

Doctors Charter School Of Miami Shores

11301 NW 5TH AVE, Miami Shores, FL 33168

www.doctorscharterschool.org

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

22%

Alternative/ESE Center

No

Charter School

Yes

Minority

84%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Doctors Charter School of Miami Shores is a premier community-based preparatory school with emphasis on individual student potential and active citizenship. The mission of the school, with parental and community support, is to nurture and to assist each student to reach his/her academic goals and to develop a sense of community responsibility and social awareness.

Provide the school's vision statement

Doctors Charter School of Miami Shores is a college preparatory school that offers a broad education focusing on the academic as well as the personal growth of each student. The school strives to develop graduates who are academically well prepared and socially responsible.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Doctors Charter School utilizes a number of community events to learn more about our students and their families. Parents are provided with the Home Language Survey when they register their child with the school. The admissions process gathers other necessary contact and relevant emergency information about families. In May of the preceding year, new students and their families are invited to meet faculty at the annual school picnic. Just before the school year begins, we host a New Student Orientation, so families can meet faculty; once classes have started, parents are invited to an Open House to meet the teachers and travel between classes using their students' schedules. Teachers are encouraged at the start of the school year to volunteer as sponsors of various student organizations, such as Student Clubs (Key Club, Interact, GSA, and Green Club), Senior Class, and Student Government. Relationships forged in these meetings connect teachers and students beyond scheduled classes through organized service projects, special event planning, and field trips. The school also celebrates Hispanic Heritage Month, 9/11 Remembrance, Black History Month, and other cultural/international celebrations.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In order to maintain a safe and respectful environment, DCS follows several safety precautions. All outer doors are locked, except for one door that leads to the main entrance. In addition, all campus gates are locked for the exception of one, which is visible from the main office. Students are supervised by faculty/staff starting at 7:30 a.m. and are supervised on campus until 4:00 p.m. Furthermore, the school has interior and exterior cameras (hallways, stairways, courtyard, etc.). Also, teachers/staff monitor the hallways during transition/travel times. At the beginning of the year, teachers are given a supervision schedule that they follow all year. Students who are experiencing difficulties with their peers or faculty have open access to the school Guidance Counselor and the Assistant Principal in charge of student behaviors. They are patiently heard and their grievances or concerns are followed up upon as soon as is possible. Teachers and staff are understanding to each student's individual differences and needs. Teachers ensure that each child learns and feels supported academically and socially.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Doctors Charter School holds its students accountable for the highest level of student conduct. We expect our students to treat others with respect and courtesy. These expectations are communicated to new students and their parents at open house prior to the start of the school year and reinforced through group meetings, personal interactions and via the Doctors Charter School Code of Student Conduct. The primary objective of the code is to assist students in developing the self discipline that allows the school environment to be free of disruptions that interfere with teaching and learning. Additionally, it is intended that the Code of Student Conduct will serve to assist our students in developing their own character and responsibility for our school, the larger community, family and fellow students.

Doctors Charter School uses a demerit system to keep track of the number and severity of student disciplinary infractions. These infractions are organized in the Code of Conduct into groups of ascending severity, with increasing numbers of demerits being assigned for infractions of increasing severity. Each time a student is assigned demerits the student and the parent are notified of the nature of the infraction and the number of demerits accrued to date. In most cases there is a conference between the student and either the Assistant Principal or the Guidance Counselor. This practice creates opportunity for guided reflection, discussion of appropriate behavior and productive decision making. In severe cases, the Principal, Assistant Principal, and Guidance Counselor confer to determine the best course of action to provide support to the student, address the consequences of student action/behavior, and ensure that the integrity of the school day and general safety of all students is maintained. If students or parents disagree with a disciplinary action taken by the school, they may follow an appeals process as outlined in the Student Code of Conduct.

When students have accrued 20 demerits, a certified letter is mailed to their parents notifying them of the demerit total and expressing concern about the high demerit total. When a student reaches 40 demerits they must appear before the Doctors Charter School Discipline Committee for a hearing. Upon conclusion of the hearing the committee will make a recommendation to the Executive Director regarding the student's future in the school. The committee may recommend that the student not be allowed to continue at Doctors Charter School, or that they may continue to attend DCS under special conditions of probation. In the event that a student is exited from the school, the parents of that student may appeal to the Doctors Charter School Board of Directors.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In order to ensure the social-emotional needs of each student, DCS has a full-time guidance counselor. She meets with students on a "needs" basis when students request assistance. She also meets monthly with those students that require counseling based on their IEP. In addition, this year we are piloting our Friday Speaks program in order to build relationships with students and homeroom teachers. Also, we are implementing our N.E.S.T. program where 9th grade students mentor new incoming 6th grade students. Finally, the school's SPED program specialist monitors students' social emotional needs by communicating with teachers/staff in order to evaluate if students need assistance outside of the classroom.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning Systems used for our 6th, 7th, and 8th grade students include, but are not limited to, attendance falling below 90%, one or more in-door or out-door suspensions, failure in a core subject area (language arts, math, science, or social studies), a level 1 on the statewide standardized assessments in English/language arts and/or math test. In addition, our school has a 2.0 minimum GPA standard.

With support from the Guidance Counselor who also supports students as an Academic Counselor, the personal and scholastic needs of students can be addressed in timely fashion. Suspensions are to be avoided but other actions such as parent-teacher-student conferences are utilized to arrest the situation before academic probation is initiated for particular students. From our youngest students (6th grade) to our oldest students (12th grade), teams of administrators and parents seek to support Core Course success in regard to transition between Elementary to Secondary School and as students approach graduation.

Faculty Team meetings have commenced to provide faculty members who teach the same grade level to have time during the month in order to discuss both cross-disciplinary unit planning, but most significantly, student progress or regression in their classes. Team Meetings provide teachers with professional insight and indicators for student performance on a daily, class-by-class basis. Team Meetings also allow faculty to engage in professional pedagogical discussions to discern in what areas or in what ways instruction, collaboration, and coaching might be altered and enhanced to support specific students based on their particular needs.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	2	1	2	0	0	6
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	7	7	9	10	8	7	3	51
20 Demerits (parent intervention)	0	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	8		
Students exhibiting two or more indicators	1		1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Doctors Charter School uses several intervention strategies in order to improve the academic performance of students being identified by the EWS. First, we collect data on students that are absent more than 10% of the school year. The guidance counselor meets with the parents and the students to see how we can improve attendance. In addition, the school offers incentives to students that earn 100% attendance each quarter and semester. For example, students are given the Winner Circle coupons to enjoy with their families.

Since we have a minimum 2.0 GPA for all students, the Student Services team meets after each quarter to identify students that have lower than a 2.0. The guidance counselor meets with each student and parent in order to develop a progress monitoring plan (PMP). After each quarter, the student services department meets with each student on a PMP to access their progress. If

improvements are made, the students are celebrated and parents are informed. If the situation continues (below 2.0), the student is then placed an academic warning.

When it comes to students that are a level 1 or 2 on the state assessment in reading or in math, these students are placed in a developmental/intensive course. These students' data is then being monitored by interim assessments, FAIR, grades, etc. In addition, our school has para-professionals that assist in these developmental/intensive courses and do small pull-out intervention lessons/skills. Finally, because Doctors Charter School is a very discipline oriented school, there are very few students that are suspended (indoor or outdoor). However, when students are suspended for more than 5 days, the SPED program specialist begins the Manifestation of Behavior Process.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The School's mission and vision pertains to allowing each student achieve their individual academic potential in a college-preparatory environment. Families are immediately involvement in the education process as faculty provide their syllabi and request parent acquiescence with signature. Throughout the school year, faculty keep parents informed about their child's progress in the courses through email and reporting.

The School seeks to build positive relationship further with families to increase their involvement by communicating in a variety of ways, encouraging participation through the PTSA, posting all public meetings, such as the PTSA and Board of Directors meetings, and maintaining an "open door" policy with the Administration. In terms of communication, the school employs on-line and print mailings; the on-line push notifications to parents includes the schools weekly newsletter ("The Doctors Note") and an up-to-date website designed to provide parents/guardians with an array of relevant information and means to "Contact Us". In terms of encouraging participation through the PTSA and presence at Board meetings. The PTSA meets monthly and also advertises multiple monthly events in which parents and students can get involved. The Board meetings are monthly as well and parents attend regularly to learn more about governance of school matters. The Administration also keeps an "open door" policy and welcomes parent feedback and concerns. By appointment or availability, the Administration communicates the importance of parent/guardian involvement by listening to feedback, addressing matters in a timely fashion and seeking collaboration in the upbringing of the students. In addition to the above, DCS provides interactive information so that parents can help their children to become proficient with the Common Core State Standards. As faculty continue to align curriculum and instruction with the new Florida Standards and assessments, parents are encouraged to learn more about year-long unit-based initiatives employed by faculty to deliver both significant skills and crucial content knowledge. Furthermore, the school aims to craft a Curriculum Guide that shares the M-DCPS and FLDOE course information along with requisites and standards, so families can better understand student placement, accommodations, and the matriculation process. Through the office of the Registrar and Academic Counselor, families are further provided with information concerning academic programs beyond the curriculum offered at DCS; this includes Florida Virtual School, night course availability at nearby schools, and advising for future Dual Enrollment qualifications and

offerings. Community resource information will be available to parents.

Doctors Charter School has put into force many initiatives to increase parent involvement and positive relationships with our families. In an attempt to create the highest level of participation of parents and other family members we have offered meetings for the PTSA and Booster Clubs at various times of the day and evening to allow for a more flexible schedule. We have organized different parent and community events during the day such as Grandparents Day and other parent and community gatherings in the evening such as Evening in the Courtyard, Moroccan Nights and Retro Night. These events not only bring the school community and the business community together but help to increase our parent volunteer base. We not only require the students to complete community service but in addition require our parents to complete twenty five hours of community service as an example of volunteerism for their children. To ensure that the hours are completed and are able to be measured all parents are responsible for entering their hours into a log by date, activity and quantity and this log is monitored by the school's PTSA organization. This model not only keeps our parents involved but helps communicate and promote the school's mission and vision of active citizenship and social awareness.

The use of social media, constant contact and volunteer spot communications allow even the busiest parent to stay in touch with events and all volunteer opportunities. Our volunteer base has increased dramatically with the implementation of these communication alternatives. Our PTSA has developed a new approach of support and connectivity for all new parents in the form of small focus groups made up of current parents who can advise and guide new parents learning to navigate not only the new school but for many a new way of learning and standards having come from private school settings. This is a pro-active approach to helping parents deal with concerns of a new environment on a positive level before becoming frustrated and disenchanted.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The School (one of nineteen municipal charter schools in the state of Florida) builds and sustains partnerships with the local community through the Office of Development, in conjunction with parent supported groups (the PTSA, Boosters, and Friends of the Arts), engaging in municipal events, such as Green Day, Unity Day, and other community events that take place in Greater Miami Shores and Miami-Dade County.

The School encourages parents, guardians, friends, and families to give time, talent, and/or treasure (gifts in kind) to school programming - be it volunteer hours chaperoning a Middle School Back-to-School Dance, coaching one of our various after-school athletic programs, and/or supporting teachers by donating resources and materials to enhance classroom instruction.

The Office of Development supervises an array of events during the school year that broadcasts to the local community opportunities to engage and support the school. Working with the PTSA and Boosters, the Office of Development guides Evening in the Courtyard and the Golf and Tennis Tournament. Both events assists in enhancing school and student achievement in and outside of the classroom.

The School also invites community figures and guests to celebrate student-athlete achievement and recognition. The School also participates in community organized contests and competitions, from oratorical to essay writing, musical performances to state sports meets.

Community Learning Partnership

Doctors Charter School is an active member of the Community Learning Partnership which is a school, university, community based educational partnership formed to serve as a catalyst for quality education and community engagement. The CLP serves as a forum for sharing school, university and community resources and opportunities in alignment with the mission of all partners. Doctors Charter School hosted on its campus the CLP's professional development conference in February of 2014. This conference was authorized to grant master in-service points for all Miami-Dade County Public school teachers and other participating schools. We have selected student representatives for the Community Learning Partnership this year who are Student Government Officers of the Middle and High school. We believe this will foster

a better dissemination of the experience and knowledge gained to the student population at large here at Doctors Charter School. There are currently six major community engagement activities scheduled for the 2014-2015 school year which are in support of this year's theme of Advocating for Social Justice.

