

Downtown Miami Charter School



2014-15 School Improvement Plan

Downtown Miami Charter School

305 NW 3RD AVE, Miami, FL 33128

<http://www.downtowncharter.org>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
87%

Alternative/ESE Center
No

Charter School
Yes

Minority
98%

School Grades History

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

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	31
Goals Summary	31
Goals Detail	31
Action Plan for Improvement	35
Appendix 1: Implementation Timeline	67
Appendix 2: Professional Development and Technical Assistance Outlines	71
Professional Development Opportunities	72
Technical Assistance Items	77
Appendix 3: Budget to Support Goals	78

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

The DMCS family "believes in the magic of education" and will work together with teachers, faculty, parents and community members to instill in students a lifelong love for learning by delivering a challenging, stimulating and individualized curriculum that meets each students' unique needs, and allows students to realize the global impact of collaboration and contribution.

Provide the school's vision statement

We believe that all children can develop as intellectual learners, function as good citizens, and become academically successful.

School Environment

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

Downtown Miami Charter School (DMCS) works diligently to learn more about our scholars background and building relationships. This year we will begin implementing Responsive Classroom which allows teachers to provide scholars with opportunities who they are to share with their classmates and teachers through the greetings and activities. Teachers at DMCS are trained to build high quality relationships with scholars and their parents by helping them create dreams, goals and actions plans to help them achieve them. Teachers are expected to always respect scholars by using a growth mindset, praising scholars for accomplishments and coaching them to improve. Teachers at DMCS understand that their position requires them to go above and beyond to let scholars know they truly care about them as people and their goals. All teachers provide parents with their cell phone number and let them know they can call them with any questions or concerns they may have. Teachers follow positive praise systems to make sure they are praising students three times for every one redirections. The school implements a Scholar Success Program which allows teachers to be fair with consequences to ensure that all scholars are treated fairly. Administration and Coaches spend two to three hours per day in classrooms and the cafeteria, observing to ensure that DMCS creates a respectful, encouraging and motivating environment.

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

Downtown Miami Charter School creates an environment where scholars feel safe and respected by creating a highly structured environment. Our scholars need high structure in all aspects of their education. From the time they enter the doors at 7:30 am, we make sure we have a clear plan of what our expectations are for scholars and clears post around the building to ensure all students are supervised at all times. Scholars are taught through CHAMPS training how to set clear expectations for their behavior. Teachers are instructed to follow the school wide discipline plan to ensure scholars know how to respect one another and are disciplined when they make choice of not creating a safe environment. DMCS also employs a full time Dean of Students and School Counselor to support our scholars, parents and teachers. Our Dean ensures that he follow through on Miami Dade Public School Code of Conduct, provides students with clear consequences and parent meetings.

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

Downtown Miami Charter School follows the Miami Dade County Code of Student Conduct

A primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance students' potential for learning and to foster positive interpersonal relationships. M-DCPS embraces the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Schools are charged to promote a positive school climate that supports academic achievement and emphasizes civility, fairness, mutual respect, and acceptance of diversity. Core values and model student behavior serve as a standard for all students. School Board rules are applicable to all students under the jurisdiction of Miami-Dade County Public Schools and are augmented by the Code of Student Conduct Elementary and the Code of Student Conduct Secondary, which are incorporated by reference in this School Board Rule, and are a part hereof. Copies of these documents are on file in the Office of Board Recording Secretary, and the Citizen Information Center, and shall be available in each school and special center. The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate not only supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect. It can be read in its entirety at; <http://ehandbooks.dadeschools.net/policies/90/index.htm> Your scholars are at school to learn, and you are there to teach them. There are however, factors that can interfere with the teaching and learning process. Unfortunately, many of these factors are societal and beyond the school's control. That makes it all the more paramount that educators be proactive in their discipline approach.

Most experts and teachers agree that if the teaching and curriculum are engaging and varied with instructional strategies there will be fewer behavior problems. The problem, however, is that before the lesson begins you must have their attention. You as the teacher must first get your scholars on task and then allow dynamic teaching to keep them on task.

Getting Scholars on Task

- Develop Discipline Plan - CHAMPs
 - o Expectations
 - o Procedures
 - o Consequences & Outcomes
 - o Reflection
- Teach Discipline Plan – Teaching the discipline plan is as important as teaching any other lesson
 - o Must be taught the 1st day of school
 - o Refer to the discipline plan continuously. This means when you observe positive or negative behavior as well as when you are anticipating possible disruptions
 - o Reteach the discipline plan every time more than just a few scholars repeatedly misbehave
 - o Lesson Procedure
 - ? Explain why you need expectations
 - ? Teach the expectations
 - ? Check for understanding
 - ? Explain the supportive feedback you will use when scholars follow the expectations
 - ? Explain why you have corrective actions
 - ? Explain the corrective actions
 - ? Check for understanding
- Teach Specific Directions

The school year is filled with "1sts". Each time something happens for the 1st time the teacher much devote time to teaching scholars exactly how they want them to behave in the specific situation. These situations require special routines, procedures, and policies.

Instructional Settings that require specific directions

- teacher directed activities
- whole group discussions
- independent seat work
- sustained silent reading
- independent seat work while teacher is with small group
- small group activities with teacher
- working in pairs
- taking tests
- cooperative group work
- giving oral reports
- working with special equipment
- working in centers

Routines that require specific directions

- walking in the classroom
- entering the classroom
- leaving the classroom
- beginning the school day
- taking roll
- following attention-getting signal
- lining up
- passing out material
- collecting papers/homework
- transition from independent seat work to small group
- transition from small group to independent seat work
- getting out books or papers
- emergency drills
- end-of-the day routines
- getting/putting away equipment
- going to the library/lab

General Policies that require specific directions

- using drinking fountain
- using pencil sharpener
- going to the restroom
- care of scholars' desks and chairs
- cleaning up workspace after an activity
- use of material on bookshelves or in cabinets
- use of computers
- bringing appropriate materials to class
- assigning classwork/homework
- classroom interruptions (phone, visitors, etc)

Remember you are setting up your classroom for the year

Components for each Specific

- Participation – What do you want your scholars to do during each activity
- Noise Level – How much noise will you tolerate
- Movement – What is the level of movement necessary for the activity
- Material management – How do you want your scholars to handle their material
- Consequences, Reinforcers, and Outcomes

Positive Reinforcers

It is the goal of DMCS that scholars not behave appropriately for rewards, but because they are intrinsically motivated to meet and exceed all academic, behavior, and social standards. On the other hand, we believe that effort and excellence should be praised and rewarded thus; the following are examples of positive consequences:

- Verbal praise
- Good news phone calls or e-mails
- Privilege passes for first in line, lunch with the principal, etc
- Nominations to be Student of the Month in the school
- Qualifying for the weekly awards based on homework completion and behavior

Negative Consequences:

When undesirable behavior is exhibited, the consequences are immediate, reflective, and corrective. DMCS's goal is not to punish, but to make change. The following are examples of negative consequences:

- 1-2 verbal warning or nonverbal cue
- discussion (with reflection) and action plan, parent contact may be necessary
- action plan, parent contact and possibly conference
- receives a "Notice of Concern" slip – administrative conference
- Severe: immediate referral to office and other consequences may follow

(Action plan can include detention, time out, etc – Please refer to the Menu for Effectively Responding to Classroom Misbehavior)

Corrective Actions Must Be

- Appropriate for your scholars, and you must feel comfortable using them
- Actions that are easy for you to implement
- Actions that your scholars will respond to

•

Each scholar must start each day with a clean slate

The corrective actions a scholar accumulates during one day should never roll over to the next day. You never want a scholar to think, Well, I've already got two strikes against me from yesterday, so why should I behave today? You and your scholars need to begin each day with the highest of expectations. Keep sight of the fact that your goal is positive: You want your scholars to learn to manage their own behavior.

Weekly Scholar Goals for behavior

Goals for Week 1

- know names
- perform following routines with close teacher supervision and reinforcement
 - o arrival
 - o transitions
 - o lining up and moving in hallway
 - o bathroom procedures
 - o recess
 - o lunch signals
 - o whole group meeting
 - o small group meeting
 - o quiet time
 - o cleanup
 - o dismissal
- scholar work will be displayed in classroom
- scholars will have had an opportunity to share information about themselves at least twice

Goals for Week 2

- daily academic times will be established
- children will work in small groups as well as individual, in pairs, and in whole group
- scholars will regularly work, play, and socialize in structured, teacher-supervised activities with a range of classmates

Goals for Week 3

- With less direct teacher supervision than in Weeks 1 and 2, most children will be participating successfully in the regular routines of the classroom, and in whole, small, and independent work formats

- Children will think critically about ways to follow the class expectations. Role playing in addition to discussion, modeling, and practice will help children apply the rules to a variety of specific troublesome situations arising in the course of the day

- Scholars will be able to work independently while the teacher is working with a small group

Goals for Weeks 4 – 6

- Scholars work together productively and kindly in both teacher and child formed groups

- Scholars are familiar with a large number of tools and resources for learning and expressing learning, and locate and use them independently and constructively

- Children show that they are beginning to internalize classroom rules by generating and discussing strategies for following the rules independently in problematic situation

- Scholars become increasingly independent in following classroom expectation by taking responsibility for leading them and by following the lead of classmates

Homework

Nature & Purpose - Research says:

- Homework should be:

- o Necessary

- o Useful

- o Appropriate to ability and maturity level

- o Well explained

- o Motivational

- o Clearly understood by scholar

Actions for Effectiveness – Research says

- NEVER give homework as a punishment

- Vary assignments – for example: oral reports, research projects, enrichment, exercises, and other assignments to spur creativity

- Assignments should not be overly long: teachers usually underestimate the amount of time necessary for scholars to complete homework

- Assure that scholars have concepts and skills necessary to do the assignments; insufficient preparation for homework may result in higher levels of scholar frustration

- Anticipate difficulties with assignments

- Contact parents early if scholar begins to develop a pattern of late or incomplete work

Homework Guidelines

- does the homework serve a valid purpose

- are the scholars capable of doing the assignment

- is the assignment a follow-up to a lesson or skill being taught in class

- do the children understand what they are to do

- can the scholar do the work without assistance from parents or others

- does the assignment minimize the temptation to merely copy information

- can the assignment be used as part of the daily program

- can the homework be evaluated fairly

Homework Do's and Don'ts

- be sure that parents understand the homework policy

- homework should not be used for disciplinary purposes

- scholars should not be overloaded with homework

- keep scholars' home situation in mind when assigning homework

- homework that is assigned should be reviewed, collected, and or graded

DMCS Homework Expectations

- Homework is an extension of the learning process and serves to reinforce material taught in class.

Consequently, it is extremely important and should be completed promptly and returned to school.

When a homework assignment is missing or incomplete, the scholar will be seated at a timeout table during lunch. They will be given time to eat lunch and then spend the remaining lunch period

completing the assignment. On the third homework assignment not turned in on time or incomplete, the teacher will assign detention. Children with chronic homework infractions are referred to the

school administration for possible suspension.

Teachers will use the following time schedule as a guide when assigning homework.

Varied Assignments Reading Log

Grade K 10 minutes 10 minutes

Grade 1 20 minutes 10 minutes

Grade 2 20 minutes 20 minutes

Grade 3 30 minutes 30 minutes

Grade 4 40 minutes 30 minutes

Grade 5 45 minutes 30 minutes

Grade 6 60 minutes 30 minutes

These times are a guide and are based on the average child's ability and on concentrated, undistracted time for doing home learning. The time a child takes to complete their home learning may vary according to the assignment. All scholars in grades K-6 will have homework every night, Monday – Thursday.

Transition Expectations

When transitioning throughout the school, scholars are expected to behave in a respectful and courteous manner.

Before, During, and After Transitions

- remind scholars of the expectations (these should be taught the first time introduced and reinforced throughout the year)

Hallway Rules

Face forward at all times

Follow directions immediately

Scholars should be reading a valid book

Walk single file staying to the right (2nd box)

Remain silent (non-verbal communication only)

- provide feedback to scholars when appropriate – this includes both positive and corrective

All scholars in the hall without an adult must carry a hall pass/agenda. Teachers of primary scholars may attach yarn or string to the passes and allow scholar to wear pass as a necklace. This can reduce lost or forgotten passes.

