

Miami-Dade County Public Schools

Miami Community Charter High School



2021-22 Schoolwide Improvement Plan

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Miami Community Charter High School

18720 SW 352ND ST, Florida City, FL 33034

www.mccedu.org

Demographics

Principal: Stephany Papili

Start Date for this Principal: 7/30/2021

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| 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) | 78% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | English Language Learners* Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (60%) 2017-18: C (47%) 2016-17: D (39%) |
| 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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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) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 9-12 | 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | B | B | C |

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|--------------------------|---------------------------------|
| Papili, Stephany | Principal | |
| Rieumont, Mildrelis | Assistant Principal | |
| Qureshi, Wajida | Instructional Coach | |
| Mejia, Raquel | Assistant Principal | |
| | Other | |
| Marquez, Abinel | School Counselor | |
| Saavedra, Ruben | Instructional Technology | |
| Rodriguez, Lianet | Instructional Coach | |
| Hazelton, Caroline | Instructional Coach | |

Demographic Information

Principal start date

Friday 7/30/2021, Stephany Papili

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.*

1

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

17

Total number of students enrolled at the school

260

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.

2

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 | 88 | 55 | 67 | 50 | 260 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 11 | 8 | 43 | |
| One or more suspensions | 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 | 1 | 2 | 1 | 0 | 4 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 5 | 2 | 14 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 26 | 32 | 16 | 102 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 22 | 20 | 15 | 85 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 34 | 46 | 35 | 181 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 66 | 34 | 0 | 0 | 100 | |

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 | 1 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Tuesday 9/14/2021

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 76 | 56 | 49 | 244 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| One or more suspensions | 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 | 3 | 1 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 22 | 22 | 9 | 80 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 20 | 18 | 9 | 74 |

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 | 35 | 0 | 4 | 21 | 60 |

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 | |
| Students retained two or more times | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 76 | 56 | 49 | 244 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| 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 | 3 | 1 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 22 | 22 | 9 | 80 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 20 | 18 | 9 | 74 |

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 | 35 | 0 | 4 | 21 | 60 |

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 | | |
| Students retained two or more times | 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 | | | | 44% | 59% | 56% | 30% | 59% | 56% |
| ELA Learning Gains | | | | 56% | 54% | 51% | 51% | 56% | 53% |
| ELA Lowest 25th Percentile | | | | 50% | 48% | 42% | 59% | 51% | 44% |
| Math Achievement | | | | 49% | 54% | 51% | 22% | 51% | 51% |
| Math Learning Gains | | | | 71% | 52% | 48% | 35% | 50% | 48% |
| Math Lowest 25th Percentile | | | | 70% | 51% | 45% | 39% | 51% | 45% |
| Science Achievement | | | | 59% | 68% | 68% | 46% | 65% | 67% |
| Social Studies Achievement | | | | 55% | 76% | 73% | 56% | 73% | 71% |

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 |
| 09 | 2021 | | | | | |
| | 2019 | 38% | 55% | -17% | 55% | -17% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 44% | 53% | -9% | 53% | -9% |
| Cohort Comparison | | -38% | | | | |

| 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 |
| 2021 | | | | | |
| 2019 | 52% | 68% | -16% | 67% | -15% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 52% | 71% | -19% | 70% | -18% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 38% | 63% | -25% | 61% | -23% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------------|-------|--------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 48% | 54% | -6% | 57% | -9% |

Grade Level Data Review - Progress Monitoring Assessments

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

Performance Matters, Achieve 3000.

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 17% | 20% | 41% |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0% | 33.5% | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0% | 18% | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 25% | 29% | 43% |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0% | 33.5% | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0% | 18% | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 11 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 30% | 34% | 28% |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0% | 33.5% | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0% | 18% | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 47% | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 12 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 5% | 6% | 0% |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0% | 33.5% | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

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 |
| ELL | 14 | 28 | 27 | 6 | 20 | | 33 | 21 | | 82 | 78 |
| HSP | 33 | 32 | 24 | 9 | 20 | 33 | 31 | 43 | | 90 | 74 |
| FRL | 32 | 32 | 28 | 8 | 21 | 40 | 27 | 41 | | 94 | 79 |

| 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 |
| ELL | 33 | 55 | 50 | 41 | 69 | 73 | | 22 | | 82 | 71 |
| HSP | 44 | 54 | 54 | 51 | 73 | 75 | 53 | 53 | | 90 | 54 |
| FRL | 45 | 57 | 54 | 49 | 71 | 75 | 59 | 59 | | 92 | 56 |
| 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 |

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 | 39 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 32 |
| Total Points Earned for the Federal Index | 427 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 92% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | |
| Students With Disabilities Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 34 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |

| 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 38 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 39 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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?

There is an increase in proficiency from AP1/Baseline to AP2/Mid-Year, however, data does not correlate to the FSA/EOC Data. According to Performance Matters and Achieve 3000, the highest academic growth was in the area of U.S.History and 10th Grade ELA. The area with the least growth was in Biology.

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

The area with the greatest need of improvement according to progress monitoring is Biology and according to the state assessment, it is in Mathematics.

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 factor to this need for improvement was the lack of engagement and participation due to remote learning. The new actions that need to be taken to address this need for improvement include active learning such as the use of manipulatives.

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

According to Performance Matters and Achieve 3000 the highest academic growth was in the area of U.S.History and 10th Grade ELA. However, according to the FSA/EOC, there were no academic areas that demonstrated improvement.

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

Some of the contributing factors to this improvement were the use and practice of vocabulary terminology, the use of elevation strategies, scaffolding, and implementing higher-order questioning skills.