Greater Miami Shores Chamber of Commerce

Doctors Charter School also partners with the Greater Miami Shores Chamber of Commerce and their Annual Green Day event held in October. We are not only a sponsor of the event but also engage our students in volunteering during the day long festivities. Our Green Club organizes and staffs the bike valet service booth in keeping with our mission of citizenship. These events have helped strengthen our connection to the local business in our community as well as the outside surrounding communities.

Miami Shores Community Alliance

Doctors Charter School has a member representative as part of the Miami Shores Community Alliance. The Alliance is a collaborative group of organizations, educational and religious institutions, community leaders and individuals who provide effective communications, fundraising opportunities and shared resources to promote and ensure a quality experience for all of those living, working, or visiting Miami Shores. We are the recipient of an annual grant from this organization.

Rotary and Kiwanis Clubs of Miami Shores

The office for development and advancement has joined forces with the local Rotary and Kiwanis organizations to form and financially support the Interact and Key clubs on campus which are the high school service equivalent to those international service organizations. The student clubs joined forces with these local organizations to host a Fish fry which allowed funds for the start of a Builders club on the Middle school level and promoted community awareness for increased membership into those local service organizations on the adult level. These partnerships have developed ongoing relationships between our school and the large volunteer community of Miami Shores.

Barry University

We have an extensive partnership with Barry University and their support of our curriculum based programs. Currently our High school chemistry students are taking part in a weekly chemistry lab at Barry University under the direction of the Associate Dean of Undergraduate Studies and Professor of Chemistry. As a result of this partnership our students participate in a seven month program that allows them to experience college level courses in a university setting at no cost to them.

We are collaborating on a year-long project between our physical education department and the Sports and Exercise Sciences department at the university. We are in the process of creating a Sports professions day for our students interested in this discipline. Students will spend the day on the Barry University campus participating in workshops surrounded around the professions available in sports including but not limited to physical education teachers. Currently students enrolled at the university in Physical Education Methods courses are here under the supervision of the Associate Professor of Sport and Exercise Sciences aiding the physical education teachers with the PE courses and working toward their internship requirements.

Barry University College of Nursing and Health Sciences and Doctors Charter School have planned a visit of our seniors and juniors to the main campus of Barry University in Miami Shores. This visit is intended to give the students some more insight to the health related opportunities available after graduation by exposing to areas such as nursing, cardiovascular perfusion and working in the labs preparing cell tissue for research. The University has arranged to have the students visit for half a day to learn more about these areas and will assist in the cost of transportation to and from the campus. A total of 40 high school students will participate in the program.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Dorn, Nicholas	Principal
Garber, Doug	Assistant Principal
Marichal Santiago, Yesenia	Administrative Support
Charles-Azor, Nadine	Guidance Counselor
Cohen, Meryl	Instructional Coach
Dean, Edith	Registrar
Paunovska, Natasha	Teacher, K-12
Walker, Patty	Instructional Media

Duties

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

MTSS/Rtl leadership is vital. Therefore, in building the team, the following personnel are included:

- Principal will ensure commitment and allocate resources.
- Administrators will provide systemic examination of data with the goal of impacting student achievement.
- School Counselor/CAP Advisor will assist with the process of problem solving issues involving student attendance, academic progress, career choices, student social/emotional well-being, and prevention of student failure.
- Assistant Principal for Discipline will assist with the process of problem solving issues involving student attendance and school culture.
- ESE Teacher will collaborate with general education teachers, participate in student data collection, and integrate core instructional activities/materials.
- Intensive Reading Teacher will provide guidance with 6-12 reading plan , and assist general education teachers with reading instruction in the regular classroom.
- Additional personnel to participate and contribute based on problems or concerns.
- Technology Specialist will develop and/or broker technology necessary to manage and display data, provide professional development, and technical support to teachers and staff.
- Core Content Area Department Chairs will provide information about core instruction, participate in student data collection and analysis, and collaborate with other content teachers regarding classroom instruction.
- Media Specialist and Assessment Coordinator will assist in facilitating all required assessments (e.g., BBA, FAIR, FCAT, MDCPS Interim Assessments, EOC, CELLA).

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

The MTSS/Rtl Leadership Team will coordinate and integrate Federal, State, and local services and programs, including school relevant programs supported under 20 U.S.C. 6314(b)(1)(J) through the following:

A. Faculty Performance

1. Monitor and adjust the school’s academic and behavioral goals through data collection and analysis.
2. Monitor the classroom instruction for effective lesson development and teaching strategies (Depth of Knowledge, Five Types of Questions, Effective Lesson Plan Development, Active Student

Engagement, Mike Rutherford's The Learning Centered School – The Essential Principles of High-Performance Learning and Leading).

3. Administrative Team is responsible for evaluating faculty performance (unsatisfactory, needs improvement, effective, highly effective) based on the Marzano Teacher Evaluation Model.

4. Provide support to classroom teachers in analyzing student work.

B. Faculty Needs Assessment

1. Administrative Team is responsible for taking inventory of faculty and school resources, establishing monthly meetings, and determining the highest and best use of available resources to impact student instruction positively and assure proper allocation.

2. Work closely with SAC throughout the school year regarding the SIP.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Yesenia Santiago	Teacher
Rachel Consalvo	Teacher
Irene Hopp	Teacher
Teri Tennison	Teacher
Maria Traxler	Teacher
Abeer Jadallah	Teacher
Robert Bourne	Business/Community
Laura Heine	Parent
Daina Asbury	Student
Otneil Delgado	Student
Nicholas Dorn	Principal
Donna Stewart	Parent
Melida Matos	Parent
Sally Rodriguez	Parent
Ellen Bonet	Education Support Employee
Paige Davis	Parent
Terri Rose	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Committee's (SAC) involvement with the evaluation of last year's school improvement plan took place on Wednesday, September 24, 2014 at 3:30 p.m. in the school's Media Center. Each member of the 2014-2015 SAC received copies of the 2013-2014 SIP and AMO data.

Development of this school improvement plan

The members of the SAC will review testing data presented by the school's Director of Curriculum and the past year's School Improvement Plan. They will discuss this information in scheduled meetings and guide and assist School administrators in writing the current year's plan.

Preparation of the school's annual budget and plan

SAC members in collaboration with Academic Affairs Committee (comprised of Department Chairs, Academic Counselor, Registrar, ESE Coordinator, Assistant Principal, and Principal) begin collecting and assessing school area needs. Textbook, school materials/resources, and software requests for computer application are investigated and discussed to determine a timeline of purchasing. This work also incorporates insight from the PTSA which provides Department Grants, Teaching Enhancement Awards, and Wish List compilations during the school year. The annual budget and plan for the next school year takes place over the course of the current year for completion in late June for presentation to the Miami Shores Village Charter Authority approval by mid-July.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

According to the SAC minutes of May 14, 2014, the SAC funds of \$2890 will be used to support the installation and subscription fees associated with Turnitin.com for our faculty to utilize in regard to student work. The installation fee is \$675 and each student's subscription fee is \$2.30. All remaining funds will be allocated for the Media Specialist's attendance incentive program to provide students with snacks during testing for the current school year.

For the 2014-2015 school year, the SAC School Improvement Funds will be for approximately 595 students. This will be for a total of \$2,975

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Marichal Santiago, Yesenia	Administrative Support
Cohen, Meryl	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will follow the Florida State Statute when it comes to reading comprehension:

1. Promote, train, implement, and monitor reading and comprehension skills across the content areas.
2. Monitor and adjust the school's academic and behavioral goals through data collection and analysis.
3. Monitor the classroom instruction for effective lesson development and teaching strategies to support reading and writing through the content areas.
4. Provide support to classroom teachers in analyzing student work.
5. Work closely with the SAC throughout the school regarding the SIP.

All students grades 6-11 will be required to take the state assessment in the spring. Students who exhibit a substantial deficiency in reading (levels 1 and 2), based upon locally determined or

statewide assessments will be given intensive reading instruction (an intensive reading elective). Students in this course will be monitored using our tiered program to see if they require additional support academically (Rtl).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Doctors Charter School aims to establish and encourage positive working relationships between faculty. Such relationships can be formed through the collapsing of departmental silos and construction of interdisciplinary teams. There are currently three types of initiatives occurring: (1) Academic Affairs, (2) Faculty-wide, and (3) Grade-level or Team oriented meetings.

This year the Executive Director, Assistant Principal, Academic Counselor/Guidance Counselor, ESE Coordinator, Registrar, and all department chairs will form the Academic Affairs Committee in order to democratize through a representative process the curriculum management and alignment of school-wide efforts. The Academic Affairs Committee is comprised of curricular leaders who will combine insights and efforts to craft a curriculum guide that can more effectively communicate to all stakeholders the systems and processes of student matriculation through DCS. The Academic Affairs Committee will also begin the strategic planning of curriculum mapping aligned with Florida Standards, relevant college-preparatory skills, and suitable content material as prescribed by the FLDOE, M-DCPS Curriculum Guide, and DCS own high level of academic standards for preparation. Academic Affairs Committee agenda items pertain to curriculum, resources/materials, technology integration, and space/time optimization during the school year. Department meetings agendas will be conceptualized or crafted during Academic Affairs Committee meeting to ensure consistency and school-wide dissemination. Department meetings occur bi-monthly in department chair classrooms.

Faculty-wide meetings are designed to convey general programming news (academic, behavioral, character education, athletic, student activities, and more), resource information (online, textual, technological, or community enrichment), and professional development (means to enhance teaching across the curriculum and afford our students with optimal learning experiences). Faculty meetings occur at least once a month in the school media center.

Grade-level or Team oriented meetings occur at least once a month. Grades 6-12 have faculty teaching more than two levels during the school year, but faculty are acquainting themselves with other colleagues and the specific grade-level needs that their particular students possess. Team Meetings have already addressed the particular needs of 6th graders transitioning to life in a Secondary School environment as well as those of 12th graders who are moving toward college application and eventual graduation processes. Teachers are identifying high and low performers and discussing best practices for addressing those performers' needs for greater challenges or more appropriate forms of accommodation and acquisition of knowledge and skills in class. Progressively as each grade-level team meets, faculty will not only have an opportunity to learn more about each other but also share means to assist their common students with the support they deserve and engagement in interests that classrooms may require. Furthermore, faculty have increased opportunities to share technology tips, resources, and insights with new faculty members who have either recently joined the school community or the field of education altogether.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Doctors Charter School has successfully recruited and retained highly qualified teachers who have proven track records of excellence in the classroom. Some of the techniques employed to actualize these goals are a complete benefits package, comparable salaries to MDCPS, and opportunities for leadership and career advancement.
- Recruitment techniques have included advertising through the Teachers-Teachers.com website,

contacting various Florida universities, specifically their schools of education, and inviting local university students to intern in our school.

- Regular cohort meetings will be held for new teachers with appropriate department chairpersons and Executive Director.
- Faculty will gain enhanced knowledge of what their benefits provide and learn more about how to access and take advantage of resources not previously accessed. October 24 will feature the school's first Health and Wellness Fair, where local vendors and providers will make themselves and their services available to our faculty, so the benefits of working at DCS are more appropriately access.
- A Health and Wellness Committee has formed to find more ways to retain faculty and build positive relationships through an after school work out program called "The Movement" instructed by our Physical Education instructors.
- The Food Service Management Company recently contracted offers faculty better and healthier breakfast and lunch options, encouraging faculty to eat on campus and make healthy choices.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Department Chairs will serve as mentors to the new teachers. The pairings will be based on the content area of the subject. The Department chairs are master teachers and have experience in teaching the content. The planned activities will include teacher observation, feedback, and cooperative lesson planning. The New Teacher Cohort joins the Executive Director monthly to ensure that they are heard and transition to the school community and culture is effective and friendly. All faculty are invited to engage the "Open Door" Policy.