- It is the teacher's responsibility to be cognizant of the time a scholar has been out of the room. The scholar sign in log must be completed when a scholar leaves the room without an adult for any purpose. Limit scholar movement without an adult to emergencies only.

- Scholars coming to the office must have a note from a teacher. Scholars sent for discipline referral must have a completed referral form and a Reflection folder containing all teacher interventions including parent contacts, reflections forms, and other pertinent information.

This is an inclusive school. All teachers are responsible for their scholars, but the scholars belong to all of us. This means we, the school community, assume responsibility for behaviors of scholars when they are in our care and when they are moving throughout the school.

Communication

Communication is absolutely essential for any human endeavor. We, at DMCS, recognize this and will strive to maintain open, honest, and frequent communication with all parents at all times.

Teachers will document communication with parents in two ways:

- Planner – Daily

- Parent Communication Log (phone calls, print emails)

School Celebrations

- Each classroom teacher will recognize all scholars with exemplary behavior for the quarter during the Celebrating Success Assembly.

- o Criteria for honoree – Scholars must demonstrated exceptional accomplishment in meeting the "Guidelines for Success

- ? Be responsible

- ? Always try

- ? Do your best

? Have a good attitude

? Treat everyone with respect

Teachers should also reward scholars weekly that have exemplified excellent behavior with mini classroom celebrations. This “celebration” is left to the discretion of the teacher, but can include:

- Shower of Success
- Cheers
- Wall of Fame
- Student of the week
- Author of the Week
- Reading Challenge and/or Reading Plus champions

Scholar Success Plan

3rd Grade – 6th Grade

Scholar Scoring System

Each month every scholar starts off with 100 scholar points. Each demerit that a scholar earns reduces his/her score. Certain scores must be obtained in order to gain specific privileges in our school. Scholars’ scholar point status will be communicated to parents through their planner every Monday morning.

Scholars can earn a demerit for the following reasons;

Demerit – Unacceptable behaviors, which lead to a demerit and may lead to a variety of additional disciplinary actions at the discretion of the school include;

- Unprepared for class (e.g. no homework, no supplies, no materials)
- Uniform violation (e.g. no belt, untucked shirt, incorrect colors, no emblem)
- Failure to Follow Directions (not following directions and classroom procedures as set by the teacher)
- Classroom Disruptions/Talking Out (talking out, unnecessary noise, name calling, cracking)
- Electronic use without teacher permission
- Inappropriate Behavior (touching, play fighting, disrespect, cursing, cheating, defiance, out of seat)
- Hallway behavior (running, playing, excessive talking)
- Bathroom Etiquette (splashing, playing with soap, inappropriate behavior in the bathroom)
- Destruction of property (bathrooms, walls, cafeteria, vandalism)

Consequences

5 demerits before lunch = lunch detention

10 demerits = an afterschool detention (Wed/Fri)

15 demerits = Automatic Saturday detention

On 3rd detention = Saturday Work detention

On 4th detention = 1 day out of school suspension

If a scholar earns 10+ demerits in a week, they will serve an afterschool detention on Wednesday or Friday (3pm-4pm). It is the teachers’ responsibility to hand out the written detention slip and call home to ensure that the detention will be served. If assistance is needed for this process, please seek the help of administration. If a scholar fails to show up for their detention after the parent has been notified a 2nd afterschool detention will be issued. If they do not show up again a Saturday Detention will be issued (9am-11am). Failure to show up for the Saturday Work Detention will result in a one day Out of School Suspension.

Afterschool Detentions, Saturday Detentions and Suspensions may also be a result of other offenses at the discretion of the school as stated by the MDCPS Code of Student Conduct

Please note- Certain misconduct or misbehavior may warrant an immediate consequence. Numerous demerits, verbal and written warnings during the same school day may lead to the assignment of a detention and/or administrative referral. Depending on the misconduct, parent notification prior to the assignment of a detention or referral may not be required. Scholars who have consistent behavior challenges should be referred to the School Counselor to be considered for Tier 2 & Tier 3 Behavior Interventions through a FAB and creation of a BIP. If scholars have a BIP the teacher, support staff must implement the proactive and active interventions stated in the plan.

Incentives

If a scholar has 70+ scholar points remaining by the end of the month, they will be eligible for the monthly celebration. Examples include but not limited to; School Dances, Field Trips, Class celebrations, carnivals, Turkey Bowl, March Madness and any other extracurricular activities. Scholars will also be able to participate in Quarterly celebrations which will occur during the school day.

Each month scholars who maintain 90 or more scholar points will receive a token of appreciation and each quarter scholars who maintain 95+ scholar points on average will be recognized during the Celebrating Success Assembly and with Mr. Lupton's Luxuries (prizes, food, etc.).

By the end of the year scholars who have averaged over 80+ Scholar points or have had less than 3 months worth of 70+ scholar points will be eligible for a culminating end of the year celebration.

Positive Reinforcement:

It is the goal of DMCS that scholars behave appropriately because they are intrinsically motivated to meet and exceed all academic, behavior, and social standards. On the other hand, we believe that effort and excellence should be praised and rewarded because all scholars are yet intrinsically motivated; the following are examples of positive consequences:

- Verbal praise
- Good news phone calls or e-mails
- Parent link messages to scholars who mastered a specific academic standard (Parent Link message to all scholars who passed their weekly IFP, perfect behavior in lunch for the week, all homework turned in, etc)
- Privilege passes for first in line and lunch with the principal, etc
- Nominations to be Student of the Week
- Qualifying for the weekly awards based on homework completion and Behavior
- Scholar Success Plan

Negative Consequences:

When undesirable behavior is exhibited, the consequences are immediate, reflective, and corrective. DMCS goal is not to punish, but to make change. The following are examples of negative consequences:

- 1-2 verbal warning or nonverbal cue
- discussion (with reflection) and action plan, parent contact may be necessary
- Demerits
- Severe: immediate referral to office and other consequences may follow
- FAB & BIP process through the Guidance Counselor
- Loss of Privileges – a scholar may forfeit privileges such as guided PE or participation in non-curricular school trips, events or activities.

Teacher Responsibilities

- Track Scholar Points daily on the tracking sheet, and administer detentions upon the scholar receiving 10 demerits. Do not wait until the end of the week.
- Ensure teacher to teacher passing of tracking sheet and clipboard
- Total scholar points on the tracking sheet weekly
- Make Copy of tracking sheet if needed
- Notify parent if needed (+5 demerits in a day = parent contact)
- Turn in tracking sheet at the end of the week to Mr. McDonald/Dr. Harris
- Friday evening please prepare a new tracking form
- Check P-Drive for weekly point totals, print off if necessary and have the scholars write down their Scholar Point totals every Monday morning.
- Be consistent!!! "Every scholar is your student"

Scholar Point Success Celebrations

Options 3rd-6th Grade Field Days

Bayside Park

Lummus Park

Adrienne Arsht Center Tour

Bayfront Park

Marriott Hotel Tours
 Brickell Seawall excursion
 Freedom Tour
 American Airlines Tour
 Gusman Center for Performing Arts Tour
 Margaret Pace Park
 Miami Art Museum
 Field Day at DMCS

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

Downtown Miami Charter school will work with school counselor to provide a differentiated delivery of services including classroom guidance, assemblies, small group counseling, individual counseling and referral to community services. School counselor will utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. School based mentors will be trained and assigned to students identified with social-emotional and behavior concerns. Check-in/Check-out program will be utilized with students in need of positive adult interactions and positive feedback throughout the school day.

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

Downtown Miami Charter School will utilize Power Schools, SIS data and academic systems to identify students who have attendance, behavioral or academic concerns. Administration and school based support team will create data decision rules and interventions for number of absences for all scholars. Teachers will be trained and aware of decision rules and procedures for notification to administration and school support team after students are identified as meeting one of the data decision rules.

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
	K	1	2	3	4	5	6		
Attendance below 90 percent	16	13	9	6	13	6	4	67	
One or more suspensions	0	0	0	0	0	0	0		
Course failure in ELA or Math	6	30	25	29	3	15	14	122	
Level 1 on statewide assessment	0	0	0	23	10	29	11	73	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The interventions we have for our scholars who have early warning signs for high school drop or low performance are participation in our Response To Intervention Tiers. Scholars who have multiple schools suspensions receive Tier 3 behavioral interventions which include: Summer home visits, daily check in sessions with school counselor or dean of scholars, small group counseling, ongoing parent communication, possible outside agency counseling referrals, a mentor assigned and weekly documentation of percent of goals met. Scholars who have excessive absences, tardies and are below grade level are expected to participate on our Extended Day or DMCS Saturday University programs, quarterly parent meetings to address the concerns and this year we will be referring them to the school district attendance program. Students who are below grade level participate in the RTI model. In addition to being in Extended Day instruction, three days per week until 5:30 pm, attending Saturday Sessions, being pulled out for small group instruction and teachers target scholars four times per week for fifteen minutes of small group instruction, sixth grade scholars get twenty minutes per day to get extra help from their teachers or more time to complete missing assignments.

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?

Yes

PIP Link

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

Description

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

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
Dinda, Rebecca	Principal
Harris, Felix	Assistant Principal
McDonald, Aldin	Dean
Stephenson, Genvieve	Guidance Counselor
Alamo, Michelle	Instructional Coach
Rico, Eleven	Other
Ruiz, Berna	Instructional Coach
Walsh, Megan	Instructional Coach
Stroup, Delilah	Instructional Coach
Adamo, Allison	Instructional Coach

Duties

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

Rebecca Dinda – Principal – oversees the MTSS and monitors the implementation of the SIP
 Felix Harris – Assistant Principal – Oversees the SST process and monitors the ESE program and its compliance relating to the SIP
 Berna Ruiz – Curriculum Resource Teacher – Curriculum – Monitors the Rti academic process and provides support to teachers
 Megan Walsh – Reading Coach – Monitors the Tier III including Extended Day program and provides support to teachers
 Allison Adamo Monitors Tier II support to K-2 students and provides support to teachers
 Delilah Stroup – 2nd gr. Math/Sci teacher / Math Coach – Provides support to K-6 Math teachers and monitors tier II math progress.
 Michele Alamo – 5th gr Science teacher / Science Coach – Provides support to all K-6 Science Teachers and implements labs for the specials science lab teacher.
 Aldin McDonald – Dean of Students – Discipline – Monitors the Scholar Success Program and provides support to teachers on classroom management
 Genvieve Stephenson – Guidance Counselor – Oversees the Behavioral Rti process and provides Tier I character education to all students as well as tier II and tier III support to small group counseling sessions. Also provides support to teachers with individualized behavior plans.
 Eleven Rico- ESE/ESOL/SST Support- Oversees compliance and students support for ESE/ESOL Program and will over SST paperwork for new student referrals.

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 meets on bi-monthly basis during Tuesday data chats to review student data and discuss overall implementation of the Rtl Plan. RTI data binders are reviewed along with weekly observations of teachers and students and student data for students who performed below proficiency in 2013-2014 or are predicting to score below proficiency. This team also reviews our Rtl model and ensures that students are being pulled for small group instruction and are attending our extended day program. Lastly, this team discusses all students who are not making progress with the Rtl interventions. The leadership team follows the MTSS model by defining the specific problem students

are having, analyze why it is occurring, brainstorming our plan and evaluate the effectiveness of our plan.

The MTSS leadership team first meets at the Data Summit in July where the previous year's data is reviewed and actions are decided upon by the stakeholders. The team also participates in professional development to ensure that DMCS is using the most effective strategies to help students catch up to their desired grade level.

Every student receives Tier I and Tier II instruction. Students begin the day with Tier II instruction based on an analysis of their FCAT/SAT-10 scores and Fountas and Pinnell reading assessments. They are regrouped each quarter based on the analysis of their quarterly discovery reading benchmark assessments. Student data is reviewed over the summer during our Data Summit and students are then invited to attend extended day, three days a week if they are reading one year or more below grade level.

