Downtown Miami Charter School

2023-24

Schoolwide Improvement Plan (SIP)

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Downtown Miami Charter School

305 NW 3RD AVE, Miami, FL 33128

http://www.downtowncharter.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bardoni, Nicolas	Principal	Full Job Description We are looking for a dynamic building leader to join our team! As a rapidly growing scholastic enterprise, career opportunities at CSUSA are racing to keep up with the demand for our great services. With over 90 schools in 5 different states already, CSUSA is one of the fastest growing education companies in the nation. A great opportunity for professional advancement, CSUSA provides a company culture known for internal promotions, from teachers moving into administrative positions to junior level staff rising into higher level executive roles. Besides being a great opportunity for professional advancement, working with CSUSA provides the chance to give back to the community in a meaningful way: by impacting the lives of children. Whether you are a teacher directly impacting your students every day in the classroom, or a corporate executive making sure things run smoothly back at the office, you'll be making a difference in the lives of students.
McDonald, Aldin	Dean	Responsibilities • Responsible for developing and enhancing elective courses, afterschool college preparation programs and workshops, and parent involvement networks • Responsible for ensuring the overall security, safety, and well-being of students and staff, and assists the Principal in the implementation of CSUSA policies and school oversight • Ensures teachers are organized, manage their time well and cover proper curriculum and cover proper curriculum conforming to State and CSUSA mandates • Conducts 3-minute walk through; reports non-compliance to Principal

Name	Position Title	Job Duties and Responsibilities
		• Ensures teachers follow curriculum maps to maximize high assessments test scores • Works with Principal, Assistant Principal and Lead Teachers to observe and evaluate designing and planning of instruction, execution of education, classroom environment • Informs teachers of expectations prior to observing/evaluating • Uses announced and unannounced evaluations • Debriefs each observation/evaluation with a post conference • Ensures classroom teachers are using Personal Learning Plans (PLP) which personalize instruction and differentiate CSUSA schools from district schools • Ensures teachers meet with students individually • Conducts PLP training and checks PLPs quarterly • Supervises the setting of grade level goals for teachers who set classroom goals • Analyzes data from formative and summative assessments throughout the school • Works with Leadership Team to set annual school goals based on previous year's data • Analyzes benchmark data • Checks grade books to ensure correct input of grades • Monitors that teachers are using assessment data for targeted and differentiated instruction • Visits classrooms regularly; provide coaching on classroom management • Serves as liaison with Corporate Education to advise of what is effective in the classroom • Provides professional development/coaching on research based instructional strategies • Assigns teachers to arrival and dismissal duties; creates, posts and updates schedules • Creates schedules so that specialized teachers are scheduled properly •

Name	Position Title	Job Duties and Responsibilities
		Creates schedule and assigns specialist teachers for special area schedule to ensure teacher coverage of PE, Music, Art, Spanish, Computer, Library • Designs schedule to create common planning time so that classroom teachers can attend grade level cluster meetings • Balances schedule so that special teachers have equally distributed planning time • Designs schedule so that gifted and talented students have time for key activities and have a variety of specialized teachers • Places students to ensure students are with appropriate teacher • Checks cumulative files for learning problems to ensure student is in correct learning environment • Oversees and monitors progress reports and report cards before distribution date to ensure completeness and accuracy • Oversees, interviews, arranges and orients substitute teachers to ensure smooth transition for substitute and students • Discipline • Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals • Reports on investigations of offenses committed by students • Investigates referrals where student or school property is stolen or reported missing • Works closely with the school guidance counselor, principal and local law enforcement agencies and make referrals as appropriate • Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action • Makes periodic tours of campus to ensure that school and school board policies are being enforced • Assists with the enforcement of school/state attendance policies • Counsels students and parents where behavioral problems are involved • Assists with the supervision of organized student gatherings and see that all equipment is operative •

Name	Position Title	Job Duties and Responsibilities
		Coordinates school bus supervision before and after school • Coordinates the student lunchroom and work duty assignments • Assists with the supervision of students detained after school hours for disciplinary reasons • Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control • Ensures school code of conduct is enforced consistently • Participates in school based leadership opportunities (i.e.: team meeting, lead teacher meeting, etc) • Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body
Ruiz, Berna	Dean	ssential Duties And Responsibilities Professional Development Topic specific in-service training as needed within deadlines Coaching and mentoring instructional staff Modeling lessons and instructional planning Collaborates well in a supportive environment that foster relationships with leadership teams, colleagues, and other stakeholders Curriculum and Instruction Research and development of curriculum resources and trainings Has a comprehensive knowledge of the state standards, instructional best practices, courses offered within the state, and all state assessments Researches and identifies appropriate instructional resources, based on data, through the budget priorities process Data Analysis State assessment understanding; including purpose, calculation of scores, disaggregation and aggregation of data, instructional preparation, etc. CSUSA assessment understanding; including purpose, scores and reports, disaggregation and aggregation of data, informed instructional decision making, etc. Provides training on appropriate student/teacher/grade-level data analysis and how to drive instructional plans Actively participates in the strategic planning process to support the school with developing academic plans