As technology is further integrated into the school community, old and new faculty alike have discovered a common denominator. (Professional) Technology Learning Communities are forming at the request of Department Chairs. Faculty are self-selecting and leveling themselves to practice their own form of differentiated learning to more aptly acquire the technology skills necessary to get to their students, navigate the Florida standards more effectively than before, and provide students with novel and relevant skill-developing projects and assignments in preparation for assessments.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All instructional faculty are provided with access to CPALMS and know to review information available on the FLDOE website. The faculty are also familiar with the fsassessments.org website. As Core Curriculum becomes more familiar to our faculty and the school, our Professional Development Liaison continues to find resources and information available online to supplement our faculty's understanding and alignment between lessons and assessments with standards. In addition, future PD sessions on campus will focus on the implementation of the new standards and assessment resources.

The instructional materials being taught by our core instructors are all aligned to the Florida Standards. In addition, all new textbooks/materials purchased by the school are all aligned to the new Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Doctors Charter, the collection and review of data is an important part of instruction. The testing coordinator and curriculum support liaison generate results from any district BBA, FIA, and WIA. This data is shared with the faculty and are placed in their data binder. Faculty are also required to have data chats monthly with students. In addition, teachers debrief the data collected on the BBAs, FIAs, and WIAs.

In order to differentiate instruction, teachers use the data collected to group their students. Teachers are then creating small group instruction opportunities where our para-professionals come into the classroom or pull out students for assistance on a particular skill/standard.

Currently, all teachers are being asked to take a professional development in Differentiated Instruction and in Special Education Needs. These trainings will further teachers' understanding and experience with differentiated instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,840

Teachers are required to stay an extra half an hour after school to provide tutoring and extra help to our students. Students can come in to ask questions about their homework, upcoming tests, etc.

The school also offers after school tutoring by appointment and for a small fee.

The offerings of gifted, honors, advanced placement, and dual enrollment courses will be made available to those students needing enrichment opportunities.

This year, DCS is implementing monthly grade-level meetings. In these meetings, teachers discuss different items that relate to their assigned grade level. For example, teachers discuss similarities in behaviors across disciplines, concerns of comprehension, organization, and analysis of critical thinking. In addition, teachers meet by discipline on a monthly basis in order to discuss our new curriculum mapping project and to plan lessons across the subject(s).

Finally, faculty will take part in Professional Development opportunities in which teachers will learn about the new Florida Standards, Differentiated Instruction, writing across the curriculum, using technology in the classroom, and other trainings as necessary (ESOL, gifted, ESE, etc.).

Strategy Rationale

Students would benefit from having their own teachers available directly after school in order to review misunderstood material. Many students stay after school waiting on their rides, so what better way than to visit their teachers for clarification.

In offering gifted, honors, AP and dual enrollment courses, students are free to take these courses in order to advance academically and to increase their GPA.

Having teachers meet by grade-level and discipline will develop stronger teacher collaboration, more cohesive lesson plans, and stability within the school.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Marichal Santiago, Yesenia, 944974@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance will be taken at during after school tutoring sessions. Lesson plans will denote enrichment opportunities for students. Results generated from teacher-generated, District and State assessments will be used to chart the students' progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Doctors Charter, students entering the 6th grade are invited to a few events prior to the start of the new school year. First, the parents of all new entering students are invited to a Picnic where faculty and staff are present to get to welcome the new (and not so new) students to DCS. In addition, all

new students and their parents are invited a few days before the school year for new student orientation. Also, the 6th graders are invited to school during the first two days of school for a locker orientation.

When DCS students are entering the 9th grade, our guidance counselor meets with the students in order to prepare them for the transition into high school. She reviews their course history and assures that all students are in the appropriate course for their grade level. Any new high school student is also invited to all of the above mentioned activities for new incoming middle school students.

In 11th grade, several Advanced Placement courses are offered at DCS. In order to prepare for these students' transition, the guidance counselor meets with each student that has shown an interest in taking an AP course. The counselor then collects each students' data in order to see if AP placement is a good fit for the student. She collects teacher comments and recommendations in addition to viewing past school grade/testing history.

In addition to AP courses, many juniors and seniors may qualify to take Dual Enrollment courses. At DCS, we offer a few courses on our campus. In addition to those on campus, a few students qualify to take dual enrollment courses at a neighboring college or university (MDC or FIU). These students are helped in this process by the guidance counselor. She provides them with the necessary documents for administration into the program.

Finally, when 12th graders are ready for their transition into college/university, our school gets them prepared for this journey ahead. Students are helped with the college application process, testing process (SAT/ACT), ordering transcripts, etc.

In addition, our students with special needs are also provided with a transition IEP meeting with a rehabilitation specialist and transition specialist. In this meeting, students and parents are informed of the student's rights as an adult with special needs and what services the rehabilitation center can provide (scholarships, testing, accommodations, etc.).

College and Career Readiness

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

Doctors Charter School promotes academic and career planning by providing college-focused classroom guidance sessions as well as individual assistance to all students. Each student is offered a variety of course choices with full descriptions to best suit their academic plans and personal interests. Students participate in a course selection forum where they individually select their courses with prior advisement from counselors, teachers and parents.

To facilitate partnerships with businesses and community organizations, Doctors Charter School invites several institutions to visit our school to inform our student population. For example, we have recruitment officers from FIU, MDC, Barry University, and other higher education institutions visit our students to discuss admissions and undergraduate programs offered at their schools. In addition to colleges and universities, we invite different recruitment officers from military branches, such as Army, Navy, etc.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Lesson plans are aligned at each grade level and subject area by the creation and use of the District Pacing Guide. Individual teachers have the latitude to develop their own instructional strategies to deliver instruction within the confines of the District Pacing Guide. All applied course instructors support the Focus Calendar skills by participating in school-wide initiatives such as Reading and Writing activities which are documented in their lesson plans.

In addition to the very rigorous curriculum at Doctors Charter School, we offer electives in career and technical subjects, like business keyboarding, foundations in web design, computing for college and careers, and digital design. Students can also take electives in the fine arts: music, orchestra, band, art, etc. Students in the middle grades are offered electives in personal, career and school

development, critical thinking, etc.. In high school, students are offered electives in leadership skills, literature in the media, poetry, etc.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students are exposed to college-preparatory course work while enrolled at Doctors Charter School. The strategies that focus on improving readiness include a new design of course instruction to target the needs in both reading and writing. Courses such as Expository Writing, Advanced Reading, ACT/SAT preparation, Reading for College Success, Critical Thinking, and English 4 college preparatory provide valuable strategies and skills for students to utilize on assessments such as the CPT/PERT, SAT, ACT, PSAT.

In addition, our school continues to promote student participation in dual enrollment programs. Due to this promotion, we have seen an increase in course enrollments at both participating universities. Our school continues to expose more students to college level standards by now bringing dual enrollment courses onto our campus for the first time in 2012-2013 academic year leading to more students gaining college credits while still enrolled to high school.

All senior high school students are provided hands on training to apply for bright futures in December through counselor assisted presentations. In addition, an evening event is available in early fall to assist parents and provide relevant information on college admissions and to navigate the financial aid process. All students are assisted with the completion of the FAFSA through day and evening presentations.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

At Doctors Charter School, we pride ourselves in having our seniors graduate at college ready levels. Students that have been identified as below level by the state assessments are offered courses in college preparatory in reading/language arts and in math. All seniors are helped with the process of registering and taking the ACT and SAT. In addition, juniors are given the PSAT and PERT on designated days on campus. Students are given study guides and/or websites in order to help them prepare.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Doctors Charter School of Miami Shores will enhance and increase student achievement through the adoption and implementation of Differentiated Instruction throughout all core courses (Grade 6-12).
- G2.** Doctors Charter School of Miami Shores aims to enhance its Early Warning Systems to support positive student trajectories through middle and high school by addressing attendance, behavior, and academic performance in order to assure the successful matriculation and completion of all graduation requirements.
- G3.** Doctors Charter School of Miami Shores aims to prepare students through Scientific, Technological, Engineering-oriented and Mathematical (STEM) initiatives to develop twenty-first century skills, become equipped for a future competitive workplace, and apply their knowledge beyond the classroom
- G4.** Doctors Charter School of Miami Shores aims to continue its development of positive and strong community relations through parents and families to enhance school programming, safety, and student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Doctors Charter School of Miami Shores will enhance and increase student achievement through the adoption and implementation of Differentiated Instruction throughout all core courses (Grade 6-12). 1a

G047328

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0
AMO Reading - All Students	85.0
AMO Reading - African American	82.0
AMO Reading - ED	79.0
Geometry EOC Pass Rate	87.0
Algebra I EOC Pass Rate	87.0
AMO Reading - Hispanic	89.0
Math Lowest 25% Gains	79.0
AMO Reading - SWD	80.0
AMO Reading - White	89.0
ELA/Reading Lowest 25% Gains	73.0
AMO Math - All Students	91.0
AMO Math - African American	87.0
AMO Math - SWD	88.0
AMO Math - ED	87.0
AMO Reading - ELL	63.0
ELA/Reading Gains	73.0
Math Gains	81.0

Resources Available to Support the Goal 2

- State Provided (CPALMS, fsassessments.org, etc.)
- Online Interfaces and Platforms (Reading Plus, IXL, Carnegie, etc.)
- Utilization of Digital Classroom platforms and environments (Google, Edmodo, etc.)
- Professional Development on Differentiated Instruction (Online, Conferences, Workshops, etc.)
- Collaborative Learning through the use of technology (Google Applications)

Targeted Barriers to Achieving the Goal 3

- Low student performance in ELA courses and/or state and district assessments
- Low student performance in math courses and/or state and district assessments
- Low student performance in science courses and/or state and district assessments
- Low student performance in social studies courses and/or state and district assessments

Plan to Monitor Progress Toward G1. 8

By reviewing students' grades in all core classes, reviewing teacher made assessments, district and state standardized assessments given throughout the year, Doctors Charter School can determine if this goal was attained.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

student grades on report cards, teacher made assessment data collected, state and district assessments

G2. Doctors Charter School of Miami Shores aims to enhance its Early Warning Systems to support positive student trajectories through middle and high school by addressing attendance, behavior, and academic performance in order to assure the successful matriculation and completion of all graduation requirements. **1a**

 G049395

Targets Supported **1b**

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	5.0
Discipline incidents	5.0
One or More Suspensions	1.0
2+ Behavior Referrals	10.0
Advanced coursework completion - H.S.	40.0
2+ Course Failures - Middle Grades	12.0
GPA below 2.0 - H.S.	12.0
Course Failures ELA	5.0
Level 1 - All Grades	12.0
2+ Course Failures - Grade 09	12.0
Attendance rate	90.0

Resources Available to Support the Goal **2**

- Record keeping
- Behavioral Modification
- Guidance Counseling
- Academic Advising
- ESE Coordination and Support

Targeted Barriers to Achieving the Goal **3**

- Students being in attendance and on time to school (less than 90%)
- Students on behavior warnings (suspensions, demerits, etc.)
- Students on academic probation (below 2.0 GPA)

Plan to Monitor Progress Toward G2. **8**

The amount of students identified under Early Warning Systems should decrease. Less students will have less than the 2.0 requirement, less students will be suspended or with demerits, and more students should have 90% attendance or better.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Review of grade reports, review of referrals, review of attendance

G3. Doctors Charter School of Miami Shores aims to prepare students through Scientific, Technological, Engineering-oriented and Mathematical (STEM) initiatives to develop twenty-first century skills, become equipped for a future competitive workplace, and apply their knowledge beyond the classroom 1a

 G049812

Targets Supported 1b

Indicator	Annual Target
Certified in Field	95.0
Bio I EOC Pass	93.0
FCAT 2.0 Science Proficiency	75.0
AMO Math - All Students	91.0
Math Gains	80.0
Math Lowest 25% Gains	75.0
Algebra I EOC Pass Rate	90.0
Geometry EOC Pass Rate	80.0

Resources Available to Support the Goal 2

- Computer Labs
- Laboratory-Classrooms
- Wireless Networking
- Bring Your Own Device Initiative
- Highly Qualified and Certified Faculty
- Community Opportunities (MDC, Barry University)

Targeted Barriers to Achieving the Goal 3

- Student participation in STEM course content

Plan to Monitor Progress Toward G3. 8

Attendance of afternoon activities, submissions to competitions, and surveys on increasing interest in the field of STEM applications

Person Responsible

Nicholas Dorn

Schedule

Every 2 Months, from 10/24/2014 to 6/5/2015

Evidence of Completion

Based on the fluctuations in attendance at afternoon events and activities, the number of submissions to various competitions and contests, and data collected from a range of surveys to be supplied to these student STEM-oriented organizations, special interest groups, and clubs.