Tier I – K-5 Wonders and Envision Common Core as well as resources through STAR and online programs such as iStation, Mathletics and Reading Plus.

Tier I -6th Grade Imagine It, Novel Studies, Envision as well as resources though Common Core Coach and online programs such as iStation, Mathletics and Reading Plus

FAIR – reading assessment, NWEA Map Assessments, Monthly iStation Assessments, Monthly Writing Prompts aligned to FSA and Common Assessments (3rd-6th Grade only) for all grade levels.

Tier II – Small groups, Corrective Reading, Soar to Success, Voyager, Fountas & Pinnell Leveled Readers, Envision Intervention Program, Weekly IFP assessments

Tier III – Small groups, Fountas and Pinnell and/or Wonder Works Intervention System

Title I, Part A Title I funding will be utilized to hire additional staff members that are not allocated in our annual budget, which include a Reading Coach, Community Involvement Specialist, and four instructional assistants. Services are provided to ensure students requiring additional remediation and instruction in Literacy, Math and Science. The Reading coach develops, leads and evaluates school core content standards/programs; She identifies and analyzes existing literature based on curriculum assessments and intervention approaches. She assists with the design and implementation of progress monitoring, data collection and data analysis of the Wonders/Imagine It assessments and NWEA Map Assessments. She participates in the design and delivery of professional development for the staff. The Community Involvement Specialist, Miranda Bastian, provides parental support, maintains communication, arranges parent workshops, and performs home visits. She designs and manages an array of parental services including special support services to special needs populations such as homeless and neglected or delinquent students. She maintains a Parent Resource Center that provides parents with resources on parenting, referrals for outside services and access to the internet and DMCS' Power Schools System.

Nutrition Programs-National School Lunch Program is utilized at Downtown Miami Charter School

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy
- 2) Nutrition Education, as per state statute, is taught through physical education
- 3) The School Food Services Program, school breakfast, school lunch, and aftercare snacks, follows the healthy food and beverage guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rebecca Dinda	Principal
Debra Nails	Teacher
Vonesia Campbell	Teacher
Megan Walsh	Teacher
Kelly Clark	Teacher
Marisol Sandoval	Teacher
Genvieve Stephenson	Education Support Employee
Dalia Jiro	Parent
Tijuana Smith	Parent
Tranee Wallace	Teacher
Maria Gaugh	Parent
Eva Moncada	Parent
Lena Clark	Student
Antonio Marshall	Business/Community
Christine Casale	Business/Community
Gideon Ape	Business/Community
Sharmaine Luke	Business/Community

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 SAC committee meets once a month to discuss the initiatives of the SAC committee and SIP. The committee voted on different strategies and goals that were listed in the school improvement plan to better the school including budgetary decisions and funding.

Development of this school improvement plan

Beginning in March of the following year, the EESAC meets to review preliminary data and make suggestions on what is working and what needs to improve the following year. All EESAC members can share their thoughts and ideas and ideas are written into a preplanning strategic planning document. This includes resources, staffing and capital expenditures that may impact the budget. On last teacher planning day of the year, teachers and staff analyze academic data. Again they brainstorm each functioning areas of the school's strengths and weakness. They chart what is working and what needs to be improve. In the summer, EESAC and all learning community members are invited to spend an entire day analyzing all data for the previous school year. This process begins the creation of SIP. Once school returns, the leadership team and staff draft the plan. Then the members of the EESAC committee go over in detail each element of the school improvement plan and offer suggestions on how to improve it. The quorum votes on the strategies and goals listed in the school improvement plan and then oversee that everything is being implemented with fidelity throughout the year at each monthly EESAC meeting.

Preparation of the school's annual budget and plan

Each year in March the EESAC recommends what initiatives the school should take the next year to address weaknesses. Then they create a budget wishlist and as the school and board go through the

budget cycle, review requests from EESAC. This year the EESAC recommended that we purchase Wonders Reading Program for grades 3-6, iStation and Mathletics for al scholars. EESAC also requested more technology for scholars to access.

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

New Student Laptops: \$30,000
 iStation: Free-Grant for USF
 Mathletics: \$3,575.00
 Wonders Reading Program: \$21,047

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
Dinda, Rebecca	Instructional Coach
Adamo, Allison	Instructional Coach
Ruiz, Berna	Instructional Coach
Walsh, Megan	Instructional Coach
Harris, Felix	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will develop more rigorous standards for instruction and achievement. School wide teacher and student goals will be established around ensuring that students are exposed and instructed on how to comprehend more rigorous text using the Common Core Framework and Professional Development. We will continue the Instructional Focus Calendar and they will be updated quarterly based upon NWEA MAP tests which occur in September, October, January, and May during meetings with grade levels and school leadership team.

Curriculum maps will be followed throughout the year in every grade level and subject. They drive the instructional programs. Our school has adopted the research based strategy of increased instructional minutes. As such, the LLT will work to provide a framework for intensive school wide instruction and intervention in reading during the school wide College Preparatory designated daily time of remediation. This instruction will be specific to students needs and ensure that each program in challenging so students will stretch and push themselves to new reading levels. The LLT will continue to provide clear expectations for the implementation of the CSUSA Reading Challenge and use students incentives to increase at home reading. The school will work to continue to work with the Community to collect new and used book to ensure our students have access to high quality literature. The LLT has also worked to enroll around 150 struggling students in an extended day tutoring program where they are receiving Wonder Works Intervention program as well as two research based technology interventions, Reading Plus and iStation. Students attending are receiving an additional 270 minutes a week of reading instruction.

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

Downtown Miami Charter School has high expectations for teachers and staff. Adults who have high expectations for themselves, lead scholars to also have high expectations. DMCS staff is trained with Red Carpet strategies and taught philosophical approaches to creating a positive environment. The DMCS Faculty Handbook and Charter Schools USA Employee handbooks sets out clear expectations for professionals. Each year the school chooses a theme through best practices of high functioning organizations. This year the theme for DMCS and Charter Schools USA schools is, "Great by Choice." Additionally, at DMCS our theme is 100% Accountable. Our school community understands if we are going reach our school goals, each and every person must be 100% accountable for fulfilling their roles. Leadership is expected to be role models for professionalism and must provide feedback and discipline when staff is not making the school a better place. DMCS uses every early release Wednesdays for Professional Development, Faculty Meetings, Parent Conference or Committees to ensure collaboration on our goals is occurring. Every Teacher Planning Day is also used for high quality professional development and planning. Teachers have 45 minutes per day for team planning and collaboration. DMCS teachers are expected to work longer days and go above and beyond to do what is best for our scholars.

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

Highly qualified teachers are recruited through the Adaptive Virtual Edge Program. This is an online program which candidates can submit their resume and other information about themselves. We also reach out through our current teachers and sister CSUSA schools in the Dade county area. We accept resumes that are emailed to us as well as dropped off at our Downtown location. Once we have received the resumes of individuals we screen the candidates prior to any interviews taking place. If the interview is a success we ask that the candidate teach a model lesson to some of our students while we observe them.

Persons Responsible;

Rebecca Dinda – Principal

Felix Harris – Assistant Principal

Raul Moreno – Business Administrator

Bryan Rueger – CSUSA corporate office

Interview Process – 1) screenings, 2) grade level interview with the team leads 3) interview with the Assistant Principal and/or Principal 4) Model Lesson

Persons Responsible;

Rebecca Dinda – Principal

Felix Harris – Assistant Principal

Grade Level Team Leads

Leading Edge Members

New Teacher Orientation Program incorporating professional development in effective use of research based instructional strategies, classroom management, human resources related topics, incorporating technology and implementing its use effectively

Persons Responsible;

Regional Director – David McKnight

CSUSA Miami-Dade county Principals and Assistant Principals

We are able to retain highly qualified teachers by providing guidance for our first year teachers through our Teacher Leader Community Program which is ongoing professional development in the mastery of all professional competencies. We also offer medical, dental and vision benefits, an opportunity to utilize our 401K program and short and long term disability. Our teachers also receive additional bonuses

based on the outcome of their personal instructional goals and student success.

Person Responsible;
Vonesia Campbell

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

The DMCS Teacher Mentoring Program is an ongoing process throughout the school year which incorporates peer to peer walk-throughs, monthly meetings and our mentoring partner support system. Teachers are encouraged to do daily wak-throughs during their lunch or planning to observe best practices in other classrooms. This way they can incorporate new ideas as well as provide important feedback to the observed teacher. There are monthly TLC meetings for our new teachers and our mentoring support system is a planned buddy program where teachers are paired up based on areas of need and strengths. The rationale for the pairings is that the mentor teachers have been successful teaching our students in the content area of the assigned mentee.

Juliana Vazquez (kindergarten team lead) - assigned to Marisol Sandoval (kindergarten teacher). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Megan Walsh (Reading Coach) - assigned to Megan Evans (3rd grade co-teacher). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Genvieve Stephenson (Guidance Counselor, Specials Lead) - assigned to Elvin Negron (Music teacher). He will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Berna Ruiz (Curriculum Resource Teacher) - assigned to Grace Zelaya (3rd grade teacher) and Yesenia Sosa (3rd grade teacher) She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Delilah Stroup (K-6 Math Coach) assigned to Bianca Rodriguez (1st grade teacher). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Vonesia Campbell (6th grade team lead) assigned to Kelly Clark (4th grade teacher). She will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

Rodolfo Castillo (2nd grade team-lead) - assigned to Elizabeth Martinez (2nd grade teacher). He will have weekly meetings, providing training and feedback on walk-throughs related to classroom observations and data collection.

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

K-5: English Language Arts

The primary goal of the reading program is to support the progressive development of reading comprehension and incorporate reading throughout all subject areas. The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare the students. Students who are college and career ready display the following characteristics:

- Demonstrate independence
- Build strong content knowledge

- Respond to the varying demand of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

A focus will be on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. A firm foundation of reading skills is developed through a strong phonics program in order to strengthen decoding skills and enhance word analysis skills. Systematic, explicit instruction by the teacher within the reading program, as well as with other text sources, will foster the mastery of content and standards within reading. The GVC is the core curriculum for the school, which is the current state standards grouped and mapped in a particular way to ensure they can be mastered within the time given. The GVC map includes the state standards, essential questions, objectives, item specifications, evidence of learning, and sample resources. A variety of genuine texts will be used as resources, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in Just Read, Florida!, an effective program incorporates a wide range of diverse texts. The basis for the reading resource materials will be text exemplars and a reading program, Florida Reading Wonders . The combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success.

6: English Language Arts

Middle school students will complete three annual courses in English Language Arts, per the Miami-Dade County requirement for matriculation into high school. The required courses are M/J Language Arts 1, 2, and 3, each for grades 6, 7 and 8, respectively. Students may take additional reading courses as an elective, or be required to take intensive courses depending on their state-mandated assessment scores. In sixth grade, students can be offered M/J Reading 1, M/J Intensive Reading 1, M/J Advanced Language Arts, and M/J Intensive Language Arts 1. Each grade level will also have M/J Language Arts Through ESOL and/or M/J Developmental Language Arts Through ESOL. In addition to Novel Studies, Top Score Writing Program, Common Core Coaches and Performance programs have been purchased to align with Florida Standards.

The primary goal of the Reading/Language Arts program is to provide instruction in the strands and anchor standards as outlined in the table below. Specific standards are included in the curriculum map, aligned with Language Arts Florida Standards (LAFS). The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare students.