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In June all staff, parents, board member, and community stakeholders were invited to a Data Summit at DMCS to review academic, culture, and financial data for the school. On June 15th the review was conducted and there was an input session to find out what stakeholders felt were working and what areas needed to be address by the '23-'24 SIP and Strategic Plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored during Quarterly EESAC meetings after each administration of Stakeholder Surveys, NWEA MAP Growth, NWEA MAP Reading Fluency, and STAR/FAST Assessments. Based on the data, observations, and input at those meeting the plan will be evaluated to determine if can changes are needed.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: C

	2018-19: C
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	60	53	54	62	56	47		
ELA Learning Gains				70			52		
ELA Lowest 25th Percentile				73			43		
Math Achievement*	60	66	59	61	58	50	46		
Math Learning Gains				77			37		
Math Lowest 25th Percentile				69			38		
Science Achievement*	36	58	54	37	64	59	43		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	65	63	59	72			57		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	1	1
ELL	54			
AMI				
ASN				
BLK	45			
HSP	53			
MUL				
PAC				
WHT	82			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	65			
AMI				
ASN				
BLK	61			
HSP	66			
MUL				
PAC				
WHT	69			
FRL	64			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			60			36					65
SWD	25			17			10				3	
ELL	46			68			35				4	65
AMI												
ASN												
BLK	44			52			40				4	
HSP	50			66			27				5	70
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	73			91							2	
FRL	46			58			35				5	69

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	70	73	61	77	69	37					72
SWD	17	52	79	34	67	64	9					
ELL	52	74	77	69	86		25					72
AMI												
ASN												
BLK	49	69	69	59	79	73	32					
HSP	57	71	75	63	76	67	43					76
MUL												
PAC												
WHT	73			64	70							
FRL	55	70	73	61	76	67	38					71

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	52	43	46	37	38	43					57
SWD	18	45	40	16	30	42						
ELL	48	60		58	56		61					57
AMI												
ASN												
BLK	40	41	41	40	31	36	33					
HSP	56	67	47	54	45	42	50					55
MUL												
PAC												
WHT												
FRL	45	51	42	45	38	34	41					56

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	56%	-17%	54%	-15%
04	2023 - Spring	57%	58%	-1%	58%	-1%
06	2023 - Spring	51%	50%	1%	47%	4%
03	2023 - Spring	45%	52%	-7%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	58%	17%	54%	21%
03	2023 - Spring	54%	63%	-9%	59%	-5%
04	2023 - Spring	67%	64%	3%	61%	6%
05	2023 - Spring	45%	58%	-13%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	50%	-15%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Student achievement according to the FAST assessment was lowest in 3rd and 5th Grade Reading and 5th Grade Math. Contributing factors in 3rd grade was teacher turnover, many students entering 3rd grade below expectations for reading due to lack of Foundational Reading skills and lack of implementation of a high quality Reading Intervention Plan. 5th Grade Math increased from the year before but scholars still performed significantly below the other grade levels. In 5th Grade, teachers struggled to motivate scholars, protect instructional time, and provide high quality instruction due to

turnover of teachers. Science achievement continues to be low with only 35% of scholars meeting the state expectations for mastery.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in 5th Grade Math declined from 76% of scholars being on grade level in fourth grade to only 45% of them demonstrating grade level mastery by the end of 5th Grade. The factors again were teacher turnover, lack of motivation of scholars, and lack of use of effective behavioral, and instructional strategies.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The areas that had the greatest gap compared to the state averages were in the following areas:
5th Grade Reading (School-39%, State-54%)
5th Grade Math (School-45%, State- 55%)
5th Grade Science (School-35%, State- 51%)

Again, the factors were teacher turnover, lack of motivation of scholars, and lack of use of effective behavioral ,and instructional strategies.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improvement was observed in ELA:
3rd Grade 2022 was 43% and 4th Grade 2023 was 57%
The most improvement was observed in Math:
3rd Grade 2022 was 53% and 4th Grade 2023 was 67%
5th Grade 2022 was 39% and 6th Grade 2023 was 75%