Plan to Monitor Progress Toward G3. 8

Assessment data from lessons, class participation, student presentations, and class-oriented projects will be gathered based on rubrics designed by curriculum teams within the Math and Science departments

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Evidence collected will demonstrate that curriculum covered in classes is being monitored through the development of standardized team rubrics and measured through related assessment data to achieve selected targets.

G4. Doctors Charter School of Miami Shores aims to continue its development of positive and strong community relations through parents and families to enhance school programming, safety, and student achievement. 1a

G049813

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0
Attendance rate	90.0
AMO Reading - All Students	85.0

Resources Available to Support the Goal 2

- Vibrant PTSA
- Municipal Offerings
- Vested interest from involved parents/families
- Community connections with local organizations
- 21st century school communications solutions

Targeted Barriers to Achieving the Goal 3

- Parent participation during school-wide events and/or meetings
- Parents lack of Technological - digital (in)equity

Plan to Monitor Progress Toward G4. 8

By updating parent contact information, keeping track of teachers' communication logs, change in parent attendance at events, and other data, we can monitor if goal is being accomplished.

Person Responsible

Nicholas Dorn

Schedule

Semiannually, from 1/5/2015 to 5/29/2015

Evidence of Completion

Teachers' communication logs, attendance at parent-attended events, decrease amount of students in the EWS (academic, behavior, attendance), parent attendance has increased

Plan to Monitor Progress Toward G4. 8

An increase in parent attendance at new events that were developed due to the survey results.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 11/14/2014 to 5/29/2015

Evidence of Completion

An increase in new parent attendance

Plan to Monitor Progress Toward G4. 8

By providing FREE access to internet/computers at the local libraries, more parents will be able to view the parent portal and in turn be more on top of their child's academic, behavior, and attendance status.

Person Responsible

Nicholas Dorn

Schedule

On 5/29/2015

Evidence of Completion

An increase in parents on the parent portal, less students identified by the EWS (academic, behavior, attendance)

Plan to Monitor Progress Toward G4. 8

By providing families in low social economic status with refurbished laptops, they could potentially have more access to student grades on the portal, DCS website, and other important information that technology has to offer.

Person Responsible

Nicholas Dorn

Schedule

On 5/29/2015

Evidence of Completion

An increase in parents on the parent portal, registered for the DCS newsletter (Doctors Note) less students identified by the EWS (academic, behavior, attendance)

Plan to Monitor Progress Toward G4. 8

By granting access to parents/guardians to computer training DCS can ensure parents/guardians understand/know how to access the basic lines of communication to learn more about parent involvement

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/31/2014 to 5/22/2015

Evidence of Completion

Parents with new knowledge will be able to sign-up for newsletters, send emails, learn more about events on social and the school website.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Doctors Charter School of Miami Shores will enhance and increase student achievement through the adoption and implementation of Differentiated Instruction throughout all core courses (Grade 6-12). **1**

 G047328

G1.B1 Low student performance in ELA courses and/or state and district assessments **2**

 B117830

G1.B1.S1 Students will engage in differentiated instructional strategies in ELA courses. **4**

 S130267

Strategy Rationale

By providing differentiated instructional strategies in ELA courses, students will perform better on standardized tests.

Action Step 1 **5**

Students will engage in differentiated instructional strategies that are research based for ELA content. These DI strategies include (but not limited to) using Gardner's Multiple Intelligences, reader's theater, whole/small/individual group activities, etc.

Person Responsible

Yesenia Marichal Santiago

Schedule

Daily, from 9/25/2014 to 6/4/2015

Evidence of Completion

student grades, student performance/products, teacher lesson plans with embedded strategies

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will be observed by administrators and administrative support team members in order to monitor use of Differentiated Instruction in the classroom and throughout their lesson plans.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 9/25/2014 to 5/25/2015

Evidence of Completion

Teachers' lesson observation forms, students' data collected, assessment results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

By monitoring student grades, student performance/products, teacher lesson plans, etc., and we see improvement in standardized tests, we will know that this strategy is working properly.

Person Responsible

Nicholas Dorn


Schedule

Every 6 Weeks, from 9/25/2014 to 5/25/2015

Evidence of Completion

student grades, performance on teacher made assessments, district and state assessments

G1.B1.S2 Students in the lowest 25% (levels 1 and 2) will participate in an intensive reading course with new curriculum. **4**

 S139034

Strategy Rationale

By providing new curriculum to students in our intensive reading course(s), the students will be able to follow the new Florida Standards and use a textbook and online workbook to improve their reading skills.

Action Step 1 **5**

Students in the lowest 25% (levels 1 and 2) will participate in an intensive reading course with new curriculum aligned to the Florida Standards.

Person Responsible

Meryl Cohen

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students' schedule, teacher lesson plans, student grades and scores on district and state assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Administration will monitor reading instructor's lesson plans and will observe in the classroom to ensure usage of new curriculum for intensive reading course

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Teacher lesson plans, observation forms, student grades and district and state assessment results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration and assessment team will review students' scores on district and state standardized assessments to ensure effectiveness of implementation.

Person Responsible

Yesenia Marichal Santiago


Schedule

Quarterly, from 10/27/2014 to 6/4/2015


Evidence of Completion

Student results from FIA and WIA, results from EOC and FSA assessments.

G1.B2 Low student performance in math courses and/or state and district assessments 2

 B117833

G1.B2.S1 Students will engage in differentiated instructional strategies in math courses. 4

 S131045

Strategy Rationale

By providing differentiated instructional strategies in math courses, students will perform better on standardized tests.

Action Step 1 5

Students will engage in differentiated instructional strategies that are research based for math content. These DI strategies include (but not limited to) using manipulatives, whole/small/individual group instruction, Bloom's Taxonomy, etc.

Person Responsible

Nicholas Dorn

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

student grades, student performance/products, teacher made test results, district and state assessments, teacher lesson plans with embedded strategies

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will be observed by administrators and administrative support team members in order to monitor use of Differentiated Instruction in the classroom and throughout their lesson plans.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

teachers' lesson observation forms, students' data collected, assessment results.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

By monitoring student grades, student performance/products, teacher lesson plans, etc., and we see improvement in standardized tests, we will know that this strategy is working properly.

Person Responsible

Nicholas Dorn


Schedule

Every 6 Weeks, from 10/15/2014 to 6/5/2015

Evidence of Completion

student grades, performance on teacher made assessments, district and state assessments

G1.B2.S2 Students scoring in the lowest 25% percentile on the middle and high school state assessment(s) will participate in a new intensive math program. 4

 S140804

Strategy Rationale

By providing a new curriculum that is web-based and that provides tiered interventions/reinforcement of skills, students will perform better on standardized tests.

Action Step 1 5

Students scoring in the lowest 25% (levels 1 and 2 on FCAT/EOC) will participate in a new intensive math program (Mathletics for middle school and Carnegie Learning for high school Algebra 1).

Person Responsible

Nicholas Dorn

Schedule

Daily, from 10/27/2014 to 6/4/2015

Evidence of Completion

Teacher lesson plans, observations, student assessments (state and district), student products, etc.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will review teachers' lesson plans and do classroom observations/visits in order to ensure proper implementation of the new intensive curriculum program.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/27/2014 to 6/4/2015

Evidence of Completion

teacher lesson plans, classroom observations, student grades and assessment results.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration and assessment team will review student data based on district and state assessments in order to ensure if new curriculum has been effective.

Person Responsible

Yesenia Marichal Santiago


Schedule

Quarterly, from 10/27/2014 to 6/4/2015

Evidence of Completion

student results on FIA and WIA, FSA math and EOC results.

G1.B3 Low student performance in science courses and/or state and district assessments 2

 B117835

G1.B3.S1 Students will engage in differentiated instructional strategies in science courses. 4

 S131041

Strategy Rationale

By providing differentiated instructional strategies in science courses, students will perform better on standardized tests.

Action Step 1 5

Students will engage in differentiated instructional strategies that are research based for science content. These DI strategies include (but not limited to) using project/experiment based learning, tier assignments, whole/small/individual group activities, computerized simulations, etc.

Person Responsible

Nicholas Dorn

Schedule

Daily, from 9/18/2014 to 6/4/2015

Evidence of Completion

student grades, student performance/products, teacher lesson plans with embedded strategies

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will be observed by administrators and administrative support team members in order to monitor use of Differentiated Instruction in the classroom and throughout their lesson plans.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 9/18/2014 to 5/25/2015

Evidence of Completion

Teachers' lesson observation forms, students' data collected, assessment results.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

By monitoring student grades, student performance/products, teacher lesson plans, etc., and we see improvement in standardized tests, we will know that this strategy is working properly.

Person Responsible

Nicholas Dorn


Schedule

Monthly, from 9/18/2014 to 6/4/2015

Evidence of Completion

student grades, performance on teacher made assessments, district and state assessments

G1.B4 Low student performance in social studies courses and/or state and district assessments **2**

 B126801

G1.B4.S1 Students will engage in differentiated instructional strategies in social studies courses. **4**

 S138822

Strategy Rationale

By providing differentiated instructional strategies in social studies courses, students will perform better on standardized tests.

Action Step 1 **5**

Students will engage in differentiated instructional strategies that are research based for social studies content. These DI strategies include (but not limited to) using mock trials, tier assignments, enrichment opportunities via computer programs, whole/small/individual group activities, etc.

Person Responsible

Yesenia Marichal Santiago

Schedule

Daily, from 9/18/2014 to 6/4/2015

Evidence of Completion

student grades, student performance/products, teacher lesson plans with embedded strategies

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Teachers will be observed by administrators and administrative support team members in order to monitor use of Differentiated Instruction in the classroom and throughout their lesson plans.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Teachers' lesson observation forms, students' data collected, assessment results.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

By monitoring student grades, student performance/products, teacher lesson plans, etc., and we see improvement in standardized tests, we will know that this strategy is working properly.

Person Responsible

Nicholas Dorn

Schedule

Every 6 Weeks, from 10/6/2014 to 6/4/2015

Evidence of Completion

student grades, performance on teacher made assessments, district and state assessments

G2. Doctors Charter School of Miami Shores aims to enhance its Early Warning Systems to support positive student trajectories through middle and high school by addressing attendance, behavior, and academic performance in order to assure the successful matriculation and completion of all graduation requirements. 1

G049395

G2.B1 Students being in attendance and on time to school (less than 90%) 2

B123471

G2.B1.S1 Students will be in attendance and on time to school because of the reinforcement techniques that Doctors Charter School will provide. 4

S137220

Strategy Rationale

By implementing a number of reinforcement opportunities, students will be in attendance at school and be on time.

Action Step 1 5

Students will be given Winner Circle rewards every quarter when they have perfect attendance and no tardies.

Person Responsible

Nadine Charles-Azor

Schedule

Quarterly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Winner Circles are delivered to school and will be distributed during awards assembly every quarter.

Action Step 2 5

Students earning perfect attendance and no tardies will be invited to a pizza party hosted by the PTSA.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Attendance records from gradebook will be reviewed and students will be invited.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will follow up with student services department in order to ensure that winner circles and reinforcements are being delivered to those students that earn them.

Person Responsible

Yesenia Marichal Santiago

Schedule

Quarterly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Emails to student services and/or follow-up meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

By providing reinforcements to students with perfect attendance, has the attendance rate improved.