Supplemental Intervention Reading Program (SIRP)

The School will meet the individual needs of students during the school day. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as before and after school, through content area integration, during enrichment activities and any other opportunity to support student achievement of individual learning goals. Materials and resources that will be used are:

- Reading Plus*
- iStation*
- Houghton Mifflin Journeys

*Denotes a computer-based program

Comprehensive Intervention Reading Program (CIRP)

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction but may be pulled out during non-required electives. There will also be the opportunity for push-in support within the

classroom. Some research-based programs that the teacher will utilize include:

- Voyager Passport (K – 8)
- Fountas and Pinnell (K-6)
- WonderWorks (K-6)
- Corrective Reading (2-8)
- Reading Mastery
- Soar to Success

K-5 Mathematics

The GVC focuses students on accuracy of computation and mastery of basic operations; fundamental math concepts; and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers use various manipulative materials, including technology, to promote engaging, hands-on learning before moving students to paper and pencil tasks. The GVC is the core curriculum, which is the current state math standards grouped and mapped in a particular way in order to ensure the standards can be mastered in the time given. The School will implement Pearson Envision as its math textbook resource to use in conjunction with the GVC.

Students will receive, at minimum, 60 -90 minutes of uninterrupted math instruction daily. Teachers will follow the structure of modeling, guided practice, and independent practice to ensure understanding and mastery. Small group instruction and center activities will be utilized to reach students at their particular levels and provide content aligned with student needs. The determination of the students within each group is based upon data analysis of benchmark assessments, weekly assessments, and daily informal observations. Students who are considered at-risk in mathematics will receive the most small-group instruction within the allotted time for centers. Teachers will be encouraged to spend time with these students during lunch, before school, or after school to assist them in reaching a level of proficiency. Math intervention programs include envision Intervention, Think Through Math, Mathletics, and Common Core Coach materials all aligned to Common Core/ Florida Standards Assessment.

6: Mathematics ?

Middle school students will complete three annual courses in mathematics, per the Miami-Dade County requirement for matriculation into high school. In sixth grade, students will be able to take M/J Math 1, M/J Math 1 Advanced, or M/J Intensive Math 1.

The GVC focuses students on the application of mental math strategies related to the mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All middle grades use problem solving to promote analytical thinking skills. A major emphasis will be placed not only on the content standards, but also the practice standards for mathematics. These practice standards are incorporated within the content in order to aid students in gaining mathematical proficiency. The practice standards are listed below and apply to every grade level:

- ? MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- ? MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- ? MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- ? MAFS.K12.MP.4.1 Model with mathematics.
- ? MAFS.K12.MP.5.1 Use appropriate tools strategically.
- ? MAFS.K12.MP.6.1 Attend to precision.
- ? MAFS.K12.MP.7.1 Look for and make use of structure.
- ? MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

Teachers will use various strategies through real-world applications and will use the structure of modeling, guided practice and independent practice. Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible. Intensive courses listed above will be offered, as needed, for students needing remediation in mathematics. The primary goal of the mathematics program is to provide instruction that integrates the practice standards with the following domains and clusters listed below, along with the math textbook program

Glencoe Florida Math Connects as a resource and Common Core Coach materials. Textbook resources are continuously reviewed and updated based on effectiveness and needs of the students.

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

The Downtown Miami Charter School has developed a research based action plan to target and remediate our current performance in order to reach our goal of 90% of students on grade level. This action plan is based upon the research of providing our students with increased instructional minutes and rigor in all content areas. The body of research is based upon the book, "Annual Growth, Catch-Up Growth by Lynn Fielding, Nancy Kerr, and Paul Rosier (2007)." This body of research provides strategies and methods, which we have incorporated into our action plan that will assure student achievement in reading and math. Specifically, the school has also developed a plan that aligns with the current educational model, Response to Intervention (RTI). Our action plan involves the following:

- Increased Visibility and Monitoring of Teachers with daily walkthroughs completed by Administration.
 - Improved Intervention Schedule, Afterschool Extended Program (Dolphin Odyssey Program) and Enrichment Activities
 - Emphasis on providing students with increased and effective instruction through the use of an Instructional Focus Program and a minute by minute plan for both Reading and Math.
 - An Improved Behavior System to increase students' time on task, The Scholar Success Program.
- The tiered Intervention plan that we've developed for Reading includes all students receiving 190 minutes of literacy instruction broken out into the Core (Tier 1), Supplemental (Tier 2) and Intensive (Tier 3).

The Core (Tier I) involves students receiving 90 minutes of Wonders (K-5) and Novels Studies (5th and 6th) Reading Programs with the infusion of literacy centers, 40 minutes daily of a school wide college prep intervention, wherein all students are immersed in an additional intervention program matched to their FCAT or SAT 10 levels. Students participated in intensive reading intervention groups using Corrective Reading, Voyager, Journey's, vocabulary development, novel studies, newspaper studies and Fountas and Pinnell during the 40 minute daily college prep intervention that takes place each afternoon from 2:20 p.m.-3:00 p.m. In addition, students also receive 30 minutes of non-fiction reading strategies during their Social Studies or Science content instruction and a specific Instructional Focus Program that targets comprehension strategies.

For the supplemental part of our reading action plan, (Tier II), students who received FCAT reading levels of 1 or 2, students are required to attend the Dolphin Odyssey Extended Day Program. Within this program for grades (1-5), we are using the research based Wonder Works materials with a minute by minute plan and which includes monitoring by the administration. For middle school grade 6, we are using Journey's. Each day, a member of the leadership team stays to complete walkthroughs and progress monitoring of the tutoring program to ensure time on task, and teacher commitment to increase student achievement. Moreover, the Intensive portion of our Reading Plan (Tier III) involves students receiving additional support during their special time to receive Fountas and Pinnell Intervention.

The daily school wide intervention, which is also called college prep time, has several layers to ensure that students are provided with the opportunity to catch-up their reading levels and an opportunity to grow while receiving enrichment classes. After each benchmark, students are regrouped based on predicted performance. These layers include a Core, Tier II and also Tier III. Every instructional staff member teaches during college prep minutes so the lowest performing students have the lowest teacher to student ratio. Students receive direct instruction during the college prep time as follows:

K- Reading Centers including the following: alphabet sorts, Words their Way sorts, Jolly Phonics and Istation.

1st & 2nd Grade- Student will receive Novel Studies and Math enrichment, and interventions using the research based programs such as Corrective Reading, Wonders Intervention, Fountas and Pinnell and Istation.

3rd – 6Th Grade: Students will receive Class Novel Studies, Newspaper Studies, Science Vocabulary or Math instruction based on their level. Students who did not meet the proficiency for state standards assessment, FCAT levels 1 &2 received research based intervention programs as Corrective Reading, Voyager, Journey’s (6th grade) and Fountas and Pinnell. Therefore, several groups have mixed grade levels to ensure the instruction matches the weaknesses of the students.

The tiered intervention plan for Math includes all students receiving 113 minutes of math instruction broken out into the Core (Tier I), Supplemental (Tier 2) and Intensive (Tier 3). The Core (Tier I) involves students receiving 60 minutes of on grade level math utilizing the newly adopted math series (Envision) with the integration of using on manipulatives during math centers. In addition, students will receive a math intervention each day incorporating skill based instruction utilizing Common Core Support Coach Targeted Instruction and Common Core Performance Coach. Moreover, students will utilize Mathletics during stations/centers.

Tier 2 and Tier 3 of the math action plan involves students being pulled out for Envision Intervention. This pullout is provided by our Title 1 Math Intervention Teacher Assistant.

DMCS desires for ALL of our students to be successful and to demonstrate mastery of Florida Standards. As such, we have developed the above referenced action plan to address the deficiencies within our student achievement. The elements and indicators that we’ve highlighted fall under the following categories:

- Classroom Culture and Environment
- Instructional Tools and Materials
- Lesson Planning and Delivery
- Higher Order Questioning and Discourse
- Student Engagement
- Rigorous Tasks and Assessments
- Differentiated Accountability
- Cross Content Reading with Writing Instruction
- Implementation of the Florida Continuous Improvement Model

The leadership team will monitor the instructional process present at DMCS. Our plan is to complete daily walkthroughs which will be tracked in our Student Information System. In addition, CSUSA will complete two School QUEST Visits to assess the movement of DMCS towards greater student achievement and a higher school grade. This year, DMCS has a full time Curriculum Resource Teacher, Reading, Math and Science Coaches, Dean of Discipline, and two Reading Intervention Teacher Assistants that are also working within the classroom pulling students and assisting with intervention and remediation.

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: Extended School Day

Minutes added to school year: 10,080

Extended Day – Three days a week, scholars who are reading below grade level get an additional eighty minutes of reading through Wonder Works or Journeys, Words Their Way and Reading Plus or iStation and twenty five minutes of math practice. Instructors are trained on the programs and each follows a minute by minute reading plan to ensure the maximum use of instructional minutes.

Strategy Rationale

Research proves scholars who are reading below grade level need more eyeball to eyeball direct instruction in Reading in order to catch up to grade level.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinda, Rebecca, rdinda@dadeschools.net

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

In Extended Day, scholars complete assessments every six lessons through Wonder Works or Journeys.

Strategy: After School Program

Minutes added to school year: 1,560

To provide scholars the opportunity to participate in extra-curricular clubs that are related to their interests such as Basketball, Step Team, Science Gardening, Cheerleading, Journalism, Volleyball, Rhythm/Dance Crew, Student Council and Music Clubs

Strategy Rationale

Scholars who participate in extra curricular activities develop background knowledge and are able to relate it to their learning. It also builds relationships with different educators within the school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinda, Rebecca, rdinda@dadeschools.net

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

Observations, attendance and end of the year performances

Strategy: Extended School Day

Minutes added to school year: 5,400

Before School – DMCS offers support to scholars on Reading Plus, Think Through Math, iStation, or Mathletics all computer based programs.

Strategy Rationale

Scholars who have access to technology programs are more likely to master the Florida Standards technology components. Many of our students do not have access at home so we offer them time to use our computers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinda, Rebecca, rdinda@dadeschools.net

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

Educational instructional software programs help scholars self monitor their fluency levels, vocabulary and comprehension skills. The more practice a scholar receives through technology programs, the greater impact it has on their overall academic performance.

Strategy: Summer Program

Minutes added to school year: 5,400

Scholars who are below grade level in Math are invited to a three week math camp which emphasis is on the scholar's area of need in mathematics. Scholars were arranged in groups to concentrate on that particular area needed to be ready for the following grade level.

Strategy Rationale

Scholars who don't keep their minds active during the summer fall behind and return to school further behind than they were before the summer.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dinda, Rebecca, rdinda@dadeschools.net

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

Scholars completed pre and post assessments each week.

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

Local preschools visit Downtown Miami Charter School throughout the year to see the types of learning taking place in kindergarten. During the visit, the preschool teachers have an opportunity to see the instructional strategies being utilized in the classroom so they can prepare their students for kindergarten. During the summer, DMCS holds kindergarten workshops for incoming kindergarten students and their parents. This is a mandatory session where the parent and child learn what is necessary for a child to be successful in kindergarten. They learn about the Common Core standards as well as the DMCS expectations in kindergarten. Parents also attend Enrollment sessions where they can visit the classroom and learn about the school and kindergarten curriculum. Kindergarten students are also given a pre-screening in the summer and the parent is addressed with what they can work on before the first day of school. The Principal and Curriculum Resource Teacher visited some of the pre schools where many of our students come from to share our philosophy and academic program so parents can decide if they are interested in applying to our school.

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

The sixth grade students attend the Broward College Fair where they learn about the different higher education institutions around the country and the academics they have to offer. Students at DMCS also participate in Career Week each year. Students in grades kindergarten through second grade have an opportunity to learn about vehicles related to careers and what they are used for, each year we have everything from an ambulance to a fire truck to a police horse. Students in grades three through five have Individuals come and speak about their careers, anything from Doctors, to Movie Theater Managers to Veterinarians. Sixth grade students spend time on creating resumes and have group interviews with local business owners.

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

Each classroom is themed around an institute of Higher Education. Within each class the theme revolves around that institute. This could be anything from the color, chants, classroom rules, reading challenge, positive reward system, academic options, etc.

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

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

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.** Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will incorporate writing strategies across the curriculum.
- G2.** Downtown Miami Charter School will decrease the number of scholars who display Early Warning Signs.
- G3.** Downtown Miami Charter School will provide scholars with experiences that expose them to secondary education options, Science, Technology, Engineering and Mathematics activities.
- G4.** Downtown Miami Charter School is designated a Title 1 school and will implement the Parent Involvement Plan (PIP) with fidelity.