In both 4th and 6th Grade there were experienced teachers who had excellent student relationships, classroom behavior, strong instructional skills, and deep understanding of the standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Enrollment and overall 5th grade student performance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1.) High quality K-2 Reading Instruction- Instructional focus on foundational skills using the Science of Reading to guide teacher planning, instruction, practice. For 3-5 work on providing scholars with Tier 2 and Tier 3 instruction with differentiated opportunities, extended day time, after school and on Saturdays support. Implement a School-wide rigorous vocabulary program using 6 Steps to Building Academic Vocabulary.
2.) Support the teachers who struggled with student motivation, classroom management, and use of high reliability instructional strategies through consistent feedback, coaching, modeling, and collaboration.
3.) Consistent and effective teaching of Science in grade K-5 using the 5 E's method using Elevate.
4.) Improve culture for teachers and parents. Promoting local decision making and an open door policy. For teacher provide extended time for professional development, and respect and value their time. Provide parents with increased parent engagement opportunities, and establish an open door policy with school administrators.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improving overall scholar and parent experience to ensure that scholars are in a healthy, well-managed learning environment that is promoting healthy behaviors to allow for learning. Ensuring that parents have input into decision-making and an open door policy with school administrators to establish working relationships focused on problem solving and student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

According to Fall and Spring Satisfaction surveys, Parent Satisfaction survey results in the area of local decision making will increase from 45% strongly satisfied to be 55%. Students satisfaction survey results in the school safety will increase from 12% strongly satisfied to be 22%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring Enrollment Monthly through the Board Reports- Ms. Guadamuz will share with Board and EESAC Monthly
Monitoring participation in Parent Nights- Ms. Santos will share with Board and EESAC Monthly
Monitoring Hero points monthly, tracking consequences.- Mr. McDonald
Mid-year Surveys will be analyzed in December - Mr. Bardoni

Person responsible for monitoring outcome:

Nicolas Bardoni (924496@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Parents will be expected to attend all parent nights, each event will have translation when needed, food for families, and child care/special event provided by aftercare.
Positive Behavior Intervention and Supports along with the Live School Points and House systems will be implemented and monitored to help establish clear expectations and motivate scholars to be successful.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The grade levels where student achievement was below 50% of scholars met the proficiency of higher struggled with engaging parents and scholars. These strategies will help create better relationships and support success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Parent Opportunities will be provided to parents and updated regularly through a calendar on Mr. Bardoni's weekly Bardoni Bites. This will include Mandatory Parent Nights, EESAC and Board Meetings dates, Parent Conference days, and STEAM/Cultural Events.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: September 3rd.

Teachers will take attendance of which parents attend events and parents will be provide volunteer hours for so this can be tracked and celebrated.

Person Responsible: Cassandra Santos (csantos@downtowncharter.org)

By When: Ongoing

Mr. McDonald will track Live School Points and Discipline Actions monthly and report updates on the tracker as well as sharing at EESAC meetings. Each monthly one student from each class will be recognized as the Habit Hero and their picture will be posted on the Habit Hero Spotlight wall. Each week scholars will be able to use their LIVE School Points at the LIVE Point Store!

Person Responsible: Aldin McDonald (amcdonald@downtowncharter.org)

By When: The first day of the month data will be analyzed and shared thorough the DMCS monitoring dashboard. Habit Heroes will also be collected by the last day of the month.

Ms. Guadamuz, Ms. Santos, and Ms. Cani will create and implement the enrollment plan. Each month they will update the board on enrollment status and share the reasons any families withdrew.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: ESSAC and Board Monthly Meeting

#2. Instructional Practice specifically relating to Coaching

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Support to teachers who struggled with student motivation, classroom management, and use of high reliability instructional strategies through consistent feedback, coaching, modeling, and collaboration. This was identified based on decreased teacher retention, teacher feedback, and through classroom observations.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increased teacher retention from 30% school % to 60%.
Increased student achievement in each grade level by 5% to 10% in each subject and grade level.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Comparisons by monthly observations and feedback from an outside evaluator.
Monthly analysis at Board Meetings and EESAC of teacher openings.
Diagnostic results on NWEA, MAP Reading Fluency, STAR and FAST.

Person responsible for monitoring outcome:

Berna Ruiz (bruiz@downtowncharter.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Support to teachers who struggled with student motivation, classroom management, and use of high reliability instructional strategies through consistent feedback, coaching, modeling, and collaboration.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To increase teacher satisfaction and success, teachers will be provided more opportunities to learn and implement effective strategies. Consistent feedback, coaching, modeling, and collaboration was selected to ensure that teachers are constantly growing and supporting scholars in effective ways to impact the overall student experience and academic achievement in positive ways. Based on low teacher retention and overall student performance, some teachers did not reach the students and did not have the tools needed to do.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Walkthrough schedule will be created and walkthroughs completed based on schedule by Mr. McDonald, Ms. Ruiz, and Mr. Bardoni.