Person Responsible

Nicholas Dorn


Schedule

Semiannually, from 10/24/2014 to 6/5/2015


Evidence of Completion

attendance records

G2.B2 Students on behavior warnings (suspensions, demerits, etc.) 2

 B123515

G2.B2.S1 Students with no demerits (no referrals, detentions, etc.), will be offered reinforcement activities. 4

 S137325

Strategy Rationale

By providing behavior modification techniques to teachers, less students will be suspended or given referrals (and demerits)

Action Step 1 5

For students that do not have demerits (no referrals, detentions, etc.) at the end of each quarter, they will be invited to the awards assembly and given a Winner's Circle (coupon booklet).

Person Responsible

Nadine Charles-Azor

Schedule

Quarterly, from 10/24/2014 to 6/5/2015

Evidence of Completion

referrals collected by AP of discipline.

Action Step 2 5

For teachers that need support with behavior modification, the SPED coordinator and the guidance counselor will provide strategies and/or programs to use (ClassDoJo, Edmodo, etc.) in order to improve behavior in the classroom.

Person Responsible

Yesenia Marichal Santiago

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

referrals collected for behaviors, teacher emails for support, Class Dojo reports, etc.

Action Step 3 **5**

A Discipline Committee will be developed in order to discuss current behavior modification methodologies and update the DCS discipline hand-book.

Person Responsible

Doug Garber

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Logs and minutes from meetings; updated DCS discipline handbook.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administration will met with student services department in order to ensure that rewards are being given to those that earn them, that teachers are being supported in the classroom, and that the discipline committee is addressing the changes in student discipline handbook.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Students present at awards assembly, review of teacher support related email, Review of logs, minutes, and handbook revisions from the discipline committee.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 **7**

Once new behavior modification techniques have been identified and put into action, the amount of student referrals should decrease.

Person Responsible

Doug Garber


Schedule

Quarterly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Review of the amount of referrals, outdoor/indoor suspensions, etc.

G2.B3 Students on academic probation (below 2.0 GPA) **2**

 B124719

G2.B3.S1 Students identified as having below a 2.0 GPA, will be offered remediation techniques before or after school. **4**

 S137326

Strategy Rationale

By providing support to those students on academic warning (during 1st and 3rd quarters), we may be able to reduce the amount of students on academic probation (during the 2nd and 4th quarters).

Action Step 1 **5**

Students being identified as having 2.0 GPA or lower, will be invited to participate in before or after school tutoring by their teachers

Person Responsible

Nadine Charles-Azor

Schedule

Quarterly, from 10/24/2014 to 6/5/2015

Evidence of Completion

logs kept by teachers during tutoring sessions, grades improving

Action Step 2 **5**

Faculty will participate in monthly departmental and grade-level meetings to discuss student academic achievement, behavior concerns, and attendance.

Person Responsible

Yesenia Marichal Santiago

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Logs and minutes to the meetings will be kept.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will review tutoring logs and visit tutoring sessions in the afternoons and during different department and grade-level meetings.

Person Responsible

Nicholas Dorn

Schedule

Every 2 Months, from 9/8/2014 to 6/5/2015

Evidence of Completion

Observation of tutoring sessions, teacher discussions during meetings, logs, minutes, etc.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Because of the tutoring sessions provided to students and the discussions held by faculty members, students identified under a 2.0 will be decreased.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/24/2014 to 6/5/2015


Evidence of Completion

Grades and GPA increased, tutoring logs, minutes at meetings, etc.

G3. Doctors Charter School of Miami Shores aims to prepare students through Scientific, Technological, Engineering-oriented and Mathematical (STEM) initiatives to develop twenty-first century skills, become equipped for a future competitive workplace, and apply their knowledge beyond the classroom **1**

 G049812

G3.B1 Student participation in STEM course content **2**

 B124686

G3.B1.S1 Students will be involved in STEM concept materials in their math and science courses because of further development of curriculum in the Science and Mathematics departments through appropriate mapping and instructional design to incorporate STEM concepts. **4**

 S137075

Strategy Rationale

Infusing STEM concepts into the standardized curriculum will allow for instructional faculty to enhance lessons with current and applicable connective points for the students and performance in STEM areas.

Action Step 1 5

Students will participate in STEM concepts in their science and mathematics courses by teachers identifying standards, aspects and areas within their departmental curriculum maps that can incorporate or be enhanced by STEM concepts.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Review of the curriculum maps and rationales of departments on which incorporation/enhancement by STEM concepts were made.

Action Step 2 5

Science and Mathematics departments will integrate STEM concepts into the formation of objectives, agendas, plans, and assessments within lessons and units as per the mapped curriculum

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Evidence of integration will be systematically or dynamically acquired through submitted lesson plans, (in)formal observations, and classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

In order to monitor and support the fidelity of implementation, submitted faculty lessons plans will be reviewed by department chairs and Executive Director. Students' work and projects will be reviewed.

Person Responsible

Nicholas Dorn

Schedule

Biweekly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Reviews of submitted lesson plans and follow-up with faculty as well as presence during departmental meetings will demonstrate the action plan item was monitored and implemented with fidelity. Students' work/projects in relation to STEM.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

In order to monitor and support the fidelity of implementation, department chairs will review faculty unit plans and ensure connections to the overarching curriculum map within either the Science or Mathematics departments and then shared with Executive Director.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Reviews of submitted unit plans in conjunction with departmentally agreed upon curriculum maps will demonstrate that conceptual integration of STEM has been practiced.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

In order to monitor and support the effective strategic implementation, (1) department chair and other administrator visits: classroom walk-throughs, informal and formal observations will witness the implementation of STEM integration into lessons/units and (2) a range of assessments of student knowledge will indicate the impact of STEM integration on student achievement levels

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

The evidence that will be collected/used to demonstrate the effective implementation of action steps will include the observation notes from witnessed classroom demonstrations, analyses of student knowledge through the assessments of student work displayed or presented, and data pertaining to the increase of student achievement levels on assessments.

G3.B1.S2 Students will be involved in community STEM programs and faculty is encouraged to inter-disciplinary connections and cross-departmental meetings to allow faculty to combine efforts and collaborate while constructing lessons and units in tandem with the established curriculum. 4

 S137076

Strategy Rationale

Closer faculty cooperation and professional discussion about STEM infusions between disciplines and across the curriculum solidifies standards throughout grade-level classrooms and harnesses departmental strengths as well as improve student performance in STEM areas.

Action Step 1 5

Students will be invited to attend events at local colleges and university in order to promote and learn STEM concepts and apply them to workforce initiatives.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/24/2014 to 6/4/2015

Evidence of Completion

student attendance rosters, community service logs, etc.

Action Step 2 5

Scheduled department meetings that allow faculty to explore common topics related to STEM together

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Meetings attendance rosters, pre-set agendas, meeting notes and plans, and follow-up feedback from involved individuals

Action Step 3 5

Encourage involved faculty to devise manners and methods for conveying, exploring, and imparting STEM concepts through timed or tandem lessons/units that allow students to deepen their understanding of concepts through application.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Collected information concerning calendar dates for lesson carry-overs and unit connections between departments/disciplines as well as faculty action plans designed backward from commonly held essential questions and overarching concepts

Action Step 4 5

Faculty meetings by and between departments to review the successful implementation of lessons and units integrating STEM concepts

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Meeting minutes will record commentary, corrective steps to improve the process for future purposes, and plans for further development of inter-departmental collaboration

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

In order to monitor and support the fidelity of strategic implementation, there will be an administrative presence of department chairs and Executive Director at meetings, and the role of active instructional staff members will be recorded.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Meeting notes and attendance rosters will serve as evidence that implementation occurred with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

In order to monitor and support the effective implementation, faculty feedback and collaborative commentary about the integration of STEM concepts into common lessons and unit plans will be elicited and recorded.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Records from these meetings will be supplemented by notes from the observations to discern the effectiveness of curriculum mapping, instructional staff joint planning, and development/review of common core standards and departmental expectations of student performance.

G4. Doctors Charter School of Miami Shores aims to continue its development of positive and strong community relations through parents and families to enhance school programming, safety, and student achievement. 1

G049813

G4.B1 Parent participation during school-wide events and/or meetings 2

B124677

G4.B1.S1 Doctors Charter School will provide parents with additional opportunities to participate in school related functions (such as on evenings, weekends, etc.) 4

S137330

Strategy Rationale

Because many parents work a variety of shift-types, they are not able to attend school-related functions during the day and evening at times. By providing additional opportunities, more parents can be involved in their students' school lives.

Action Step 1 5

Establish a plan with the PTSA to commence the development of a Hawks Call - a quarterly rallying of all parents and guardians to share thoughts and ideas via email, phone call, letter, or online suggestion link available via the website

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/8/2014 to 6/3/2015

Evidence of Completion

A timeline of actionable items, phone tree / communication list development, and eventual input / collected suggestions from a range of parents/guardians

Action Step 2 5

Based on the collected data, DCS will collaborate with the PTSA to style and craft events that will attract and retain parent interest, support, and involvement based on the average acceptable dates of availability

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 11/7/2014 to 5/8/2015

Evidence of Completion

Invitation lists, RSVPs, tickets sold, participation numbers, and general fundraising support from parent/guardian interests will evince the growing involvement due to the work of PTSA surveying

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

DCS will follow up with PTSA to ensure community outreach and parent involvement opportunities.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

collected information from HAWKS call, logs, emails, etc.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Parents will be given a survey to see if the adjusted time frames help them become more involved at DCS events.

Person Responsible

Yesenia Marichal Santiago

Schedule

On 5/29/2015

Evidence of Completion

Review of survey

G4.B1.S2 Doctors Charter School will continuously aim to maintain accurate contact information on all students and their guardians: mailing and permanent addresses, telephone numbers, email addresses, and online newsletter registrations. 4

 S138013

Strategy Rationale

All families need to be notified by whatever means possible, but families may have inconsistent communications options due to billing/salary cycles, lack of oversight, or forgetfulness due to new providers/carriers.

Action Step 1 5

Doctors Charter School office staff will begin filtering and vetting all contact information from the emergency contact cards collected at the beginning of the school to determine the accuracy of all guardians' information

Person Responsible

Nicholas Dorn

Schedule

Daily, from 10/8/2014 to 11/6/2014

Evidence of Completion

Collection of correct information and edits to the existing database will be evidence alone

Action Step 2 5

Doctors Charter School IT and Admissions will work with webmaster to establish an online form for data entry purposes prior to application season, so all prospective students are captured within an easily sort-able and managed spreadsheet/form.

Person Responsible

Jorge Camacho

Schedule

Daily, from 10/8/2014 to 11/6/2014

Evidence of Completion

A complete and correct database of all prospective student families (parents/guardians) for upcoming usage

Action Step 3 5

Doctors Charter School IT and webmaster will filter and vet outdated newsletter email recipients based on the current contact sheet information

Person Responsible

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Cross-check email addressed for registered recipients will ensure that accurate contacts are receiving the newsletter

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Follow up with faculty and staff to ensure student contact information is current and up-to-date.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

By keeping contact information updated, more parents can be informed.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

This strategy will be effective if more parents/guardians are involved in their child's academic progress.

Person Responsible

Nadine Charles-Azor

Schedule

Semiannually, from 10/24/2014 to 5/29/2015

Evidence of Completion

DCS will experience less bounce-back emails, parent communication logs of the teachers

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

This strategy will be effective if more parents/guardians are involved in their child's behavior progress

Person Responsible

Doug Garber

Schedule

Semiannually, from 10/27/2014 to 5/29/2015

Evidence of Completion

it will allow for DCS to have less students identified in the EWS.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

This strategy will be effective if more parents/guardians are involved in their child's improved attendance record

Person Responsible

Edith Dean


Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Improved contact information will allow the school to communicate with parents to ensure that students' are attending more regularly or at least greater information about absences/tardies is collected.