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. Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will incorporate writing strategies across the curriculum. 1a

G051361

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	63.0
FAA Writing Proficiency	56.0
AMO Reading - All Students	56.0
CELLA Writing Proficiency	44.0
AMO Math - SWD	47.0

Resources Available to Support the Goal 2

- Training, Common Core Master Teachers, CSUSA Monthly Writing Assessments based on FSA, Specific Strategies for each subject area (R.A.C.E. & M.O.L.E., etc.), Top Score Writing Program, Reading Plus Responding to Writing, Wonders Curriculum, Performance Coach by Curriculum Associates, PCG Professional Development

Targeted Barriers to Achieving the Goal 3

- Scholars at Downtown Miami Charter School struggle with written responses directly linked to fiction and non-fiction text.
- Scholars at Downtown Miami Charter School struggle with developing, organizing, editing and publishing informative/explanatory, opinion/argumentative and narrative essays.
- Scholars at Downtown Miami Charter School have difficulty writing their mathematical thinking and reasoning.
- Scholars at Downtown Miami Charter School memorize scientific concepts but lack the writing skills to write what has been presented and read about.
- Scholars who are identified as SWD at Downtown Miami Charter School display poor writing abilities due to minimal opportunities to apply writing across all subject areas.

Plan to Monitor Progress Toward G1. 8

NWEA Performance Reports

Person Responsible

Rebecca Dinda

Schedule

Quarterly, from 8/22/2014 to 6/5/2015

Evidence of Completion

NWEA Performance Reports

G2. Downtown Miami Charter School will decrease the number of scholars who display Early Warning Signs. 1a

G051362

Targets Supported 1b

Indicator	Annual Target
Attendance rate	9.0
One or More Suspensions	10.0
AMO Reading - All Students	56.0
Retained Students	

Resources Available to Support the Goal 2

- "Wake up" calls- Daily Reminders Truancy meetings with parents and students Check In Check Out Behavior Modification Program School Based mentoring Program Classroom Guidance and Social Skills Training Small Group Counseling Individual Counseling Sessions Star Student of the Week Program Responsive Classroom Program

Targeted Barriers to Achieving the Goal 3

- A barrier is that historically our scholars have lower attendance rates due to transportation, reported family and student health issues.
- A barrier is that some of our scholars perform below grade level year and have one or more retentions.
- A barrier if that some of our scholars receive one or more discipline referrals.

Plan to Monitor Progress Toward G2. 8

Scholars achievement improves

Person Responsible

Rebecca Dinda

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

NWEA Improvements based on school analysis

G3. Downtown Miami Charter School will provide scholars with experiences that expose them to secondary education options, Science, Technology, Engineering and Mathematics activities. 1a

G051363

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0
AMO Math - All Students	63.0

Resources Available to Support the Goal 2

- School Counselor Broward College FAIR Classroom College Themes Classroom Guidance Lessons Career Week focused on STEM Careers Science Related Field Trip Increased Math instructional time Celebrating Success Assembly focused on Medical Careers Science/Garden Club

Targeted Barriers to Achieving the Goal 3

- As only 55% of students are reading on grade level, students are in danger of not being on track for college readiness and acceptance.

Plan to Monitor Progress Toward G3. 8

NWEA Science and Math Data

Person Responsible

Rebecca Dinda

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

NWEA Science and Math Data

G4. Downtown Miami Charter School is designated a Title 1 school and will implement the Parent Involvement Plan (PIP) with fidelity. 1a

G051364

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will incorporate writing strategies across the curriculum. **1**

 G051361

G1.B1 Scholars at Downtown Miami Charter School struggle with written responses directly linked to fiction and non-fiction text. **2**

 B129034

G1.B1.S1 R.A.C.E. is an acronym for a simple writing strategy that can help scholars construct more thoughtful and thorough responses. This strategy can be modified to fit all grade levels. 1. RESTATE – Scholars restate the question in the form of a topic sentence. 2. ANSWER – Scholars answer ALL parts of the question. 3. CITE – Scholars cite examples from the text that support their answer. 4. EXPLAIN – Scholars explain how their evidence supports their answer or connects to another text. Through R.A.C.E. scholars are able to form written responses to common core complex fiction and non-fiction texts within their grade level as well as cold reads through Wonders Curriculum by McGraw Hill. **4**

 S141160

Strategy Rationale

Asking students to write regularly about the texts they read in science, social studies and language arts has a significant and positive influence on student comprehension (Graham & Hebert, 2010). Being able to write well is also an essential skill for college and career readiness.

Action Step 1 **5**

Scholars will apply R.A.C.E. strategies to teaching how to respond to text based open ended questions.

Person Responsible

Berna Ruiz

Schedule

Daily, from 9/25/2014 to 5/22/2015

Evidence of Completion

Scholars will use R.A.C.E. to complete responses to reading.

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

Weekly lesson plans check, Administrative walkthroughs

Person Responsible

Megan Walsh

Schedule

Biweekly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Teachers will submit their weekly lesson plans on the PDrive and a feedback form evaluation will be given to teachers biweekly checking off the R.A.C.E. strategy is being used.

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

Common Monthly Assessments in Reading

Person Responsible

Berna Ruiz


Schedule

Monthly, from 10/3/2014 to 5/29/2015


Evidence of Completion

Common monthly assessments data by student and grade level will be printed for ELA teachers showing mastery of reading and writing standards.

G1.B2 Scholars at Downtown Miami Charter School struggle with developing, organizing, editing and publishing informative/explanatory, opinion/argumentative and narrative essays. 2

 B129035

G1.B2.S1 Scholars will participate in Top Score Writing curriculum to receive extensive instruction in informative, explanatory, opinion, argumentative and narrative writing. 4

 S141161

Strategy Rationale

Writing to learn is a versatile strategy for increasing both the quantity and the quality of student writing in the classroom. Daily writing prepares the students for writing tasks that are crucial to their academic success and develop students' abilities to self-assess and collaborate with fellow writers to produce high quality written work. (The Core Six, Essential Strategies for Achieving Excellence with the Common Core 2012).

Action Step 1 5

Scholars will participate in Top Score Writing Curriculum during their Language Arts block.

Person Responsible

Berna Ruiz

Schedule

Daily, from 9/12/2014 to 5/29/2015

Evidence of Completion

Teachers will submit lesson plans to show usage of curriculum within their LA block.

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

Administrative Walkthroughs, Lesson Plans feedback and Student Work

Person Responsible

Megan Walsh

Schedule

Biweekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Walkthrough forms, lesson plan feedback form, Samples of Students Work

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

Teachers will provide Monthly Writing Assessments by CSUSA

Person Responsible

Berna Ruiz


Schedule

On 5/29/2015


Evidence of Completion

Charter Schools USA monthly writing assessment spreadsheets

G1.B3 Scholars at Downtown Miami Charter School have difficulty writing their mathematical thinking and reasoning. 2

 B129036

G1.B3.S1 M.O.L.E. is an acronym for a mathematical strategy that can help scholars provide text support to answer mathematical questions. M - Scholars need to explain the answer more. O- Scholars provide text evidence to support the answer. L- Scholars explain his/her written response connecting to the question. E- Scholar provides background information to justify answer. Through the use of M.O.L.E. scholars can explain and justify with written responses in Mathematics. 4

 S141162

Strategy Rationale

The National Council of Teachers of Mathematics (NCTM) developed national standards that include a mathematical processes section that focuses heavily upon reasoning and communicating mathematical thinking. Scholars are able to improve both mathematics and writing skills simultaneously.

Action Step 1 5

Scholars will use the M.O.L.E. strategy to develop written responses to mathematic problems.

Person Responsible

Delilah Stroup

Schedule

Daily, from 9/25/2014 to 5/29/2015

Evidence of Completion

Teachers will submit lesson plans to the PDrive on a weekly basis.

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

Administrative Walkthroughs, lesson plans feedback and student work observations

Person Responsible

Delilah Stroup

Schedule

Biweekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Administrative walkthrough forms online, lesson plan feedback on Math plans and samples of student work

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

Teachers will administer Monthly Common Mathematics Assessment by CSUSA

Person Responsible

Berna Ruiz


Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Common monthly assessments data by Performance Matters will be printed for Mathematics teachers showing mastery of the mathematics standards.

G1.B4 Scholars at Downtown Miami Charter School memorize scientific concepts but lack the writing skills to write what has been presented and read about. **2**

 B129037

G1.B4.S1 Interactive notebooks allow scholars to record and analyze observations, reflect on their learning, and self-assess. Scholars will be given daily opportunity to demonstrate understanding of science standards through writing. **4**

 S141163

Strategy Rationale

As units are developed, opportunities need to be provided on a regular and consistent basis to read, silent and aloud, what has been written to write about what has been read. In this way, both end of communication skills continuum are focused on a developed in tandem with science content. (Reading and Writing in the Science Classroom by Dr. Patricia Bowers)

Action Step 1 **5**

Scholars will complete daily note taking so they are able to retain new information and express understanding in their own words through the use of a science journal and correct thinking be adding and correcting information.

Person Responsible

Michelle Alamo

Schedule

Daily, from 9/25/2014 to 5/29/2015

Evidence of Completion

Sample science journals

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

Science Coach and Administrative will do walkthroughs and provide lesson plan feedback.

Person Responsible

Michelle Alamo

Schedule

Biweekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Administrative walkthrough form, lesson plan feedback form

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

NWEA data will be analyzed for Winter and Spring progression in scholars

Person Responsible

Rebecca Dinda


Schedule

Quarterly, from 9/5/2014 to 5/29/2015

Evidence of Completion

NWEA data will be analyzed

G1.B5 Scholars who are identified as SWD at Downtown Miami Charter School display poor writing abilities due to minimal opportunities to apply writing across all subject areas. 2

 B129038

G1.B5.S1 Scholars with disabilities SWD, will have ample time and be given instruction through chunking for writing across the curriculum in core subjects, Reading, Language Arts, Mathematics and Science. Along with the strategies of R.A.C.E, M.O.L.E and Science Journals the scholars will also summarize texts, be permitted to write collaboratively with peers, set goals for all writing, use word processor like Microsoft word, participate in inquiry activities for writing, be involved in prewriting activities and be provided with various amounts of models of what good writing looks. 4

 S141164

Strategy Rationale

The IDEA Amendments of 1997 require that students with disabilities have access to the general education curriculum. This legislative requirement makes the accessibility of curricular materials an issue of even greater importance than it otherwise would be. To meet the goal of equal access to the curriculum for everyone, to enable each student to engage with his or her lessons in a meaningful way, teachers must be prepared to provide useful alternatives in terms of both curricular materials and instructional delivery. Well-adapted materials without an effective method of teaching are practically useless, but with the proper tools and instructional methods, a good teacher encourages each member of the class to participate directly in the learning experience. (From Preface, ERIC/OSEP Mini-Library on Adapting Curricular Materials. 1999)

Action Step 1 5

Scholars will use R.A.C.E and M.O.L.E. writing strategies in Reading and Mathematics and Top score curriculum in Language Arts.
Teachers will write individual accommodations for all SWD according to their IEPs. in their weekly lesson plans.

Person Responsible

Eleven Rico

Schedule

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

Evidence of Completion

The teacher will collect writing samples, science journals, various prewriting samples and writing rubrics.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Lesson plans will be given feedback on SWD accommodations, Administrative walkthroughs to show accommodations for those scholars.

Person Responsible

Eleven Rico

Schedule

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

Evidence of Completion

Administrative walkthroughs, lesson plan feedback forms.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

CSUSA Common Monthly Assessments in Reading and Mathematics, Writing Monthly Assessments

Person Responsible

Berna Ruiz

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teacher printout of monthly Performance Assessments, CSUSA writing data tracker

G2. Downtown Miami Charter School will decrease the number of scholars who display Early Warning Signs.