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: September 1st for Schedule Walkthroughs are weekly and ongoing

Teachers will be Tiered based on the first month of observations and support plans will be created for each Tier 2 and Tier 3 teacher.

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: September 13th (Tiers will be completed) October 1st- 1st Plan and Coaching Cycle will be completed with Tier 2 and 3 Teachers Consistent coaching will continue through the school year or until all teachers are Tier 1.

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improve culture for teachers by allowing local decision making, provide positive support and encouragement to teachers, and respect and value the time of teachers. Teachers will be asked for their opinions and ideas at weekly data chats, during after school PD and encouraged to participate in the EESAC and Board Meetings. The Deans and Principal will conduct quarterly 1:1 checks with each staff meeting.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teacher retention will improve from 30% to 60%
Staff Survey for local decision making will increate from 14% to 24%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Track and review and monitor daily teachers attendance in Monitoring Dashboard.
Review daily teacher attendance rates during Board Meetings and EESAC
Staff Satisfaction Surveys will be analyzed mid-year.

Person responsible for monitoring outcome:
Berna Ruiz (bruiz@downtowncharter.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Regularly scheduled and conducted EESAC Meetings
Meetings are efficient, allow for feedback/input, have a clear agenda, and end on time.
Quarterly check-in meetings scheduled with administration.
Daily feedback for teachers who are observed meeting the expectation during walkthroughs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on input from staff and survey results teachers did not feel heard and often were frustrated by the amount of time they were held in meetings. This year the new administration intends to provide more opportunities for share decision making.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Each day teacher attendance will be tracked and entered into the Monitoring Dashboard. And it will be shared monthly with EESAC and Board.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: Daily

All meeting agenda will include an opportunity for input. EESAC Meetings will be consistent and in addition to elected teachers, all teachers will be encouraged to participate. Each meeting will include an opportunity for teachers to share input.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: Ongoing to include Input and the first EESAC Meeting is Thursday, September 14, 2023 teachers will be elected and encouraged to attend.

Each quarter Mr. Bardoni, Mr. McDonald, and Ms. Ruiz will schedule to meet 1:1 with each teacher and staff member for a check in.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: Q1- Thursday, Aug. 17, 2023- Thursday, Oct. 23, 2023 Q2- Monday, October 30, 2023- Tuesday, Jan. 16, 2024 Q3-Monday, Jan.22, 2024-Tuesday, April 4, 2024 Q4- Thursday, April 11, 2024- Monday, June 6, 2024

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Consistent and effective teaching of Science in grades 2-5 using the 5 E's method.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

5th Grade Science scholars with improve from 35% from 2023 of scholars at proficiency to 50% in 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by Lesson plan checks, classroom observations, assessment data by standards using Progress Learning and NWEA MAP Growth Science results in Fall, Winter, and Spring.

Person responsible for monitoring outcome:

Berna Ruiz (bruiz@downtowncharter.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The 5'e Instructional Model will be implemented.
elevateScience by SAVVAS will be purchased to help assist teachers implement the 5's.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The school did not use a rigorous research-based Science curriculum consistently and with the new teachers, it will be necessary to provide them highly effective resources.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a Science Lesson Planning Template linked to resource, elevateScience and train teachers how to create effective lessons.

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: September 15, 2023

Bi-weekly science class walkthroughs and discussion had leadership meetings regarding implementation. Outside consultant will give specific feedback each month on Science class observations.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: Beginning at the end of September and each month.

NWEA Fall data will be analyzed to determine overall grade level needs for Science.

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: October 15, 2023

NWEA Winter deep dive into progress. Specific Penda assignments based on Winter Results. Each student will have a learning plan in Penda based on the NWEA Winter Science Learning Continuum based on RIT.

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: January 30, 2023

#5. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data, DMCS has great diversity in student achievement. Therefore, teachers have shared the best way to support and meet all students is through regular targeted small group instruction. SWD consistently perform below the average and will be support through the RTI and Success blocks, and during regular small group instruction during Math and ELA blocks.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

K-2 students will grow 10% of students at or above benchmark on the STAR Reading Assessment and 3rd-6th Grade on F.A.S.T.
2023 to 2024
K 66% to 70%
1 58% to 40%
2 40% to 60%

3rd 44% to 54%
4th 56% to 66%
5th 41% to 51%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Through PM1 and PM 2 Assessments, Fall, Winder and Spring NWEA MAP Growth and MAP Reading Fluency Data, after each assessment data will be analyzed and students Tiers and support provided through Extended Day and Saturday University will be modified.

