

Miami-Dade County Public Schools

Downtown Miami Charter School



2021-22 Schoolwide Improvement Plan

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Downtown Miami Charter School

305 NW 3RD AVE, Miami, FL 33128

<http://www.downtowncharter.org>

Demographics

Principal: Nicolas Bardoni

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (61%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	95%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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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.

DMCS fosters our passion for learning by inspiring leaders through the arts and sciences.

Provide the school's vision statement.

DMCS will be the community model for providing exceptional, interdisciplinary educational experiences and establishing diverse partnerships within our community.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Padierne Delgado, Amanda	Principal	

Demographic Information

Principal start date

Saturday 7/1/2017, Nicolas Bardoni

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

590

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - 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		
Number of students enrolled	80	100	83	87	91	75	83	0	0	0	0	0	0	0	599
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	19	8	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	16	15	0	0	0	0	0	0	0	31

The number of students with two or more early warning indicators:

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

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	3	3	1	1	4	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	
Number of students enrolled	80	100	83	87	91	75	83	0	0	0	0	0	0	599
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	19	8	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	16	15	0	0	0	0	0	0	31

The number of students with two or more early warning indicators:

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

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	3	3	1	1	4	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	62%	57%	59%	62%	56%
ELA Learning Gains				52%	62%	58%	58%	62%	55%
ELA Lowest 25th Percentile				53%	58%	53%	60%	59%	48%
Math Achievement				62%	69%	63%	71%	69%	62%
Math Learning Gains				52%	66%	62%	75%	64%	59%
Math Lowest 25th Percentile				41%	55%	51%	63%	55%	47%
Science Achievement				46%	55%	53%	41%	58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-59%				
05	2021					
	2019	46%	60%	-14%	56%	-10%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	67%	-1%	62%	4%
Cohort Comparison						
04	2021					
	2019	60%	69%	-9%	64%	-4%
Cohort Comparison		-66%				
05	2021					
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	53%	-10%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Scholars in grade k-2 assess their progress monitoring through the following platforms and assessments: iReady growth checks, iReady diagnostics, Imagine learning, Lexia, Reading Running Record and Fountas and Pinnell.

Scholars in grades 3-6 assess their progress monitoring through the following platforms and assessments: IReady growth checks, IReady diagnostics, imagine learning, Lexia , Reading plus, reading running records, and fountas and pinnell.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28%	28%	47%
	Economically Disadvantaged	23%	23%	39%
	Students With Disabilities	3%	3%	5%
	English Language Learners	3%	3%	5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27%	15%	44%
	Economically Disadvantaged	25%	13%	37%
	Students With Disabilities	3%	2%	4%
	English Language Learners	3%	2%	4%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	41%	61%
	Economically Disadvantaged	26%	30%	45%
	Students With Disabilities	3%	4%	5%
	English Language Learners	4%	4%	6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	19%	51%
	Economically Disadvantaged	9%	16%	43%
	Students With Disabilities	1%	2%	5%
	English Language Learners	1%	1%	6%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42%	52%	69%
	Economically Disadvantaged	31%	38%	50%
	Students With Disabilities	4%	5%	6%
	English Language Learners	4%	5%	7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21%	31%	61%
	Economically Disadvantaged	15%	26%	51%
	Students With Disabilities	2%	3%	6%
	English Language Learners	2%	3%	7%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	25%	32%
	Economically Disadvantaged	18%	19%	24%
	Students With Disabilities	2%	2%	3%
	English Language Learners	2%	3%	3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	24%	48%
	Economically Disadvantaged	20%	20%	41%
	Students With Disabilities	3%	2%	5%
	English Language Learners	3%	3%	5%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	37%	57%
	Economically Disadvantaged	23%	24%	37%
	Students With Disabilities	3%	3%	5%
	English Language Learners	3%	3%	5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%	44%	66%
	Economically Disadvantaged	19%	37%	55%
	Students With Disabilities	2%	4%	5%
	English Language Learners	3%	5%	7%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	32%	32%
	Economically Disadvantaged	22%	22%	22%
	Students With Disabilities	3%	3%	3%
	English Language Learners	3%	3%	3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	37%	56%
	Economically Disadvantaged	15%	31%	47%
	Students With Disabilities	2%	4%	6%
	English Language Learners	2%	4%	6%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	45	40	16	30	42					
ELL	48	60		58	56		61				
BLK	40	41	41	40	31	36	33				
HSP	56	67	47	54	45	42	50				
FRL	45	51	42	45	38	34	41				
2019 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 2017-18	C & C Accel 2017-18
SWD	27	38	25	23	33	43					
ELL	62	62	48	63	49	47	59				
BLK	51	47	54	57	46	28	33				
HSP	66	60	52	68	58	67	72				
FRL	57	54	56	61	52	40	45				
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	17	35	38	25	40	33					
ELL	45	60	73	57	72	57					
BLK	56	55	55	70	76	66	41				
HSP	62	61	67	71	74	55	38				
FRL	57	58	62	70	74	61	43				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

A trend that emerges across grades 1-5th grade ELA is that the data had increased significantly from the fall to the spring. For 6th grade, the ELA data did stay the same for Fall and winter before showing a decline from winter to spring.