1

G051362

G2.B1 A barrier is that historically our scholars have lower attendance rates due to transportation, reported family and student health issues. 2

B129039

G2.B1.S1 Scholars who are tardy will receive "Wake Up" Calls by the School Counselor using parent link system to call parents early in the morning before school begins as a reminder. 4

S141165

Strategy Rationale

Some parents do not have a system to wake up each morning and benefit from a wake-up call.

Action Step 1 5

Create RTI Plan for Attendance:

- Tier 1- MDCPS Parent Academy Workshops for Attendance
Parent Letter home indicating number of tardies and absences
Parent Meetings to review policies for Attendance
- Tier 2- Attendance Agreement
Attendance Meeting with School Counselor and/ or Community Involvement Specialist
Detentions for students with # of tardies and absences
- Tier 3- Referral to the Belafonte Tacolcy Center for Truancy Counseling and Wrap Around Services
Final Attendance meeting with Counselor, CIS and Administration

Person Responsible

Genvieve Stephenson

Schedule

On 9/30/2014

Evidence of Completion

Truancy meeting notes, attendance summary reports

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

Parent Link Reports

Person Responsible

Rebecca Dinda

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Parent Link reports with call outs.

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

Attendance Report

Person Responsible

Rebecca Dinda


Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Monthly attendance percentage updated on Strategic Planning Form.

G2.B1.S2 Scholars will participate in Parent Truancy Meetings with the School Counselor if they have 5 or more unexcused absences after each quarter to discuss attendance concerns, district attendance policies and strategies to remedy any family issues to address. 4

 S141166

Strategy Rationale

Some parents are not aware of expectations for attendance or have extenuating circumstances that they haven't been communicating or requested support to address.

Action Step 1 5

Quarterly Meetings Scheduled

Person Responsible

Genvieve Stephenson

Schedule

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

Evidence of Completion

Logs of meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review list of students and meeting log

Person Responsible

Rebecca Dinda

Schedule

Quarterly, from 10/31/2014 to 6/4/2015

Evidence of Completion

Copy of log in Principal Communication Binder

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Improved monthly attendance

Person Responsible

Rebecca Dinda


Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Monthly attendance rate updated in Strategic Planning Log

G2.B1.S3 Scholars will receive outside referrals to Department of Juvenile Justice and District Truancy Program. 4

 S141167

Strategy Rationale

The Department of Juvenile Justice and District have programs to support families with improving attendance.

Action Step 1 5

Research Referral Process for 2014-2015

Person Responsible

Genvieve Stephenson

Schedule

On 10/23/2014

Evidence of Completion

List of process for referrals

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

List of outside Referrals

Person Responsible

Genvieve Stephenson

Schedule

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

Evidence of Completion

List of outside referrals

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monthly attendance rates

Person Responsible

Rebecca Dinda

Schedule

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


Evidence of Completion

Monthly attendance rates posted monthly in Strategic Plan

G2.B2 A barrier is that some of our scholars perform below grade level year and have one or more retentions. **2**

 B129040

G2.B2.S1 Scholars who have been retained will participate in Study Skills Small Group Counseling session each month. **4**

 S141168

Strategy Rationale

Scholars utilize this strategy to use memorization techniques, preparation and organization techniques and other study related skills strategies to perform well in school

Action Step 1 **5**

Create a list of retainees in grade 2-6

Person Responsible

Genvieve Stephenson

Schedule

On 10/24/2014

Evidence of Completion

List of retained students

Action Step 2 **5**

Schedule small group counseling groups

Person Responsible

Schedule

Monthly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Schedule of Sessions

Action Step 3 5

Implement Study Skills Workshop 101

Person Responsible

Genvieve Stephenson

Schedule

Monthly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Lesson Plan

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

Observations

Person Responsible

Felix Harris

Schedule

Monthly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Reviews Lesson Plans and Observes small group sessions

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

Review of Report Cards and Progress Reports

Person Responsible

Genvieve Stephenson


Schedule

On 6/4/2015

Evidence of Completion

Quarterly Review of report cards for those students

G2.B2.S2 Scholars will be taught how to utilize the Homework Hotline when needing extra help outside of school completing assignments. 4

 S141169

Strategy Rationale

Scholars will utilize this resource to complete homework assignments and receive further assistance to complete tasks efficiently

Action Step 1 5

Create homework hotline flyers for students

Person Responsible

Genvieve Stephenson

Schedule

On 6/4/2015

Evidence of Completion

Homework Hotline Flyer

Action Step 2 5

Teach students about homework hotline and send out flyers during classroom guidance visits to all students

Person Responsible

Genvieve Stephenson

Schedule

On 6/4/2015

Evidence of Completion

Flyer is posted student planner and posted in front office/Title 1 Resource Center

Action Step 3 5

Parent Link to inform parents about Homework Hotline and Discuss during Title 1 Orientation

Person Responsible

Genvieve Stephenson

Schedule

On 10/24/2014

Evidence of Completion

Title 1 Orientation Agenda and Parent Link Message

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Random Planner for flyer of Homework Hotline

Person Responsible

Felix Harris

Schedule

On 11/28/2014

Evidence of Completion

Flyer is in all Student Planners

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Scholars are aware and using Homework Hotline

Person Responsible

Felix Harris

Schedule

Monthly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Checking in with students and parents whether or not they are using it or it is effective.

G2.B2.S3 Scholars will be fixed up with a mentor through the Dolphin Sidekick Mentoring Program. 4

S141170

Strategy Rationale

Scholars who are assigned a mentor are more likely to graduate from high school and college.

Action Step 1 5

Recruit and train possible mentors

Person Responsible

Genvieve Stephenson

Schedule

Daily, from 8/18/2014 to 10/11/2014

Evidence of Completion

Sign in list from training

Action Step 2 5

Schedule Mentors for Interviews

Person Responsible

Genvieve Stephenson

Schedule

On 10/17/2014

Evidence of Completion

Action Step 3 5

Create a Mentee-Mentor- Parent Connection Celebration

Person Responsible

Genvieve Stephenson

Schedule

On 11/7/2014

Evidence of Completion

List of participants and agenda for

G2.B3 A barrier if that some of our scholars receive one or more discipline referrals. 2

B129041

G2.B3.S2 Check in Check out system- Daily Behavior modification program for Tier 2 students 4

S141174

Strategy Rationale

Students utilize this program to monitor their behavior throughout the day and correct themselves immediately.

Action Step 1 5

Review list of scholars who are at-risk from scholar points reports and discipline report

Person Responsible

Genvieve Stephenson

Schedule

On 6/4/2015

Evidence of Completion

Check In Check Out Data Scores, Scholar points report

Action Step 2 5

Assign all students at risk Check In Check Out folder for teachers to monitor behavior throughout the day

Person Responsible

Aldin McDonald

Schedule

On 6/4/2015

Evidence of Completion

Check In Check Out Data Scores

Action Step 3 5

Reward scholars each week based on their goal and change tier if they aren't being successful

Person Responsible

Genvieve Stephenson

Schedule

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

Evidence of Completion

Check In Check Out Data Scores

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Review Weekly Data

Person Responsible

Aldin McDonald

Schedule

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

Evidence of Completion

Review data and progress on goals

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Review monthly discipline referrals

Person Responsible

Rebecca Dinda

Schedule

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

Evidence of Completion

Each month on monthly school report, update number of referrals

G2.B3.S5 Responsive Classroom- Implementing Responsive classroom strategies in each class for each grade level including morning meetings and energizers 4

S141177

Strategy Rationale

To provide opportunities for students to get to know each other, practice team building skills and social and academic strategies throughout the day.

Action Step 1 5

Schedule and send team to Responsive Classroom

Person Responsible

Rebecca Dinda

Schedule

Daily, from 8/11/2014 to 8/15/2014

Evidence of Completion

Sign-in PD List from Responsive Classroom Training

Action Step 2 5

Train Teachers on Responsive Classroom

Person Responsible

Rebecca Dinda

Schedule

Daily, from 8/7/2014 to 8/15/2014

Evidence of Completion

Morning Meeting each day and training listed on Returning Teacher Orientation

Action Step 3 5

Teachers implement morning meeting and energizers in their homeroom classes

Person Responsible

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S5 6

Implementation of Morning Message, Greetings, Games, etc.

Person Responsible

Genvieve Stephenson

Schedule

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

Evidence of Completion

Monthly Walkthroughs and data analysis based on implementation factors

Plan to Monitor Effectiveness of Implementation of G2.B3.S5 7

Monthly analysis of Discipline Referrals

Person Responsible

Rebecca Dinda

Schedule

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

Evidence of Completion

Monthly School Report with total referrals listed

G3. Downtown Miami Charter School will provide scholars with experiences that expose them to secondary education options, Science, Technology, Engineering and Mathematics activities. 1

G051363

G3.B1 As only 55% of students are reading on grade level, students are in danger of not being on track for college readiness and acceptance. 2

B129042

G3.B1.S1 Scholars will participate in Career Fair Week. All guest speakers will represent industries from the STEM program (Science, Technology, Engineering and Mathematics) 4

S141178

Strategy Rationale

The purpose of the strategy is to expose scholars to career options in the Science, Technology, Engineering and Mathematics.

Action Step 1 5

Scholars will participate in career week where they will learn about post graduate job opportunities as local entrepreneurs present to different classes.

Person Responsible

Genvieve Stephenson

Schedule

On 5/15/2015

Evidence of Completion

Career Week Schedule

Action Step 2 5

Recruiting presenters in Science, Math, Technology and Engineering professions

Person Responsible

Genvieve Stephenson

Schedule

On 4/30/2015

Evidence of Completion

presenter list

Action Step 3 5

Scholars will complete goal setting and career exploration with guidance lessons.

Person Responsible

Genvieve Stephenson

Schedule

On 5/8/2015

Evidence of Completion

Action Step 4 5

Scholars have the option to participate in the Pricewaterhouse Cooper Financial Literacy Club

Person Responsible

Rebecca Dinda

Schedule

Biweekly, from 10/10/2014 to 5/22/2015

Evidence of Completion

Curriculum and sign in sheets

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

Schedule for Career Week

Person Responsible

Rebecca Dinda

Schedule

Monthly, from 2/2/2015 to 5/29/2015

Evidence of Completion

Participant Lists

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

Lesson plans for Guidance Goal Setting and Financial Club Lessons

Person Responsible

Rebecca Dinda

Schedule

On 5/22/2015

Evidence of Completion

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

Check in with School Counselor to review plans

Person Responsible

Rebecca Dinda

Schedule

On 5/1/2015

Evidence of Completion

Schedules and Lesson Plans

G3.B1.S2 Sixth grade scholars will participate in the Broward College Fair.. 4

S141179

Strategy Rationale

The purpose of the strategy is for scholars to research and gather college academic requirement information as a prospective college student and assist scholars with setting goals for the future.

Action Step 1 5

Sixth Grade Scholars will be scheduled to attend Broward College Fair

Person Responsible

Genvieve Stephenson

Schedule

On 10/31/2014

Evidence of Completion

Participation on Field Trip

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

Attendance on the trip

Person Responsible

Rebecca Dinda

Schedule

Evidence of Completion

List of names and follow-up reflection of the experience.

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

Student Survey regarding Field Trip

Person Responsible

Genvieve Stephenson


Schedule

On 10/31/2014

Evidence of Completion

Student surveys of effectiveness

G3.B1.S3 Scholars will participate in Science based field trip including Miami Metro Zoo, Miami Science Museum, Museum of Discovery and Science, Biscayne Nature Center, Busch Gardens, Jungle Island, Butterfly World 4

 S141180

Strategy Rationale

The more real life exposure students receive to science, they will build background knowledge

Action Step 1 5

Scholars in each grade level will attend one or two Science Field Trips per year.

Person Responsible

Rebecca Dinda

Schedule

On 5/29/2015

Evidence of Completion

Field Trip Plan for the year evidenced on the school master calendar.

Action Step 2 5

Scholars will be encouraged to participate and provide financial assistance to those you can't afford it.