Person responsible for monitoring outcome:

Nicolas Bardoni (924496@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Targeted instruction will be provided during RTI, Success, ELA, and Math Blocks.
Student will be grouped and receive ELA instruction using Lexia Core 5, UFLI, My View and My Focus, FCCR, i-Ready Toolkit for Math enVision Intervention and i-Ready Toolkit.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

More than 53% of Scholars in Grade 3rd-6th Grade last year did not meet F.A.S.T. on grade expectations. In order for students to catch up to grade level they will need extended eyeball to eyeball instruction and practice on their grade level standards and on skills/standard in each scholar's Zone of Proximal Development.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tier student to make sure we start the school year with the proper instruction based on current achievement.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: September 11, 2023

Assign and train teachers and academic assistants on research-based programs (Lexia Core 5, UFLI, My View and My Focus and enVision Remediation/i-Ready Toolkit)

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: September 25, 2023

Monitor groups after each monitoring period and revise groups.

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: Ongoing after each assessment period

In June, evaluate the data to determine what school group intervention had the greatest impact on growth.

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: June 30. 2024

#6. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on STAR and FAST data, students continue to struggle with foundational skills in K-2.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

K-2 students will grow 10% of students at or above benchmark on the STAR Reading Assessment:
2023 to 2024
K 66% to 70%
1 58% to 40%
2 40% to 60%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Through PM1 and PM 2 Assessments, Fall, Winder and Spring NWEA MAP Growth and MAP Reading Fluency Data, after each assessment data. Specifically Foundational Skills data will be specifically analyzed.

Person responsible for monitoring outcome:

Nicolas Bardoni (924496@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will be trained and minute by minute and lesson plans will be aligned to the Science of Reading.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on classroom observations during '22-'23, phonics, decoding, fluency, language and reading comprehension were not being taught systemically or explicitly.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train teachers on the Science of Reading and align minute-by minute plans and lesson plan template to match.

Person Responsible: Berna Ruiz (bruiz@downtowncharter.org)

By When: September 11, 2023

Bi-weekly K-2 class walkthroughs and discussion had leadership meetings regarding implementation. Outside consultant will give specific feedback each month on K-2 Reading Block class observations.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: By the end of September and each month for the entire year.

Leadership Data Chats focused on foundational skills.

Person Responsible: Nicolas Bardoni (924496@dadeschools.net)

By When: After Fall, Winter, and Spring NWEA MAP Reading Fluency and STAR dated is collected.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Downtown Miami Charter School will make sure that the '23-'24 School Improvement Plan is shared with stakeholders through the following ways"
1.) Website: https://www.downtowncharter.org/apps/pages/index.jsp?uREC_ID=421106&type=d
2.) Each month it will be monitored and reviewed during EESAC Meetings will include and encourage all stakeholders to attend. Meeting will be posted on the door, the marquee, website, and global calendar
3.) Students will see the goals of our SIP posted in the cafeteria.
4.) During Board and Faculty Meeting the EESAC Chair and/or Principal will report out a summary of the prior EESAC Meeting.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

DMCS's has multiple ways to communicate regularly with parents regarding their child's academic progress. Student academic results are sent home as soon as data is collected. Progress or a Report Card is sent home every 4-5 weeks with a parents message, email, and text message in multiple languages letting parents know it was sent home. Parents also have Mandatory Parent nights when they can come meet with their child's teacher to learn more about expectations. Parent Conference days are scheduled ahead of time on the year long calendar and teachers are always encouraged to meet with the teachers. DMCS will have a full-time Community Involvement Specialist and a Dean of Students who will support parents obtain information

Website for the Title 1 Family Engagement Plan
https://www.downtowncharter.org/apps/pages/index.jsp?uREC_ID=421106&type=d

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

DMCS has hired a full staff this year and will consistently provide support and focus on the below Areas of Focus:

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This program has been developed through the DMCS leadership, staff, parent, former staff, DMCS Board, and the management organization based on best practices, the Mission/Vision of DMCS. MDCPS, Florida, and national expectations for public education.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Mr. McDonald (Character coaching, Check In/Out)
Tier 2 and 3
IEP Counseling
Counseling Referrals

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Middle School Night
Career Days
Attitude is Altitude Curriculum
Leader In Me
STEAM infusion

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Leader In Me
Attitude is Altitude
Bully Prevention
Observe Unity Day

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development
Teacher Release Tuesdays
Peer observations
Admin walk-throughs

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: Coaching	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	$0.00
5	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$0.00
6	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No