G4.B1.S3 Doctors Charter School aims to discover what kinds of events all of our parents/guardians would like to see and experience **4**

 S138014

Strategy Rationale

It is possible that events at Doctors Charter School have been operated and designed by parents who have only one style of calendar and schedule; broadening our reach and inviting families to suggest other ways they might participate will welcome others and develop stakeholder identities.

Action Step 1 **5**

Surveys will be handed out in the last period class to students at the end of the first week of every month for completion by parents and guardians

Person Responsible

Nadine Charles-Azor

Schedule

Monthly, from 11/7/2014 to 5/8/2015

Evidence of Completion

Rosters will be kept to ensure that all students in every class received the forms to take home to parents

Action Step 2 **5**

SGA Class Officers will encourage classmates to ensure that parents/guardians complete the survey in order to win a class spirit competition with NSLP approved healthy snacks, free school spirit items, etc.

Person Responsible

Doug Garber

Schedule

Monthly, from 11/7/2014 to 5/8/2015

Evidence of Completion

Action Step 3 5

PTSA will collect and review all monthly survey items to consider adding events and developing activities that can include more parents and community interest

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 11/12/2014 to 5/13/2015

Evidence of Completion

Semi-complete and complete surveys will be analyzed for information to assist the PTSA in garnering greater support, involvement, and interest from parents who would have normally been categorized as "unavailable".

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

DCS faculty will distribute surveys to the students.

Person Responsible

Nadine Charles-Azor

Schedule

Every 2 Months, from 10/31/2014 to 5/29/2015

Evidence of Completion

photo copies were made, rosters indicate that surveys were distributed

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

DCS student activities director will monitor SGA class offers during announcements at class meetings.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/31/2014 to 5/29/2015

Evidence of Completion

DCS Student Activities Director will confirm that announcements were made.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

PTSA will consolidate survey results for new parent involvement opportunities.

Person Responsible

Nicholas Dorn

Schedule

Semiannually, from 10/31/2014 to 5/29/2015

Evidence of Completion

PTSA designed proposal of new opportunities based on survey results.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Surveys are being returned by family members.

Person Responsible

Nicholas Dorn

Schedule

Semiannually, from 11/28/2014 to 5/29/2015

Evidence of Completion

Surveys collected

G4.B2 Parents lack of Technological - digital (in)equity 2

B124682

G4.B2.S1 In partnering with the local Miami Shores Village library - Brockway Library -, DCS parents can have computer and wireless access readily available to families who are registered for the NSLP free and reduced program 4

S138039

Strategy Rationale

Since Doctors Charter School is Miami Shores Village community (municipal) charter school, various municipal resources should be made available and accessible to our student body and their guardians in order to ensure our community at-large is vibrant and supported.

Action Step 1 5

By developing partnership with municipal library and staff member to propose and devise a plan to include DCS family usage of designated computer stations and wireless access, DCS parents will be able at gain access to computers and the internet if they do not possess these tools at home.

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

DCS parents on the computer access logs from the municipal library

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Collaborate with library and staff to ensure proper use of wireless access and designated computer stations

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 11/14/2014 to 5/29/2015

Evidence of Completion

Library computer and wifi access logs

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

DCS and library will survey families to ensure that they are using the free computer and wireless capabilities.

Person Responsible

Nicholas Dorn

Schedule

Semiannually, from 1/23/2015 to 5/29/2015

Evidence of Completion

Surveys collected by the library and DCS faculty

G4.B2.S2 Provide families in need with refurbish outdated laptops that have already been replaced by updated devices. Provide these tools to families that qualify on the free and reduced meal program and do not currently possess functioning technology 4

 S138040

Strategy Rationale

Remove all barriers to technological access by using our own resources to support our families in need

Action Step 1 5

When parents identify themselves as not having proper functioning technology at home, the IT and administration will provide them with a refurbished laptop.

Person Responsible

Jorge Camacho

Schedule

Quarterly, from 11/10/2014 to 5/29/2015

Evidence of Completion

The list created by the team and computers being delivered to the families.

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Follow up with IT to ensure that refurbished laptops have been donated to the families in need.

Person Responsible

Nicholas Dorn

Schedule

Semiannually, from 12/1/2014 to 5/29/2015

Evidence of Completion

Families have been given a refurbished laptop.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Survey the families with the refurbished laptops to see if they have provided them with a solution to the problem at hand.

Person Responsible

Jorge Camacho

Schedule

On 5/29/2015

Evidence of Completion

Surveys collected by the families with the refurbished laptops

G4.B2.S3 Provide continuing education classes taught by volunteer student leaders of the National Honor Society and SGA (supervised by the faculty sponsors of the organizations) for parents/guardians lacking computer skills in the afternoons in DCS computer labs on a bi-weekly basis. 4

 S138041

Strategy Rationale

Students will be empowered and parent/guardians will feel at ease gaining technological know-how using our school's resources to support their developing familiarity with technological avenues toward greater sources of information.

Action Step 1 5

Parents will be invited to attend trainings held by volunteer student leaders from the National Honor Society and SGA in order to help those parents which lack computer and internet skills.

Person Responsible

Nicholas Dorn

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Logs kept from visiting parents.

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

Visit the training sessions in the afternoons and work with the sponsors to ensure students and parents are achieving basic tutorial sessions

Person Responsible

Jorge Camacho

Schedule

Every 6 Weeks, from 10/27/2014 to 5/29/2015

Evidence of Completion

observation logs and feedback records

Plan to Monitor Fidelity of Implementation of G4.B2.S3 6

Review the monthly lesson plans/agendas, rubric for skill development and list of benchmarks to ensure integrity and clarity, coherence and educational merit

Person Responsible

Jorge Camacho

Schedule

Every 6 Weeks, from 10/27/2014 to 5/29/2015

Evidence of Completion

Drafts of lesson plans, rubrics, and benchmark coverage will be collected, reviewed, and returned for revision.

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

Review logs to ensure parents are attending sessions

Person Responsible

Nicholas Dorn

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Logs and frequency of visits

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

Parents/guardians will be asked to prove their proficiency through a series of dynamic assessments

Person Responsible

Jorge Camacho

Schedule

Every 2 Months, from 11/13/2014 to 5/22/2015

Evidence of Completion

Parents/guardians will be able to show/demonstrate proficiency through the supervised and assessed completion of a variety of tasks.

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 7

Feedback and reflection surveys from the student-leaders will be collected to discern the effectiveness of the program for future reconsideration and readministration

Person Responsible

Nicholas Dorn

Schedule

On 5/8/2015

Evidence of Completion

Reflection survey results collected and reviewed to discover the benefits added for the student-leader/volunteer instructors who were engaged in the process of training parent/guardians in the process of digital communication application usage

