

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Community Charter School (0102)

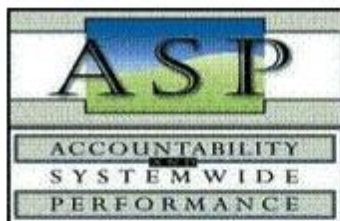
Feeder Pattern - Charter Centers

Regional Center VI

District 13 - Miami-Dade

Principal - Jila Rezaie

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In August 2004, Miami Community Charter School opened its door to students in Florida City, Florida. The school was planned to house 100 students in grades K thru 4. However, we began with 125 students. More than 95% of the initial student population has remained in M CCS. Within a year after the opening, the number of students increased to 225, who were enrolled in grades K thru 5. This year, 2006-2007, we have added grade 6 and now 291 students are enrolled in M CCS. The school maintains a substantial waiting list. With the growth of the student population, the faculty and staff number has increased as well. This year, 13 teachers and 15 paraprofessionals compose 82% of our staff. These qualified individuals (all teachers are certified and all paraprofessionals have a minimum of an AA degree) are active participants of the teaching and learning process at M CCS. The rate of faculty and staff retention is over 90%. The school is in the process of an application approval to establish its middle school program.

1- In grades k thru two, the level of students phonological awareness will increase by 15% compare to school year 2005-2006.

2- Students' level of reading in general will increase from 52% level 3+ readers in 2005-2006 to 62% in 2006-2007 school year.

3- Students' ability to employ reading as an effective communication tool will increase by 20%.

4- Students' participation in field/ study trips, where they can apply their reading skills to real life situation, will increase by 20%.

1- Students' age appropriate level of mastery in basic operation with whole numbers, decimals, fractions and integers will increase by 20% during school year 2006-2007.

2- Students' ability to apply their knoweledge of the number sense to the critical thinking and word problem solving will increase by 15%.

Through the usage of the number sense and critical thinknig skills, students will apply their mathematical, scientific and thechological knowledge to the real life situations.

1- Student's ability to use the correct and complete written language to communicate to the world around by meeting the high standards will increase from 86% in 2004-2005 to 95% in 2006-2007.

2- Student will be able to identify and use those standards in formate, techniques and the mechanics.

3- Students will be able to apply the above mentioned standards and to express themseleves using expository and narrative writing.

1- Students general scores in science will increase by 12 - 15% in school year 2006-2007.

2- School wide fundraising program by the PTSO to establish a science lab in school.

3- Interdisciplinary teaching of science, math and technology will increase by 40% in all grade levels.

1- Parents attendance in the parenting workshops held by parents academy, will increase by 20% by the end of school year 2006-2007.

1- Students' awaeness of their ability to make right decisions will increase by 50% while the number of the conduct refferals/Missing assignments reports will decrease by 30%

1- The number of the computers will be increased by an additional 15% by the end of school year 2006-2007.

2- The number of on line computers will increase by 50%. Rhis is attenianable by completeing the wirless system.

3-Three computer labs set up in primary (K & 1st), Grade 2, and Grades 3 thru 6 will be utilize to further enforce the reading and math programs.

1- Students will become educated food consumers by learning about correct eating habits.

2- Students's health and hygine habit will grow strnger by 30 %.

3- Guided physical activities time,P.E., will increase by 20%



School Improvement Plan 2007-2008



- 1- Students will celebrate the Holidays by performing in a "Talent Show" for the community. The projected number of participating students is 10 to 15%
 - 2- Students will participate in a minimum of three study trips where they will experience live performing art programs such as plays and music concerts.
 - 3- Students participation in after school extra curricular performing art activities will increase by 25%
 - 4- MCCS will continue with the tradition of offering a "Side Walk Art Show" during the annual parents appreciation day
- MCCS is committed to attain its 501(C)(3) position by or before May 2007. In addition, MCCS is aimed to finalize the Free and Reduced Lunch Program before the end of school year 2006-2007 to recover from the additional expenses imposed by serving 92% of students on free and reduced lunch program.
- N/A

MCCS has created a challenging and standard driven program at Florida City, Florida and has become a greatly demanded school option for the community. The personal and professional quality of the school staff is much appreciated by all community members. The FCAT results reveal that MCCS strives to live up to its fundamental promise, providing equitable educational opportunity to all students, made to the community.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

0102 - MIAMI COMMUNITY CHARTER SCHOOL

VISION

Miami Community Charter School is a dynamic not-for-profit institution dedicated to providing high-quality education to prepare its students for lifelong learning and leadership skills.

MCCS is a cross-cultural learning environment, which accepts and respects the diversity of all individuals; empowering students to make choices in their learning process, and supporting the efforts of a committed, dedicated, well-educated staff. With the continuing partnership involving family, school and community, MCCS meets its responsibility by providing a safe environment where students grow and develop intellectually, physically, and emotionally, thus encouraging critical and creative thinking to be active participants in an ever-changing world.

MISSION

In pursuit of its vision, MCCA is to:

- * Provide all students with a quality academic curriculum which develops skills needed for proficiency in the core curriculum areas of language, math, science, social studies, computer technology, art appreciation, and physical education.
- * address and focus on high standards that reflect and support the Florida Sunshine Standards.
- * nurture our students to stretch beyond the basics to develop critical thinking and creative expression in all areas.
- * maintain the purpose of awakening in each student a love of learning in a stable and safe learning environment.
- * envision students striving to reach goals which we have set together and to feel good about their achievements.
- * believe that the process of teaching and learning enhances our curriculum so that students are participants in the learning process, which provides for the equitable development of each student's acquisition of the fundamental skills.