Person Responsible

Rebecca Dinda

Schedule

On 6/5/2015

Evidence of Completion

Rosters of attendance on field trips.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Review the participation on Science Field Trips

Person Responsible

Rebecca Dinda

Schedule

On 6/4/2015

Evidence of Completion

Attendance Rosters from each trip

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Feedback from teachers and students

Person Responsible

Michelle Alamo

Schedule

On 6/4/2015

Evidence of Completion

Reflection from teachers on each Science Field Trip after they attend

G3.B1.S4 Scholars in grades three through six will complete Science Fair Projects and participate in our school Science Fair. 4

S141181

Strategy Rationale

Participating in a fair can help scholars attain scientific discipline, a strong work ethic, and a sense of competition, all helpful traits in later schooling and in life.

Action Step 1 5

Assign scholars Science Fair Projects

Person Responsible

Michelle Alamo

Schedule

Evidence of Completion

Action Step 2 5

Teach scholars steps of how to implement project

Person Responsible

Michelle Alamo

Schedule

Evidence of Completion

Professional Development Log and Science Lesson Plans

Action Step 3 5

Hold Science Fair

Person Responsible

Michelle Alamo

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Observe that Science Fair Projects are being completed

Person Responsible

Rebecca Dinda

Schedule

Weekly, from 10/6/2014 to 12/16/2014

Evidence of Completion

Walkthrough Data

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Quality of Science Fair Projects

Person Responsible

Michelle Alamo


Schedule

On 12/16/2014

Evidence of Completion

Rubric complete

G3.B1.S5 Scholars will have the opportunity to participate in the school Garden and Science Club and each grade will learn to garden during their living things unit. 4

 S141182

Strategy Rationale

Gardening offers hands-on, experiential learning opportunities in a wide array of disciplines, including the natural and social sciences, math, language arts (e.g., through garden journaling), visual arts (e.g., through garden design and decoration), and nutrition. With recent concern over relatively weak science and math skills among American children, the need for innovation in science and math teaching is apparent. There is mounting evidence that students who participate in school gardening score significantly higher on standardized science achievement tests (Klemmer, et.al. 2005). Further research along these lines can be found at Cornell University's Garden Based Learning website and at the California School Garden Network.

Action Step 1 5

Scholars will be encouraged and scheduled to participate in Science/Garden Club.

Person Responsible

Rebecca Dinda

Schedule

Evidence of Completion

Roster of Participants and Curriiculum

Action Step 2 5

Scholars will prep garden so all grade level have space to plant

Person Responsible

Rebecca Dinda

Schedule

Evidence of Completion

Action Step 3 5

Grade levels will determine when and how they use the garden in their curriculum maps

Person Responsible

Michelle Alamo

Schedule

Evidence of Completion

Lesson plans that include garden experience

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Garden is flourishing and all grade level areas have plants

Person Responsible

Michelle Alamo

Schedule

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

Evidence of Completion

Pictures showing growth and produce from garden

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Science lesson in the garden are effective and engaging

Person Responsible

Rebecca Dinda

Schedule

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

Evidence of Completion

Walkthrough data during garden lessons

Appendix 1: Implementation Timeline

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

Dade - 3600 - Downtown Miami Charter School - 2014-15 SIP
Downtown Miami Charter School

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	Scholars will apply R.A.C.E. strategies to teaching how to respond to text based open ended questions.	Ruiz, Berna	9/25/2014	Scholars will use R.A.C.E. to complete responses to reading.	5/22/2015 daily
G1.B2.S1.A1	Scholars will participate in Top Score Writing Curriculum during their Language Arts block.	Ruiz, Berna	9/12/2014	Teachers will submit lesson plans to show usage of curriculum within their LA block.	5/29/2015 daily
G1.B3.S1.A1	Scholars will use the M.O.L.E. strategy to develop written responses to mathematic problems.	Stroup, Delilah	9/25/2014	Teachers will submit lesson plans to the PDrive on a weekly basis.	5/29/2015 daily
G1.B4.S1.A1	Scholars will complete daily note taking so they are able to retain new information and express understanding in their own words through the use of a science journal and correct thinking be adding and correcting information.	Alamo, Michelle	9/25/2014	Sample science journals	5/29/2015 daily
G1.B5.S1.A1	Scholars will use R.A.C.E and M.O.L.E. writing strategies in Reading and Mathematics nad Top score curriculum in Language Arts. Teachers will write individual accommodations for all SWD according to their IEPs. in their weekly lesson plans.	Rico, Eleven	9/8/2014	The teacher will collect writing samples, science journals, various prewriting samples and writing rubrics.	5/29/2015 daily
G2.B1.S1.A1	Create RTI Plan for Attendance: • Tier 1- MDCPS Parent Academy Workshops for Attendance Parent Letter home indicating number of tardies and absences Parent Meetings to review policies for Attendance • Tier 2- Attendance Agreement Attendance Meeting with School Counselor and/ or Community Involvement Specialist Detentions for students with # of tardies and absences • Tier 3- Referral to the Belafonte Tacolcy Center for Truancy Counseling and Wrap Around Services Final Attendance meeting with Counselor, CIS and Administration	Stephenson, Genvieve	9/2/2014	Truancy meeting notes, attendance summary reports	9/30/2014 one-time
G2.B1.S2.A1	Quarterly Meetings Scheduled	Stephenson, Genvieve	10/24/2014	Logs of meetings	6/4/2015 quarterly
G2.B1.S3.A1	Research Referral Process for 2014-2015	Stephenson, Genvieve	8/18/2014	List of process for referrals	10/23/2014 one-time
G2.B2.S1.A1	Create a list of retainees in grade 2-6	Stephenson, Genvieve	10/20/2014	List of retained students	10/24/2014 one-time
G2.B2.S2.A1	Create homework hotline flyers for students	Stephenson, Genvieve	10/20/2014	Homework Hotline Flyer	6/4/2015 one-time
G2.B2.S3.A1	Recruit and train possible mentors	Stephenson, Genvieve	8/18/2014	Sign in list from training	10/11/2014 daily
G2.B3.S2.A1	Review list of scholars who are at-risk from scholar points reports and discipline report	Stephenson, Genvieve	8/18/2014	Check In Check Out Data Scores, Scholar points report	6/4/2015 one-time
G2.B3.S5.A1	Schedule and send team to Responsive Classroom	Dinda, Rebecca	8/11/2014	Sign-in PD List from Responsive Classroom Training	8/15/2014 daily
G3.B1.S1.A1	Scholars will participate in career week where they will learn about post graduate job opportunities as local entrepreneurs present to different classes.	Stephenson, Genvieve	5/11/2015	Career Week Schedule	5/15/2015 one-time
G3.B1.S2.A1	Sixth Grade Scholars will be scheduled to attend Broward College Fair	Stephenson, Genvieve	10/16/2014	Participation on Field Trip	10/31/2014 one-time
G3.B1.S3.A1	Scholars in each grade level will attend one or two Science Field Trips per year.	Dinda, Rebecca	9/1/2014	Field Trip Plan for the year evidenced on the school master calendar.	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S4.A1	Assign scholars Science Fair Projects	Alamo, Michelle	10/2/2014		one-time
G3.B1.S5.A1	Scholars will be encouraged and scheduled to participate in Science/ Garden Club.	Dinda, Rebecca	10/10/2014	Roster of Participants and Curriuclum	one-time
G2.B2.S1.A2	Schedule small group counseling groups		11/3/2014	Schedule of Sessions	6/5/2015 monthly
G2.B2.S2.A2	Teach students about homework hotline and send out flyers during classroom guidance visits to all students	Stephenson, Genvieve	10/20/2014	Flyer is posted student planner and posted in front office/Title 1 Resource Center	6/4/2015 one-time
G2.B2.S3.A2	Schedule Mentors for Interviews	Stephenson, Genvieve	10/13/2014		10/17/2014 one-time
G2.B3.S2.A2	Assign all students at risk Check In Check Out folder for teachers to monitor behavior throughout the day	McDonald, Aldin	8/18/2014	Check In Check Out Data Scores	6/4/2015 one-time
G2.B3.S5.A2	Train Teachers on Responsive Classroom	Dinda, Rebecca	8/7/2014	Morning Meeting each day and training listed on Returning Teacher Orientation	8/15/2014 daily
G3.B1.S1.A2	Recruiting presenters in Science, Math, Technology and Engineering professions	Stephenson, Genvieve	2/23/2015	presenter list	4/30/2015 one-time
G3.B1.S3.A2	Scholars will be encouraged to participate and provide financial assistance to those you can't afford it.	Dinda, Rebecca	9/1/2014	Rosters of attendance on field trips.	6/5/2015 one-time
G3.B1.S4.A2	Teach scholars steps of how to implement project	Alamo, Michelle	9/25/2014	Professional Development Log and Science Lesson Plans	one-time
G3.B1.S5.A2	Scholars will prep garden so all grade level have space to plant	Dinda, Rebecca	10/10/2014		one-time
G2.B2.S1.A3	Implement Study Skills Workshop 101	Stephenson, Genvieve	11/3/2014	Lesson Plan	6/4/2015 monthly
G2.B2.S2.A3	Parent Link to inform parents about Homework Hotline and Discuss during Title 1 Orientation	Stephenson, Genvieve	10/17/2014	Title 1 Orientation Agenda and Parent Link Message	10/24/2014 one-time
G2.B2.S3.A3	Create a Mentee-Mentor- Parent Connection Celebration	Stephenson, Genvieve	11/3/2014	List of participants and agenda for	11/7/2014 one-time
G2.B3.S2.A3	Reward scholars each week based on their goal and change tier if they aren't being successful	Stephenson, Genvieve	8/18/2014	Check In Check Out Data Scores	6/4/2015 weekly
G2.B3.S5.A3	Teachers implement morning meeting and energizers in their homeroom classes		8/18/2014		5/29/2015 daily
G3.B1.S1.A3	Scholars will complete goal setting and career exploration with guidance lessons.	Stephenson, Genvieve	5/4/2015		5/8/2015 one-time
G3.B1.S4.A3	Hold Science Fair	Alamo, Michelle	12/16/2014		one-time
G3.B1.S5.A3	Grade levels will determine when and how they use the garden in their curriculum maps	Alamo, Michelle	8/25/2014	Lesson plans that include garden experience	one-time
G3.B1.S1.A4	Scholars have the option to participate in the Pricewaterhouse Cooper Financial Literacy Club	Dinda, Rebecca	10/10/2014	Curriculum and sign in sheets	5/22/2015 biweekly
G1.MA1	NWEA Performance Reports	Dinda, Rebecca	8/22/2014	NWEA Performance Reports	6/5/2015 quarterly
G1.B1.S1.MA1	Common Monthly Assessments in Reading	Ruiz, Berna	10/3/2014	Common monthly assessments data by student and grade level will be printed for ELA teachers showing mastery of reading and writing standards.	5/29/2015 monthly
G1.B1.S1.MA1	Weekly lesson plans check, Administrative walkthroughs	Walsh, Megan	10/3/2014	Teachers will submit their weekly lesson plans on the PDrive and a feedback form evaluation will be given to teachers	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				biweekly checking off the R.A.C.E. strategy is being used.	
G1.B2.S1.MA1	Teachers will provide Monthly Writing Assessments by CSUSA	Ruiz, Berna	9/22/2014	Charter Schools USA monthly writing assessment spreadsheets	5/29/2015 one-time
G1.B2.S1.MA1	Administrative Walkthroughs, Lesson Plans feedback and Student Work	Walsh, Megan	9/26/2014	Walkthrough forms, lesson plan feedback form, Samples of Students Work	5/29/2015 biweekly
G1.B3.S1.MA1	Teachers will administer Monthly Common Mathematics Assessment by CSUSA	Ruiz, Berna	9/22/2014	Common monthly assessments data by Performance Matters will be printed for Mathematics teachers showing mastery of the mathematics standards.	5/29/2015 monthly
G1.B3.S1.MA1	Administrative Walkthroughs, lesson plans feedback and student work observations	Stroup, Delilah	10/10/2014	Administrative walkthrough forms online, lesson plan feedback on Math plans and samples of student work	5/29/2015 biweekly
G1.B4.S1.MA1	NWEA data will be analyzed for Winter and Spring progression in scholars	Dinda, Rebecca	9/5/2014	NWEA data will be analyzed	5/29/2015 quarterly
G1.B4.S1.MA1	Science Coach and Administrative will do walkthroughs and provide lesson plan feedback.	Alamo, Michelle	9/26/2014	Administrative walkthrough form, lesson plan feedback form	5/29/2015 biweekly
G1.B5.S1.MA1	CSUSA Common Monthly Assessments in Reading and Mathematics, Writing Monthly Assessments	Ruiz, Berna	9/22/2014	Teacher printout of monthly Performance Assessments, CSUSA writing data tracker	5/29/2015 monthly
G1.B5.S1.MA1	Lesson plans will be given feedback on SWD accommodations, Administrative walkthroughs to show accommodations for those scholars.	Rico, Eleven	8/29/2014	Administrative walkthroughs, lesson plan feedback forms.	5/29/2015 weekly
G2.MA1	Scholars achievement improves	Dinda, Rebecca	9/1/2014	NWEA Improvements based on school analysis	6/4/2015 quarterly
G2.B1.S1.MA1	Attendance Report	Dinda, Rebecca	10/1/2014	Monthly attendance percentage updated on Strategic Planning Form.	6/5/2015 monthly
G2.B1.S1.MA1	Parent Link Reports	Dinda, Rebecca	10/1/2014	Parent Link reports with call outs.	6/4/2015 monthly
G2.B2.S1.MA1	Review of Report Cards and Progress Reports	Stephenson, Genieve	11/3/2014	Quarterly Review of report cards for those students	6/4/2015 one-time
G2.B2.S1.MA1	Observations	Harris, Felix	11/3/2014	Reviews Lesson Plans and Observes small group sessions	6/4/2015 monthly
G2.B1.S2.MA1	Improved monthly attendance	Dinda, Rebecca	10/1/2014	Monthly attendance rate updated in Strategic Planning Log	6/4/2015 monthly
G2.B1.S2.MA1	Review list of students and meeting log	Dinda, Rebecca	10/31/2014	Copy of log in Principal Communication Binder	6/4/2015 quarterly
G2.B2.S2.MA1	Scholars are aware and using Homework Hotline	Harris, Felix	11/3/2014	Checking in with students and parents whether or not they are using it or it is effective.	6/4/2015 monthly
G2.B2.S2.MA1	Random Planner for flyer of Homework Hotline	Harris, Felix	11/3/2014	Flyer is in all Student Planners	11/28/2014 one-time
G2.B3.S2.MA1	Review monthly discipline referrals	Dinda, Rebecca	8/18/2014	Each month on monthly school report, update number of referrals	6/4/2015 monthly
G2.B3.S2.MA1	Review Weekly Data	McDonald, Aldin	8/18/2014	Review data and progress on goals	6/4/2015 weekly
G2.B1.S3.MA1	Monthly attendance rates	Dinda, Rebecca	10/24/2014	Monthly attendance rates posted monthly in Strategic Plan	6/4/2015 monthly
G2.B1.S3.MA1	List of outside Referrals	Stephenson, Genieve	10/24/2014	List of outside referrals	6/4/2015 quarterly
G2.B3.S5.MA1	Monthly analysis of Discipline Referrals	Dinda, Rebecca	8/18/2014	Monthly School Report with total referrals listed	6/4/2015 monthly
G2.B3.S5.MA1	Implementation of Morning Message, Greetings, Games, etc.	Stephenson, Genieve	10/6/2014	Monthly Walkthroughs and data analysis based on implementation factors	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	NWEA Science and Math Data	Dinda, Rebecca	9/1/2014	NWEA Science and Math Data	5/29/2015 quarterly
G3.B1.S1.MA1	Check in with School Counselor to review plans	Dinda, Rebecca	3/30/2015	Schedules and Lesson Plans	5/1/2015 one-time
G3.B1.S1.MA1	Schedule for Career Week	Dinda, Rebecca	2/2/2015	Participant Lists	5/29/2015 monthly
G3.B1.S1.MA3	Lesson plans for Guidance Goal Setting and Financial Club Lessons	Dinda, Rebecca	10/10/2014		5/22/2015 one-time
G3.B1.S2.MA1	Student Survey regarding Field Trip	Stephenson, Genvieve	10/16/2014	Student surveys of effectiveness	10/31/2014 one-time
G3.B1.S2.MA1	Attendance on the trip	Dinda, Rebecca	List of names and follow-up reflection of the experience.	one-time	
G3.B1.S3.MA1	Feedback from teachers and students	Alamo, Michelle	9/1/2014	Reflection from teachers on each Science Field Trip after they attend	6/4/2015 one-time
G3.B1.S3.MA1	Review the participation on Science Field Trips	Dinda, Rebecca	9/1/2014	Attendance Rosters from each trip	6/4/2015 one-time
G3.B1.S4.MA1	Quality of Science Fair Projects	Alamo, Michelle	12/1/2014	Rubric complete	12/16/2014 one-time
G3.B1.S4.MA1	Observe that Science Fair Projects are being completed	Dinda, Rebecca	10/6/2014	Walkthrough Data	12/16/2014 weekly
G3.B1.S5.MA1	Science lesson in the garden are effective and engaging	Dinda, Rebecca	10/10/2014	Walkthrough data during garden lessons	6/4/2015 monthly
G3.B1.S5.MA1	Garden is flourishing and all grade level areas have plants	Alamo, Michelle	10/10/2014	Pictures showing growth and produce from garden	6/4/2015 monthly

