58%	-14%
	2017	33%	55%	-22%	55%	-22%
Same Grade Comparison		11%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	46%	56%	-10%	52%	-6%
	2017	39%	52%	-13%	51%	-12%
Same Grade Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison						
07	2018	18%	52%	-34%	54%	-36%
	2017	24%	49%	-25%	53%	-29%
Same Grade Comparison		-6%				
Cohort Comparison		-21%				
08	2018	14%	38%	-24%	45%	-31%
	2017	18%	39%	-21%	46%	-28%
Same Grade Comparison		-4%				
Cohort Comparison		-10%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	40%	44%	-4%	50%	-10%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	41%	65%	-24%	65%	-24%
2017	36%	62%	-26%	63%	-27%
Compare	5%				

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	49%	72%	-23%	71%	-22%
2017	55%	69%	-14%	69%	-14%
Compare	-6%				

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	30%	59%	-29%	62%	-32%
2017	86%	58%	28%	60%	26%
Compare	-56%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	54%	28%	56%	26%
2017	61%	48%	13%	53%	8%
Compare		21%			

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	15	46	39	20	45	42	16	32	24		
BLK	36	38		20	29			55	38		
HSP	38	51	48	35	47	54	41	50	38		
FRL	38	49	44	33	46	52	42	52	39		
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	14	34	35	23	41	52	28	30	36		
BLK	29	48		30	50						
HSP	34	41	36	40	47	41	38	53	54		
FRL	35	44	35	39	48	45	40	56	54		

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 (spapili7@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), District made Mid-Year Assessments and predict the school grade based on raw scores.
Person Responsible	Stephany Papili (spapili7@dadeschools.net)

Plan to Monitor Effectiveness	
Description	The principal will provide a principal's report on student progressed based on iReady (ELA and Math), Prepworks, Mathia (Carnegie), and iXL (Science) to the Board of Directors.
Person Responsible	Stephany Papili (spapili7@dadeschools.net)

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 43%.
Point Person	Stephany Papili (spapili7@dadeschools.net)
Action Step	
Description	Teachers will be provided with professional development opportunities pertaining to : Rigor Unpacking the Standards-ELA Universal Design and Backwards Planning I-Ready Data Driven Instruction In addition, having an extended school day to be used ELA and Math tutorials.120 additional minutes weekly. iReady 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 iReady Standards Mastery.
Person Responsible	Stephany Papili (spapili7@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	Stephany Papili (spapili7@dadeschools.net)

Activity #3	
Title	If instruction is increased in Mathematics, 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 6th Grade General Mathematics will increase by 5 percentage points to 53%. Student achievement in 7th Grade General Mathematics will increase by 5 percentage points to 23%. Student achievement in 8th Grade General Mathematics will increase by 5 percentage points to 19%. Student achievement in Algebra 1 will increase by 5 percentage points to 35%. Student achievement in Geometry will increase by 5 percentage points to 87%.
Point Person	Stephany Papili (spapili7@dadeschools.net)
Action Step	
Description	Teachers will be provided with professional development opportunities pertaining to: iCads Rigor Unpacking the Standards iReady Data Driven Instruction (Progress Monitoring) Carnegie, Mathia (Pre-Algebra & Algebra 1 Progress Monitoring) ELLevation in Class (ELL) Teaching SWD in Mathematics Prepworks Training (Geometry Progress Monitoring)
Person Responsible	Stephany Papili (spapili7@dadeschools.net)
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 Pre-Algebra 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 (spapili7@dadeschools.net)

Activity #4	
Title	If instruction is increased in Civics, the 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 (Civics) will increase by 5 percentage points to 54%.
Point Person	Stephany Papili (spapili7@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 in iCads
Person Responsible	Stephany Papili (spapili7@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. Prepworks and Topic Assessments will be used for ongoing progress monitoring of Social Studies (Civics) Standards. Topic Assessments
Person Responsible	Stephany Papili (spapili7@dadeschools.net)

Activity #5	
Title	If instruction is increased in Science, the 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 (8th Grade Comprehensive Science) will increase by 5 percentage points to 45%. Student achievement in Science (Biology) will increase by 5 percentage points to 46%.
Point Person	Stephany Papili (spapili7@dadeschools.net)
Action Step	
Description	Teachers will be provided with professional development opportunities pertaining to: Rigor Unpacking the Standards Universal Design and Backwards Planning iCads ELLevation in the Class Gizmos CIS (comprehension instructional sequence) CER (claim evidence reason)
Person Responsible	Stephany Papili (spapili7@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. Edgenuity & iXL as a program for ongoing progress monitoring of Science (Biology) Standards Topic Assessments
Person Responsible	Stephany Papili (spapili7@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 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.

Principal – Stephany Papili
Assistant Principal - Federal and State Compliance - Jacqueline Sera-Sirven
Assistant Principal & Instructional Leader-Social Studies-Mildrelis Rieumont
Instructional Leader Mathematics-Celia Sosa
Exception Student Education (ESE) Instructional Leader –Raquel Mejia
English Language Learner (ELL) Instructional Leader-Maria Coronado
Instructional Leader ELA/Reading- Rommy Saavedra
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 (Mental Health)– Abinel Marquez
Dean of Students – Novelette Lindsay
Jila Rezaie - Executive Director

Guidance Counselor (Mental Health):
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.

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

Our elementary school serves as a feeder pattern school for our middle school; through articulation of students, our students transition from 5th grade to 6th grade. Our 5th grade students, who attend our Elementary school, visit the Secondary school, through a field trip where they meet w/ the sixth grade students, and have an orientation with the teachers, about athletics, courses, and extra curricular activities. Parents are also invited to a 6th grade orientation, which takes place on a parent night. Students who would like to enroll in our sixth grade from outside schools are also invited to the orientation nights for parents, where they learn about the schools mission, vision, and programs. Parent Nights take place at the beginning of the school year. Our guidance counselor follows our students' academic and socio-emotional progress and facilitates the feeder pattern progress throughout our students' K-12 journey. 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.Through collaboration with the Mexican American Council, our 12th grade students participate in their College and Career Readiness Program.

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 eMTSS/RtI Leadership Team to addresses how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

• The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the problem solving process to support planning, implementing, and evaluating effectiveness of services.
• Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
• Administration will also monitor the implementation of RtI to ensure compliance with intervention and documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.
• The Instructional Leader will provide guidance on the K-12 reading plan, facilitate and support data collection activities, assist in data analysis and provide technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 1,Tier 2, and Tier 3 intervention plans.
• Classroom teachers and SPED teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.
• The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems/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 implement PD/resources 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/ 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 provide 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:	**$53,454.50**