Regarding mathematics, all grade levels, 1-6, increased significantly from the fall diagnostic to the spring diagnostic.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components, based off of the 2019 state assessments, the FSA and NGSSS, that demonstrate the greatest need for improvement include: the lowest 25 percentile in math (41%), and the lowest 25 percentile in ELA (53%)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement include not having success block as a part of the schedule, not having our CALM classroom implemented during the 2018-2019 school year, not having 1:1 technology for all scholars in the school, having different resources and not hold more frequent data chats. The new actions that have taken place since this time include: implementing success block to enrich and remediate standards through a hands on approach of the academies, using CALM classroom techniques to teach to the whole child, providing 1:1 technology to provide a more equitable mobile learning environment, incorporating new resources and hosting leader in me days and report card days that hold scholars accountable for their performance and goal setting. In addition to the stated changes, there was staff that helped aid in scholar success.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components, based off 2019 state assessments that showed the most improvement include: ELA (from 56% to 58%), the lowest 25 percentile ELA (from 52% to 53%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement include new staff, brain tanks and implementing success block. New actions that our school has taken in the areas of ELA and the lowest 25 percentile ELA include co-teachers supporting small group instruction and cross curricular instruction through hands on project based learning in success block.

What strategies will need to be implemented in order to accelerate learning?

Strategies that are needed to be implemented in order to accelerate learning include applying 21st century teaching skills, more opportunity to show growth throughout the year such as through iReady growth checks, frequent data chats, and teaching with fidelity to the standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders include hosting a "Believe in the Magic" professional development conference specializing in unpacking standards and applying innovating teaching strategies using problem solving skills. In addition to the conference, designated days during the week, will provide support to teachers and leaders through: Monday Magic, grade level concerns meeting, Tuesday Teach back, reviewing platforms and data chat and Wednesday peer observations from highly effective teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include: posting staff DPP goals on their doors for frequent reminders of individual professional goals, Leader in Me scholar data chats for consistent scholar check ins regarding scholar growth and the use of co-teachers in classrooms for small group instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our focus for this upcoming year instructional practice for ELA is kindergarten- second grade focusing on literacy and having students in grade three through six with proficient scores.

Measurable Outcome: Kindergarten through second grade will show learning gains through there IReady diagnostic from fall to sping. 100% of third through sixth grade will have learning gains shown through the FSA.

Monitoring: This will be monitored through frequent data chats with scholars, growth checks on IReady through out the year and end of year diagnostic growth from fall to spring.

Person responsible for monitoring outcome: Amanda Padierne Delgado (adelgado@downtowncharter.org)

Evidence-based Strategy: The evidence-based strategies that are being implemented for this area of focus include frequent monitoring through growth checks on iReady, iReady diagnostics, weekly data chats reviewing iReady and IFA data.

Rationale for Evidence-based Strategy: The rationale for selecting these specific strategies include the fact that iReady is our resource that is used and implemented throughout all grades and the fact that we service at risk scholars.

Action Steps to Implement

No action steps were entered for this area of focus

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The rationale that explains how this area of focus, was identified include that scholars lack fundamental math skills to be proficient across all grade levels.

Measurable Outcome: The measurable outcome that the school plans to achieve is to have 100% of our scholars to demonstrate proficiency and learning gains in math.

Monitoring: This area of focus will be monitored through iReady diagnostics, specifically monitoring the growth from each diagnostic to the next and through iReady growth checks, additionally the FSA results for grades 3-6.

Person responsible for monitoring outcome: Amanda Padierno Delgado (adelgado@downtowncharter.org)

Evidence-based Strategy: The evidence-based strategy that is implemented for this area of focus is using iReady.

Rationale for Evidence-based Strategy: The rationale for selecting this specific strategy is continuing to use this resource is that it is the resource that we are using.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Downtown Miami Charter School, we believe relationships are at the core of successfully educating scholars. We are constantly seeking new and innovative ways to build relationships with scholars, families and the community at large. We also understand that in order to successfully build relationships, scholars need more than just academic work in order to reach their highest potential.

To build relationships with scholars, we have infused schoolwide practices that help support behavior and academic success. As a Leader in Me school, scholars participate in daily morning meetings and closing circles. This provides scholars an opportunity to enjoy a message from their teacher, share things they would others to know about their lives and continue to build positive relationships with their peers. All of our morning meetings and closing circles are themed around the 7 habits for highly effective people as well as our Attitude is Altitude program. In addition to our morning meetings and closing circles, all scholars and staff participate in meditations and other CALM classroom strategies, three times a day. This gives scholars an opportunity to release excess energy or worries that they may bring to the school or gain throughout the school day. By providing this opportunity to scholars, they are able to refocus their minds on the work that is being presented to them.

DMCS is continuing to build a positive school culture and environment through our House System. All scholars have an opportunity to spin a wheel and get placed into a house. In this house, they are with other members of our schoolhouse in all different grades. This helps build camaraderie among scholars and staff, through supporting each other and promoting greater school spirit.

Since our mission is to create a generation of 21st century leaders, we are an academy based school that focuses on the Arts, STEM and STEAM. Each scholar in our building is placed into a specific academy with the intention to use their talents to pay it forward. Our academy curriculum is infused in the daily teaching and through project based learning as well as in our special area classes. Each scholar has the opportunity to showcase their hard work they put into projects created aligned to their academy's through academy showcases in which during these showcases, our doors are open to all stakeholders and scholars.

Furthermore, we are continuously seeking ways to build a strong community with our families. Each grade level invites families into their classrooms throughout the year to participate in parent collaborative activities. This is an opportunity for parents to experience what it means to learn at DMCS. We also host different events throughout the school year such as Grandparent's day, monthly parent trainings, volunteer appreciation breakfasts among many more events.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders that play a role in promoting a positive culture and environment at the school include: all teachers and staff, scholars, families and community partners. All teachers and staff will uphold the scholar and staff handbook following their roles of maintaining a safe and positive learning environment. Families roles include participating in schoolwide events, data chats during report card day and frequent conferences with teachers. Community partners promote a positive school culture by providing generous contributions including their time and other school materials.