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. Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will incorporate writing strategies across the curriculum.

G1.B1 Scholars at Downtown Miami Charter School struggle with written responses directly linked to fiction and non-fiction text.

G1.B1.S1 R.A.C.E. is an acronym for a simple writing strategy that can help scholars construct more thoughtful and thorough responses. This strategy can be modified to fit all grade levels. 1. RESTATE – Scholars restate the question in the form of a topic sentence. 2. ANSWER – Scholars answer ALL parts of the question. 3. CITE – Scholars cite examples from the text that support their answer. 4. EXPLAIN – Scholars explain how their evidence supports their answer or connects to another text. Through R.A.C.E. scholars are able to form written responses to common core complex fiction and non-fiction texts within their grade level as well as cold reads through Wonders Curriculum by McGraw Hill.

PD Opportunity 1

Scholars will apply R.A.C.E. strategies to teaching how to respond to text based open ended questions.

Facilitator

Mr. David Wallace

Participants

All ELA Teachers

Schedule

Daily, from 9/25/2014 to 5/22/2015

G1.B2 Scholars at Downtown Miami Charter School struggle with developing, organizing, editing and publishing informative/explanatory, opinion/argumentative and narrative essays.

G1.B2.S1 Scholars will participate in Top Score Writing curriculum to receive extensive instruction in informative, explanatory, opinion, argumentative and narrative writing.

PD Opportunity 1

Scholars will participate in Top Score Writing Curriculum during their Language Arts block.

Facilitator

Lisa Collum

Participants

ELA Teachers

Schedule

Daily, from 9/12/2014 to 5/29/2015

G1.B3 Scholars at Downtown Miami Charter School have difficulty writing their mathematical thinking and reasoning.

G1.B3.S1 M.O.L.E. is an acronym for a mathematical strategy that can help scholars provide text support to answer mathematical questions. M - Scholars need to explain the answer more. O- Scholars provide text evidence to support the answer. L- Scholars explain his/her written response connecting to the question. E- Scholar provides background information to justify answer. Through the use of M.O.L.E. scholars can explain and justify with written responses in Mathematics.

PD Opportunity 1

Scholars will use the M.O.L.E. strategy to develop written responses to mathematic problems.

Facilitator

Mr. David Wallace

Participants

All Mathematics Teachers

Schedule

Daily, from 9/25/2014 to 5/29/2015

G1.B4 Scholars at Downtown Miami Charter School memorize scientific concepts but lack the writing skills to write what has been presented and read about.

G1.B4.S1 Interactive notebooks allow scholars to record and analyze observations, reflect on their learning, and self-assess. Scholars will be given daily opportunity to demonstrate understanding of science standards through writing.

PD Opportunity 1

Scholars will complete daily note taking so they are able to retain new information and express understanding in their own words through the use of a science journal and correct thinking by adding and correcting information.

Facilitator

Ms. Michelle Alamo

Participants

Science Teachers

Schedule

Daily, from 9/25/2014 to 5/29/2015

G2. Downtown Miami Charter School will decrease the number of scholars who display Early Warning Signs.

G2.B1 A barrier is that historically our scholars have lower attendance rates due to transportation, reported family and student health issues.

G2.B1.S3 Scholars will receive outside referrals to Department of Juvenile Justice and District Truancy Program.

PD Opportunity 1

Research Referral Process for 2014-2015

Facilitator

MDCPS Student Services School Counselor Meetings

Participants

Ms. Stephenspn

Schedule

On 10/23/2014

G2.B2 A barrier is that some of our scholars perform below grade level year and have one or more retentions.

G2.B2.S3 Scholars will be fixed up with a mentor through the Dolphin Sidekick Mentoring Program.

PD Opportunity 1

Recruit and train possible mentors

Facilitator

Ms. Stephenson and Ms. Dinda

Participants

Possible Mentors

Schedule

Daily, from 8/18/2014 to 10/11/2014

G2.B3 A barrier if that some of our scholars receive one or more discipline referrals.

G2.B3.S5 Responsive Classroom- Implementing Responsive classroom strategies in each class for each grade level including morning meetings and energizers

PD Opportunity 1

Schedule and send team to Responsive Classroom

Facilitator

Responsive Classroom Trainers

Participants

Ms. Stoddard, Ms. Omana, Mr. Vargas, Ms. Stephenson and Ms. Rodriguez

Schedule

Daily, from 8/11/2014 to 8/15/2014

G3. Downtown Miami Charter School will provide scholars with experiences that expose them to secondary education options, Science, Technology, Engineering and Mathematics activities.

G3.B1 As only 55% of students are reading on grade level, students are in danger of not being on track for college readiness and acceptance.

G3.B1.S3 Scholars will participate in Science based field trip including Miami Metro Zoo, Miami Science Museum, Museum of Discovery and Science, Biscayne Nature Center, Busch Gardens, Jungle Island, Butterfly World

PD Opportunity 1

Scholars in each grade level will attend one or two Science Field Trips per year.

Facilitator

Participants

Schedule

On 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will incorporate writing strategies across the curriculum.	93,651
Goal 2: Downtown Miami Charter School will decrease the number of scholars who display Early Warning Signs.	38,091
Grand Total	131,742

Goal 1: Downtown Miami Charter School will ensure all scholars are successful on mastering Florida Standards, teachers will incorporate writing strategies across the curriculum.

Description	Source	Total
B1.S1.A1 - Wonders Reading Program K-5	School Improvement Funds	21,047
B1.S1.A1 - Reading Plus	General Fund	7,000
B1.S1.A1 - Common Core Coach Practice ELA - Reading	General Fund	18,136
B1.S1.A1 - Option Ready Reading	General Fund	1,231
B1.S1.A1 - STARS	General Fund	1,734
B2.S1.A1 - Top Score Writing	General Fund	617
B2.S1.A1 - Draw & Write	General Fund	364
B3.S1.A1 - Mathletics	School Improvement Funds	3,757
B3.S1.A1 - Common Core Coach Performance	General Fund	18,136
B3.S1.A1 - enVision	General Fund	8,625
B3.S1.A1 - STAMS	General Fund	1,734
B3.S1.A1 - Math Journals	General Fund	248
B3.S1.A1 - Glenco	General Fund	10,147
B3.S1.A1 - Notes	General Fund	0
B4.S1.A1 - Measuring Up	General Fund	875
Total Goal 1		93,651

Goal 2: Downtown Miami Charter School will decrease the number of scholars who display Early Warning Signs.

Description	Source	Total
B1.S1.A1 - Parent Link System	Title I Part A	1,787
B1.S2.A1 - Community Involvement Specialist	Title I Part A	32,314
B3.S5.A1 - Responsive Classroom Professional Development	School Improvement Funds	3,990
Total Goal 2		38,091