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students will engage in differentiated instructional strategies that are research based for ELA content. These DI strategies include (but not limited to) using Gardner's Multiple Intelligences, reader's theater, whole/small/individual group activities, etc.	Marichal Santiago, Yesenia	9/25/2014	student grades, student performance/products, teacher lesson plans with embedded strategies	6/4/2015 daily
G1.B3.S1.A1	Students will engage in differentiated instructional strategies that are research based for science content. These DI strategies include (but not limited to) using project/experiment based learning, tier assignments, whole/small/individual group activities, computerized simulations, etc.	Dorn, Nicholas	9/18/2014	student grades, student performance/products, teacher lesson plans with embedded strategies	6/4/2015 daily
G1.B2.S1.A1	Students will engage in differentiated instructional strategies that are research based for math content. These DI strategies include (but not limited to) using manipulatives, whole/small/individual group instruction, Bloom's Taxonomy, etc.	Dorn, Nicholas	8/18/2014	student grades, student performance/products, teacher made test results, district and state assessments, teacher lesson plans with embedded strategies	6/5/2015 daily
G3.B1.S1.A1	Students will participate in STEM concepts in their science and mathematics courses by teachers identifying standards, aspects and areas within their departmental curriculum maps that can incorporate or be enhanced by STEM concepts.	Dorn, Nicholas	10/24/2014	Review of the curriculum maps and rationales of departments on which incorporation/enhancement by STEM concepts were made.	6/5/2015 monthly
G2.B1.S1.A1	Students will be given Winner Circle rewards every quarter when they have perfect attendance and no tardies.	Charles-Azor, Nadine	10/24/2014	Winner Circles are delivered to school and will be distributed during awards assembly every quarter.	6/5/2015 quarterly
G4.B1.S1.A1	Establish a plan with the PTSA to commence the development of a	Dorn, Nicholas	10/8/2014	A timeline of actionable items, phone tree / communication list development,	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Hawks Call - a quarterly rallying of all parents and guardians to share thoughts and ideas via email, phone call, letter, or online suggestion link available via the website			and eventual input / collected suggestions from a range of parents/guardians	
G4.B1.S2.A1	Doctors Charter School office staff will begin filtering and vetting all contact information from the emergency contact cards collected at the beginning of the school to determine the accuracy of all guardians' information	Dorn, Nicholas	10/8/2014	Collection of correct information and edits to the existing database will be evidence alone	11/6/2014 daily
G4.B1.S3.A1	Surveys will be handed out in the last period class to students at the end of the first week of every month for completion by parents and guardians	Charles-Azor, Nadine	11/7/2014	Rosters will be kept to ensure that all students in every class received the forms to take home to parents	5/8/2015 monthly
G4.B2.S3.A1	Parents will be invited to attend trainings held by volunteer student leaders from the National Honor Society and SGA in order to help those parents which lack computer and internet skills.	Dorn, Nicholas	10/27/2014	Logs kept from visiting parents.	5/29/2015 monthly
G4.B2.S2.A1	When parents identify themselves as not having proper functioning technology at home, the IT and administration will provide them with a refurbished laptop.	Camacho, Jorge	11/10/2014	The list created by the team and computers being delivered to the families.	5/29/2015 quarterly
G4.B2.S1.A1	By developing partnership with municipal library and staff member to propose and devise a plan to include DCS family usage of designated computer stations and wireless access, DCS parents will be able at gain access to computers and the internet if they do not possess these tools at home.	Dorn, Nicholas	10/13/2014	DCS parents on the computer access logs from the municipal library	5/29/2015 quarterly
G1.B4.S1.A1	Students will engage in differentiated instructional strategies that are research based for social studies content. These DI strategies include (but not limited to) using mock trials, tier assignments, enrichment opportunities via computer programs, whole/small/individual group activities, etc.	Marichal Santiago, Yesenia	9/18/2014	student grades, student performance/products, teacher lesson plans with embedded strategies	6/4/2015 daily
G2.B2.S1.A1	For students that do not have demerits (no referrals, detentions, etc.) at the end of each quarter, they will be invited to the awards assembly and given a Winner's Circle (coupon booklet).	Charles-Azor, Nadine	10/24/2014	referrals collected by AP of discipline.	6/5/2015 quarterly
G2.B3.S1.A1	Students being identified as having 2.0 GPA or lower, will be invited to participate in before or after school tutoring by their teachers	Charles-Azor, Nadine	10/24/2014	logs kept by teachers during tutoring sessions, grades improving	6/5/2015 quarterly
G3.B1.S2.A1	Students will be invited to attend events at local colleges and university in order to promote and learn STEM concepts and apply them to workforce initiatives.	Dorn, Nicholas	10/24/2014	student attendance rosters, community service logs, etc.	6/4/2015 quarterly
G1.B1.S2.A1	Students in the lowest 25% (levels 1 and 2) will participate in an intensive	Cohen, Meryl	8/18/2014	Students' schedule, teacher lesson plans, student grades and scores on district and state assessments.	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	reading course with new curriculum aligned to the Florida Standards.				
G1.B2.S2.A1	Students scoring in the lowest 25% (levels 1 and 2 on FCAT/EOC) will participate in a new intensive math program (Mathletics for middle school and Carnegie Learning for high school Algebra 1).	Dorn, Nicholas	10/27/2014	Teacher lesson plans, observations, student assessments (state and district), student products, etc.	6/4/2015 daily
G3.B1.S1.A2	Science and Mathematics departments will integrate STEM concepts into the formation of objectives, agendas, plans, and assessments within lessons and units as per the mapped curriculum	Dorn, Nicholas	10/24/2014	Evidence of integration will be systematically or dynamically acquired through submitted lesson plans, (in)formal observations, and classroom walk-throughs.	6/5/2015 monthly
G3.B1.S2.A2	Scheduled department meetings that allow faculty to explore common topics related to STEM together	Dorn, Nicholas	10/24/2014	Meetings attendance rosters, pre-set agendas, meeting notes and plans, and follow-up feedback from involved individuals	6/5/2015 monthly
G2.B3.S1.A2	Faculty will participate in monthly departmental and grade-level meetings to discuss student academic achievement, behavior concerns, and attendance.	Marichal Santiago, Yesenia	9/8/2014	Logs and minutes to the meetings will be kept.	5/29/2015 monthly
G4.B1.S1.A2	Based on the collected data, DCS will collaborate with the PTSA to style and craft events that will attract and retain parent interest, support, and involvement based on the average acceptable dates of availability	Dorn, Nicholas	11/7/2014	Invitation lists, RSVPs, tickets sold, participation numbers, and general fundraising support from parent/guardian interests will evince the growing involvement due to the work of PTSA surveying	5/8/2015 monthly
G4.B1.S2.A2	Doctors Charter School IT and Admissions will work with webmaster to establish an online form for data entry purposes prior to application season, so all prospective students are captured within an easily sort-able and managed spreadsheet/form.	Camacho, Jorge	10/8/2014	A complete and correct database of all prospective student families (parents/guardians) for upcoming usage	11/6/2014 daily
G4.B1.S3.A2	SGA Class Officers will encourage classmates to ensure that parents/guardians complete the survey in order to win a class spirit competition with NSLP approved healthy snacks, free school spirit items, etc.	Garber, Doug	11/7/2014		5/8/2015 monthly
G2.B1.S1.A2	Students earning perfect attendance and no tardies will be invited to a pizza party hosted by the PTSA.	Dorn, Nicholas	10/24/2014	Attendance records from gradebook will be reviewed and students will be invited.	6/5/2015 quarterly
G2.B2.S1.A2	For teachers that need support with behavior modification, the SPED coordinator and the guidance counselor will provide strategies and/or programs to use (ClassDoJo, Edmodo, etc.) in order to improve behavior in the classroom.	Marichal Santiago, Yesenia	10/6/2014	referrals collected for behaviors, teacher emails for support, Class Dojo reports, etc.	6/5/2015 monthly
G3.B1.S2.A3	Encourage involved faculty to devise manners and methods for conveying, exploring, and imparting STEM concepts through timed or tandem lessons/units that allow students to deepen their understanding of concepts through application.	Dorn, Nicholas	10/24/2014	Collected information concerning calendar dates for lesson carry-overs and unit connections between departments/disciplines as well as faculty action plans designed backward from commonly held essential questions and overarching concepts	6/5/2015 monthly
G2.B2.S1.A3	A Discipline Committee will be developed in order to discuss current behavior modification methodologies	Garber, Doug	10/20/2014	Logs and minutes from meetings; updated DCS discipline handbook.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	and update the DCS discipline hand-book.				
G4.B1.S2.A3	Doctors Charter School IT and webmaster will filter and vet outdated newsletter email recipients based on the current contact sheet information		9/8/2014	Cross-check email addressed for registered recipients will ensure that accurate contacts are receiving the newsletter	5/29/2015 weekly
G4.B1.S3.A3	PTSA will collect and review all monthly survey items to consider adding events and developing activities that can include more parents and community interest	Dorn, Nicholas	11/12/2014	Semi-complete and complete surveys will be analyzed for information to assist the PTSA in garnering greater support, involvement, and interest from parents who would have normally been categorized as "unavailable".	5/13/2015 monthly
G3.B1.S2.A4	Faculty meetings by and between departments to review the successful implementation of lessons and units integrating STEM concepts	Dorn, Nicholas	10/24/2014	Meeting minutes will record commentary, corrective steps to improve the process for future purposes, and plans for further development of inter-departmental collaboration	6/5/2015 monthly
G1.MA1	By reviewing students' grades in all core classes, reviewing teacher made assessments, district and state standardized assessments given throughout the year, Doctors Charter School can determine if this goal was attained.	Dorn, Nicholas	10/6/2014	student grades on report cards, teacher made assessment data collected, state and district assessments	6/5/2015 quarterly
G1.B1.S1.MA1	By monitoring student grades, student performance/products, teacher lesson plans, etc., and we see improvement in standardized tests, we will know that this strategy is working properly.	Dorn, Nicholas	9/25/2014	student grades, performance on teacher made assessments, district and state assessments	5/25/2015 every-6-weeks
G1.B1.S1.MA1	Teachers will be observed by administrators and administrative support team members in order to monitor use of Differentiated Instruction in the classroom and throughout their lesson plans.	Dorn, Nicholas	9/25/2014	Teachers' lesson observation forms, students' data collected, assessment results.	5/25/2015 monthly
G1.B3.S1.MA1	By monitoring student grades, student performance/products, teacher lesson plans, etc., and we see improvement in standardized tests, we will know that this strategy is working properly.	Dorn, Nicholas	9/18/2014	student grades, performance on teacher made assessments, district and state assessments	6/4/2015 monthly
G1.B3.S1.MA1	Teachers will be observed by administrators and administrative support team members in order to monitor use of Differentiated Instruction in the classroom and throughout their lesson plans.	Dorn, Nicholas	9/18/2014	Teachers' lesson observation forms, students' data collected, assessment results.	5/25/2015 monthly
G1.B2.S1.MA1	By monitoring student grades, student performance/products, teacher lesson plans, etc., and we see improvement in standardized tests, we will know that this strategy is working properly.	Dorn, Nicholas	10/15/2014	student grades, performance on teacher made assessments, district and state assessments	6/5/2015 every-6-weeks
G1.B2.S1.MA1	Teachers will be observed by administrators and administrative support team members in order to monitor use of Differentiated Instruction in the classroom and throughout their lesson plans.	Dorn, Nicholas	10/6/2014	teachers' lesson observation forms, students' data collected, assessment results.	6/5/2015 monthly
G1.B4.S1.MA1	By monitoring student grades, student performance/products, teacher lesson plans, etc., and we see improvement in standardized tests, we will know that this strategy is working properly.	Dorn, Nicholas	10/6/2014	student grades, performance on teacher made assessments, district and state assessments	6/4/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Teachers will be observed by administrators and administrative support team members in order to monitor use of Differentiated Instruction in the classroom and throughout their lesson plans.	Dorn, Nicholas	10/6/2014	Teachers' lesson observation forms, students' data collected, assessment results.	6/4/2015 monthly
G1.B1.S2.MA1	Administration and assessment team will review students' scores on district and state standardized assessments to ensure effectiveness of implementation.	Marichal Santiago, Yesenia	10/27/2014	Student results from FIA and WIA, results from EOC and FSA assessments.	6/4/2015 quarterly
G1.B1.S2.MA1	Administration will monitor reading instructor's lesson plans and will observe in the classroom to ensure usage of new curriculum for intensive reading course	Dorn, Nicholas	10/6/2014	Teacher lesson plans, observation forms, student grades and district and state assessment results.	6/4/2015 quarterly
G1.B2.S2.MA1	Administration and assessment team will review student data based on district and state assessments in order to ensure if new curriculum has been effective.	Marichal Santiago, Yesenia	10/27/2014	student results on FIA and WIA, FSA math and EOC results.	6/4/2015 quarterly
G1.B2.S2.MA1	Administration will review teachers' lesson plans and do classroom observations/visits in order to ensure proper implementation of the new intensive curriculum program.	Dorn, Nicholas	10/27/2014	teacher lesson plans, classroom observations, student grades and assessment results.	6/4/2015 monthly
G2.MA1	The amount of students identified under Early Warning Systems should decrease. Less students will have less than the 2.0 requirement, less students will be suspended or with demerits, and more students should have 90% attendance or better.	Dorn, Nicholas	10/24/2014	Review of grade reports, review of referrals, review of attendance	6/5/2015 quarterly
G2.B1.S1.MA1	By providing reinforcements to students with perfect attendance, has the attendance rate improved.	Dorn, Nicholas	10/24/2014	attendance records	6/5/2015 semiannually
G2.B1.S1.MA1	Administration will follow up with student services department in order to ensure that winner circles and reinforcements are being delivered to those students that earn them.	Marichal Santiago, Yesenia	10/24/2014	Emails to student services and/or follow-up meetings	6/5/2015 quarterly
G2.B2.S1.MA1	Once new behavior modification techniques have been identified and put into action, the amount of student referrals should decrease.	Garber, Doug	10/24/2014	Review of the amount of referrals, outdoor/indoor suspensions, etc.	6/4/2015 quarterly
G2.B2.S1.MA1	Administration will met with student services department in order to ensure that rewards are being given to those that earn them, that teachers are being supported in the classroom, and that the discipline committee is addressing the changes in student discipline handbook.	Dorn, Nicholas	10/24/2014	Students present at awards assembly, review of teacher support related email, Review of logs, minutes, and handbook revisions from the discipline committee.	6/5/2015 quarterly
G2.B3.S1.MA1	Because of the tutoring sessions provided to students and the discussions held by faculty members, students identified under a 2.0 will be decreased.	Dorn, Nicholas	10/24/2014	Grades and GPA increased, tutoring logs, minutes at meetings, etc.	6/5/2015 quarterly
G2.B3.S1.MA1	Administration will review tutoring logs and visit tutoring sessions in the afternoons and during different department and grade-level meetings.	Dorn, Nicholas	9/8/2014	Observation of tutoring sessions, teacher discussions during meetings, logs, minutes, etc.	6/5/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	Attendance of afternoon activities, submissions to competitions, and surveys on increasing interest in the field of STEM applications	Dorn, Nicholas	10/24/2014	Based on the fluctuations in attendance at afternoon events and activities, the number of submissions to various competitions and contests, and data collected from a range of surveys to be supplied to these student STEM-oriented organizations, special interest groups, and clubs.	6/5/2015 every-2-months
G3.MA2	Assessment data from lessons, class participation, student presentations, and class-oriented projects will be gathered based on rubrics designed by curriculum teams within the Math and Science departments	Dorn, Nicholas	10/24/2014	Evidence collected will demonstrate that curriculum covered in classes is being monitored through the development of standardized team rubrics and measured through related assessment data to achieve selected targets.	6/5/2015 quarterly
G3.B1.S1.MA1	In order to monitor and support the effective strategic implementation, (1) department chair and other administrator visits: classroom walk-throughs, informal and formal observations will witness the implementation of STEM integration into lessons/units and (2) a range of assessments of student knowledge will indicate the impact of STEM integration on student achievement levels	Dorn, Nicholas	10/24/2014	The evidence that will be collected/ used to demonstrate the effective implementation of action steps will include the observation notes from witnessed classroom demonstrations, analyses of student knowledge through the assessments of student work displayed or presented, and data pertaining to the increase of student achievement levels on assessments.	6/5/2015 monthly
G3.B1.S1.MA1	In order to monitor and support the fidelity of implementation, submitted faculty lessons plans will be reviewed by department chairs and Executive Director. Students' work and projects will be reviewed.	Dorn, Nicholas	10/24/2014	Reviews of submitted lesson plans and follow-up with faculty as well as presence during departmental meetings will demonstrate the action plan item was monitored and implemented with fidelity. Students' work/projects in relation to STEM.	6/5/2015 biweekly
G3.B1.S1.MA2	In order to monitor and support the fidelity of implementation, department chairs will review faculty unit plans and ensure connections to the overarching curriculum map within either the Science or Mathematics departments and then shared with Executive Director.	Dorn, Nicholas	10/24/2014	Reviews of submitted unit plans in conjunction with departmentally agreed upon curriculum maps will demonstrate that conceptual integration of STEM has been practiced.	6/5/2015 monthly
G3.B1.S2.MA1	In order to monitor and support the effective implementation, faculty feedback and collaborative commentary about the integration of STEM concepts into common lessons and unit plans will be elicited and recorded.	Dorn, Nicholas	10/24/2014	Records from these meetings will be supplemented by notes from the observations to discern the effectiveness of curriculum mapping, instructional staff joint planning, and development/review of common core standards and departmental expectations of student performance.	6/5/2015 monthly
G3.B1.S2.MA1	In order to monitor and support the fidelity of strategic implementation, there will be an administrative presence of department chairs and Executive Director at meetings, and the role of active instructional staff members will be recorded.	Dorn, Nicholas	10/24/2014	Meeting notes and attendance rosters will serve as evidence that implementation occurred with fidelity.	6/5/2015 monthly
G4.MA1	By updating parent contact information, keeping track of teachers' communication logs, change in parent attendance at events, and other data, we can monitor if goal is being accomplished.	Dorn, Nicholas	1/5/2015	Teachers' communication logs, attendance at parent-attended events, decrease amount of students in the EWS (academic, behavior, attendance), parent attendance has increased	5/29/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA2	An increase in parent attendance at new events that were developed due to the survey results.	Dorn, Nicholas	11/14/2014	An increase in new parent attendance	5/29/2015 quarterly
G4.MA3	By providing FREE access to internet/ computers at the local libraries, more parents will be able to view the parent portal and in turn be more on top of their child's academic, behavior, and attendance status.	Dorn, Nicholas	3/30/2015	An increase in parents on the parent portal, less students identified by the EWS (academic, behavior, attendance)	5/29/2015 one-time
G4.MA4	By providing families in low social economic status with refurbished laptops, they could potentially have more access to student grades on the portal, DCS website, and other important information that technology has to offer.	Dorn, Nicholas	5/4/2015	An increase in parents on the parent portal, registered for the DCS newsletter (Doctors Note) less students identified by the EWS (academic, behavior, attendance)	5/29/2015 one-time
G4.MA5	By granting access to parents/ guardians to computer training DCS can ensure parents/guardians understand/know how to access the basic lines of communication to learn more about parent involvement	Dorn, Nicholas	10/31/2014	Parents with new knowledge will be able to sign-up for newsletters, send emails, learn more about events on social and the school website.	5/22/2015 monthly
G4.B1.S1.MA1	Parents will be given a survey to see if the adjusted time frames help them become more involved at DCS events.	Marichal Santiago, Yesenia	4/27/2015	Review of survey	5/29/2015 one-time
G4.B1.S1.MA1	DCS will follow up with PTSA to ensure community outreach and parent involvement opportunities.	Dorn, Nicholas	11/3/2014	collected information from HAWKS call, logs, emails, etc.	5/29/2015 quarterly
G4.B2.S1.MA1	DCS and library will survey families to ensure that they are using the free computer and wireless capabilities.	Dorn, Nicholas	1/23/2015	Surveys collected by the library and DCS faculty	5/29/2015 semiannually
G4.B2.S1.MA1	Collaborate with library and staff to ensure proper use of wireless access and designated computer stations	Dorn, Nicholas	11/14/2014	Library computer and wifi access logs	5/29/2015 quarterly
G4.B1.S2.MA1	This strategy will be effective if more parents/guardians are involved in their child's academic progress.	Charles-Azor, Nadine	10/24/2014	DCS will experience less bounce-back emails, parent communication logs of the teachers	5/29/2015 semiannually
G4.B1.S2.MA3	This strategy will be effective if more parents/guardians are involved in their child's behavior progress	Garber, Doug	10/27/2014	it will allow for DCS to have less students identified in the EWS.	5/29/2015 semiannually
G4.B1.S2.MA4	This strategy will be effective if more parents/guardians are involved in their child's improved attendance record	Dean, Edith	10/24/2014	Improved contact information will allow the school to communicate with parents to ensure that students' are attending more regularly or at least greater information about absences/ tardies is collected.	5/29/2015 quarterly
G4.B1.S2.MA1	Follow up with faculty and staff to ensure student contact information is current and up-to-date.	Dorn, Nicholas	10/24/2014	By keeping contact information updated, more parents can be informed.	5/29/2015 quarterly
G4.B2.S2.MA1	Survey the families with the refurbished laptops to see if they have provided them with a solution to the problem at hand.	Camacho, Jorge	5/4/2015	Surveys collected by the families with the refurbished laptops	5/29/2015 one-time
G4.B2.S2.MA1	Follow up with IT to ensure that refurbished laptops have been donated to the families in need.	Dorn, Nicholas	12/1/2014	Families have been given a refurbished laptop.	5/29/2015 semiannually
G4.B1.S3.MA1	Surveys are being returned by family members.	Dorn, Nicholas	11/28/2014	Surveys collected	5/29/2015 semiannually
G4.B1.S3.MA1	DCS faculty will distribute surveys to the students.	Charles-Azor, Nadine	10/31/2014	photo copies were made, rosters indicate that surveys were distributed	5/29/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S3.MA2	DCS student activities director will monitor SGA class offers during announcements at class meetings.	Dorn, Nicholas	10/31/2014	DCS Student Actiivites Director will confirm that announcements were made.	5/29/2015 quarterly
G4.B1.S3.MA3	PTSA will consolidate survey results for new parent involvement opportunities.	Dorn, Nicholas	10/31/2014	PTSA designed proposal of new opportunities based on survey results.	5/29/2015 semiannually
G4.B2.S3.MA1	Review logs to ensure parents are attending sessions	Dorn, Nicholas	11/3/2014	Logs and frequency of visits	5/29/2015 quarterly
G4.B2.S3.MA4	Parents/guardians will be asked to prove their proficiency through a series of dynamic assessments	Camacho, Jorge	11/13/2014	Parents/guardians will be able to show/demonstrate proficiency through the supervised and assessed completion of a variety of tasks.	5/22/2015 every-2-months
G4.B2.S3.MA5	Feedback and reflection surveys from the student-leaders will be collected to discern the effectiveness of the program for future reconsideration and readministration	Dorn, Nicholas	4/24/2015	Reflection survey results collected and reviewed to discover the benefits added for the student-leader/volunteer instructors who were engaged in the process of training parent/guardians in the process of digital communication application usage	5/8/2015 one-time
G4.B2.S3.MA1	Visit the training sessions in the afternoons and work with the sponsors to ensure students and parents are achieving basic tutorial sessions	Camacho, Jorge	10/27/2014	observation logs and feedback records	5/29/2015 every-6-weeks
G4.B2.S3.MA3	Review the monthly lesson plans/ agendas, rubric for skill development and list of benchmarks to ensure integrity and clarity, coherence and educational merit	Camacho, Jorge	10/27/2014	Drafts of lesson plans, rubrics, and benchmark coverage will be collected, reviewed, and returned for revision.	5/29/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Doctors Charter School of Miami Shores will enhance and increase student achievement through the adoption and implementation of Differentiated Instruction throughout all core courses (Grade 6-12).