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

Strategies including differentiated instruction, rigorous instruction, thinking deeply, and applying their knowledge into creating, developing, problem-solving, experimenting, and investigating new ideas will need to be implemented in order to accelerate learning.

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.

New BEST Standards, HMH (new HS ELA curriculum). Read180 (new HS Reading Curriculum), district-based PDs and training (Mathematics Icads), HS ELA through ESOL/ESE PDs. ?

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

Some additional services that will be implemented to ensure the sustainability of improvement are after-school tutoring services provided by one-on-one tutoring services.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

| | |
|---|--|
| Area of Focus Description and Rationale: | <p>If instruction is increased in content areas including ELA/Reading, Mathematics (Algebra 1 & Geometry), Science (Biology), and Social Studies (U.S.History) then students' achievement will improve.</p> <p>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.</p> |
| Measurable Outcome: | Student overall achievement in English Language Arts/Reading, Mathematics (Algebra 1 & Geometry), Science (Biology), and Social Studies (U.S.History) will increase by 5 percentage points from 40% to 45%. |
| Monitoring: | This Area of Focus will be monitored by ongoing data progress including performance platforms such as Performance Matters (Topic/District-Based Assessments) and Read180. |
| Person responsible for monitoring outcome: | Stephany Papili (spapili@mccsedu.org) |
| Evidence-based Strategy: | Effective Learning Environments Observation Tool (ELEOT) and Rigor Index Marzano's Taxonomy and Depth of Knowledge) will continue to be implemented in order to increase the level of rigor in instruction. |
| Rationale for Evidence-based Strategy: | <p>The practice of aligning learning to standards also helps to ensure a 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.</p> <p>Marzano's Taxonomy and Depth of Knowledge are both scales of cognitive demands to align standards with assessments.</p> |

Action Steps to Implement

Teachers will be provided with professional development opportunities pertaining to Rigor, Planning, and Digging Deep in B.E.S.T Standards, Read180 Data-Driven Instruction, ESOL/ESE Professional Development Trainings, and Mathematics Icads.

Person Responsible Stephany Papili (spapili@mccsedu.org)

Implementation of Read180 online instruction.

Person Responsible Raquel Mejia (rmejia@mccsedu.org)

Ellevation in Class for ELL instruction.

Person Responsible Mildrelis Rieumont (mrieumont@dadeschools.net)

Ongoing progress monitoring, every 20 days.

Person Responsible Raquel Mejia (rmejia@mccsedu.org)

Topic/District Based Assessments using Performance Matters.

Person Responsible Mildrelis Rieumont (mrieumont@dadeschools.net)

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.

Based on the SafeSchoolsforAlex.org website, there is no data reported. School culture and environment will be monitored through the role of the Dean and the implementation of RTiB. Core Values and Class Expectations are in place and are continuously monitored.

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.

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 is 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 ensuring all stakeholders are involved.

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

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 students may need.

Principal – Stephany Papili

Assistant Principals and Instructional Leaders - Mildred Rieumont (Math & SS) and Raquel Mejia (ELA/ ESE) Instructional Leader- (ESOL)- Mrs Auster

Instructional Leader-World Language-Lianet Rodriguez

Instructional Leader-Digital Literacy-Ruben Saavedra

Instructional Leader-Science-Wajida Qureshi

Technology Specialist – Marcos Padron
 School Psychologist – Brenda Johnson
 Speech-Language Pathologist – Ms. McCalla
 Guidance Counselor (Mental Health)– Abinel Marquez
 Mental Health Coordinator- Barbara Martin
 Dean of Students – Novelette Lindsay
 School Guardian- Julian Valladares
 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 affective domains of learning school wide.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | | | | \$215,803.00 |
|---|----------|---|--|-----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 519-Technology-Related Supplies | 7058 - Miami Community Charter High School | Other Federal | | \$15,269.71 |
| Notes: Read180 Ongoing Progress Monitoring Online Program | | | | | | |
| | 7730 | 100-Salaries | 7058 - Miami Community Charter High School | | | \$50,244.20 |
| Notes: ELA/ESOL Teacher | | | | | | |
| | 7730 | 100-Salaries | 7058 - Miami Community Charter High School | Title, I Part A | | \$51,281.00 |
| Notes: U.S.History Teacher | | | | | | |
| | 7730 | 100-Salaries | 7058 - Miami Community Charter High School | Title, I Part A | | \$24,263.50 |
| Notes: MH ELA Teacher | | | | | | |
| | 5000 | 500-Materials and Supplies | 7058 - Miami Community Charter High School | General Fund | | \$40,825.30 |
| Notes: HMH ELA Curriculum | | | | | | |
| | 5000 | 500-Materials and Supplies | 7058 - Miami Community Charter High School | General Fund | | \$2,858.50 |
| Notes: Algebra 1 & Geometry | | | | | | |
| | 5000 | 500-Materials and Supplies | 7058 - Miami Community Charter High School | General Fund | | \$811.80 |
| Notes: U.History | | | | | | |
| | 3376 | 310-Professional and Technical Services | 7058 - Miami Community Charter High School | General Fund | | \$3,000.00 |

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|--------|------|--------------|--|--------------|--|--------------|
| | | | <i>Notes: Learning Sciences B.E.S.T ELA and Math MH PD Training.</i> | | | |
| | 7730 | 100-Salaries | 7058 - Miami Community Charter High School | General Fund | | \$27,248.99 |
| | | | <i>Notes: MH Science Teacher</i> | | | |
| Total: | | | | | | \$215,803.00 |