G1.B1 Low student performance in ELA courses and/or state and district assessments

G1.B1.S1 Students will engage in differentiated instructional strategies in ELA courses.

PD Opportunity 1

Students will engage in differentiated instructional strategies that are research based for ELA content. These DI strategies include (but not limited to) using Gardner's Multiple Intelligences, reader's theater, whole/small/individual group activities, etc.

Facilitator

Yesenia Marichal Santiago and others from the district.

Participants

All Teachers

Schedule

Daily, from 9/25/2014 to 6/4/2015

G1.B1.S2 Students in the lowest 25% (levels 1 and 2) will participate in an intensive reading course with new curriculum.

PD Opportunity 1

Students in the lowest 25% (levels 1 and 2) will participate in an intensive reading course with new curriculum aligned to the Florida Standards.

Facilitator

Yesenia Marichal Santiago and other platforms provided by MDCPS portal, Beacon, CPALMS, etc.

Participants

All reading teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G1.B2 Low student performance in math courses and/or state and district assessments

G1.B2.S1 Students will engage in differentiated instructional strategies in math courses.

PD Opportunity 1

Students will engage in differentiated instructional strategies that are research based for math content. These DI strategies include (but not limited to) using manipulatives, whole/small/individual group instruction, Bloom's Taxonomy, etc.

Facilitator

Yesenia Marichal Santiago and other district and state opportunities found on Beacon Educator, CPALMS, MDCPS, portal, etc.

Participants

all math teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G1.B2.S2 Students scoring in the lowest 25% percentile on the middle and high school state assessment(s) will participate in a new intensive math program.

PD Opportunity 1

Students scoring in the lowest 25% (levels 1 and 2 on FCAT/EOC) will participate in a new intensive math program (Mathletics for middle school and Carnegie Learning for high school Algebra 1).

Facilitator

Yesenia Marichal Santiago and other companies (Mathletics and Carnegie)

Participants

all math teachers

Schedule

Daily, from 10/27/2014 to 6/4/2015

G1.B3 Low student performance in science courses and/or state and district assessments

G1.B3.S1 Students will engage in differentiated instructional strategies in science courses.

PD Opportunity 1

Students will engage in differentiated instructional strategies that are research based for science content. These DI strategies include (but not limited to) using project/experiment based learning, tier assignments, whole/small/individual group activities, computerized simulations, etc.

Facilitator

Yesenia Marichal Santiago and other platforms such as Beacon Educator, CPALMS, MDCPS portal, etc.

Participants

All science teachers

Schedule

Daily, from 9/18/2014 to 6/4/2015

G1.B4 Low student performance in social studies courses and/or state and district assessments

G1.B4.S1 Students will engage in differentiated instructional strategies in social studies courses.

PD Opportunity 1

Students will engage in differentiated instructional strategies that are research based for social studies content. These DI strategies include (but not limited to) using mock trials, tier assignments, enrichment opportunities via computer programs, whole/small/individual group activities, etc.

Facilitator

Yesenia Marichal Santiago and other platforms such as Beacon Educator, CPALMS, MDCPS portal, etc.

Participants

All social studies teachers

Schedule

Daily, from 9/18/2014 to 6/4/2015

G3. Doctors Charter School of Miami Shores aims to prepare students through Scientific, Technological, Engineering-oriented and Mathematical (STEM) initiatives to develop twenty-first century skills, become equipped for a future competitive workplace, and apply their knowledge beyond the classroom

G3.B1 Student participation in STEM course content

G3.B1.S1 Students will be involved in STEM concept materials in their math and science courses because of further development of curriculum in the Science and Mathematics departments through appropriate mapping and instructional design to incorporate STEM concepts.

PD Opportunity 1

Students will participate in STEM concepts in their science and mathematics courses by teachers identifying standards, aspects and areas within their departmental curriculum maps that can incorporate or be enhanced by STEM concepts.

Facilitator

PBS STEM Education Resource Center

Participants

Members of the Science and Mathematics departments (includes members with computer programming and engineering backgrounds)

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Doctors Charter School of Miami Shores aims to enhance its Early Warning Systems to support positive student trajectories through middle and high school by addressing attendance, behavior, and academic performance in order to assure the successful matriculation and completion of all graduation requirements.

G2.B2 Students on behavior warnings (suspensions, demerits, etc.)

G2.B2.S1 Students with no demerits (no referrals, detentions, etc.), will be offered reinforcement activities.

PD Opportunity 1

For teachers that need support with behavior modification, the SPED coordinator and the guidance counselor will provide strategies and/or programs to use (ClassDoJo, Edmodo, etc.) in order to improve behavior in the classroom.

Facilitator

Yesenia Marichal Santiago and Deanna Appleton

Participants

Any Teacher needing the support

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Doctors Charter School of Miami Shores will enhance and increase student achievement through the adoption and implementation of Differentiated Instruction throughout all core courses (Grade 6-12).	2,085
Grand Total	2,085

Goal 1: Doctors Charter School of Miami Shores will enhance and increase student achievement through the adoption and implementation of Differentiated Instruction throughout all core courses (Grade 6-12).

Description	Source	Total
B1.S2.A1 - Consumable textbooks/workbooks for students in lowest 25%	School Improvement Funds	960
B2.S2.A1 - consumable workbooks/online workbooks for intensive math courses in middle and high school	School Improvement Funds	1,125
Total Goal 1		2,085