CORE VALUES

We believe an effective program of education includes constructive participation and open communication between the school, parents and students. We believe in the continuous measurement and evaluation of all programs for their effectiveness and suitability to the framework of our total core program. It is the purpose of MCCA to provide a positive and diverse learning environment, commensurate with each student's total formation.

School Founders

School Demographics

Miami Community Charter School serves a diverse population. However, students from the migrant families compose the largest portion.

American Indian	.007%
Asian	.014%
Black	15%
Hispanic	76%
White	.048%
Mixed	.03%
Male	51%
Female	49%

School Foundation

Leadership:

The school administration is highly visible in the community. By keeping the communication lines open, the community feels welcomed and involved in the school life. School leadership is committed to display the essence of the MCCS' vision and mission which is each student's TOTAL FORMATION. We depend on the human quality of the faculty and staff.

Three team leaders all of whom are trained Clinical Educators, work closely with the administration to implement all the competencies set forth by the State.

The School Board of Directors as well as the Educational Excellence School Advisory Committee, EESAC, are yet other avenues to empower the teachers and parents to work with school leadership.

District Strategic Planning Alignment:

One of the MCCS' main objectives is to provide each student with an equitable opportunity for academic advancement. Our program is curriculum and SSS driven, and student's progress as well as the school's achievement is measured through the year. We believe that teaching and learning is ONE integrated process. If the learning process is not being attained, then the teaching process must be examined first and foremost. Each student has an "academic performance portfolio". Each teacher also has a "teaching portfolio". The content of the teaching portfolios which are designed based on the SSS and the benchmarks, should be in accordance with students' performance. This concept, too, is constantly evaluated by the teacher, lead teacher, as well as by the principal.

The formal and informal observation, review of the teaching portfolios, and pre and post observation conferences are used as instruments. Observations are done by the principal, assistant principal and the three team leaders. The purpose of the team observation is peer training. A "goal setting for professional improvement" tool is designed for teachers to participate in the process of trouble shooting and achieving professional goals.

Stakeholder Engagement:

The results of the official surveys provided by the district indicate the parents, students and staff's satisfaction. The school opened in August 2004. During this time, student population has grown by 132%, faculty and staff number has grown by 180% and the number of classrooms has increased by 100%. Over 90% of our student population are from the initial group who came to school at the very beginning. The school also maintains a strong record in retaining teachers and staff members. The parents have a positive presence in the school as well. All the open houses and school functions which include the parents is a FULL house.

Faculty & Staff:

Each individual faculty and staff member has her/his own unique contribution to the growth of MCCS. However, by following school wide guidelines our efforts at the end are well coordinated. The three teaching teams are designed based on grade level needs. The leader of each team is one of the teachers, a trained clinical educator, who can lead the group based on hands- on classroom experience. The team meets on regular basis to review our school's vision and mission and regroup their efforts.

Data/Information/Knowledge Management:

Students are tested with CTBS in September . These scores combined with the FCAT scores are important for the school to determine its general direction. Based on the collected data, we plan to improve and increase the achievement level accordingly. Since the inception, the school was well aware that the "language development" is our main challenge. We dedicated the first two years to establish a solid foundation for language arts. This year, while we continue working on that area, we have decided to undertake the math/science program. The results of the school performance indicated in the NCLB report has been instrumental in our further planning.

Education Design:



School Improvement Plan

2007-2008



The first 90 minutes of the day is dedicated to teaching and learning language arts and mathematics. The curriculum and teaching methods strive to maintain a balance between the basic skills and application of knowledge. It is evident that MCCS respects and applies some of the effective traditional educational practices. An Integrated Learning class, which is offered everyday combines the traditional classroom teaching with the effective usage of technology. Moreover, the cross curricular courses, art, music and physical fitness, support teaching the core curriculum by incorporating humanities. Students are exposed to social and cultural experiences by going Study/field trips such as live plays, concerts and so on so forth.

Performance Results:

The adult-student ratio at MCCS is 1 to 10. Because of the high level of supervision, the norm of the school is order and procedure rather than misbehavior and poor conduct. Occasional situations are dealt with on immediate basis and having the parents involved in the process makes this process more effective. Generally, MCCS does exercise enforcing the expected and accepted behavior rather than punishing the unaccepted behavior. In short, PROCEDURE and ORDER are integral to the teaching and learning process. Therefore, issues such as suspensions are not the norm.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

MCCS is committed to educate a generation of students who demonstrate Reading Proficiency. This means that each student receives adequate instruction and opportunity to master the skills needed for fluent oral reading and reading comprehension. This fundamental goal gains complexity as students grow older physically, socially and emotionally by;

- 1-Mastering phonological awareness before the end of second grade.
- 2-Attaining necessary skills to demonstrate reading fluency, oral reading and reading comprehension.
- 3- Applying reading skills in daily life to effectively communicate with the world around us.
- 4- Employing students' systematic exposure to the cultural, social and scientific experiences as an instrument to promote reading.

Needs Assessment

In addition to the teachers daily interaction with students in the classroom where several methods of assessment are used, written, verbal, hands-on and portfolio, All students in grades K thru 6 participate the mid-year and end of the school year evaluation. Furthermore, the CTBS is administered at the beginning and end of each school year. The state and district mandated evaluations are also used to further assess each student's progress. Each MCCS student has a "Academic Performance Portfolio" which shows a fair picture of the students academic progress.

The percent of level 3+ readers has increased from 31% in school year 2004-2005 to 52% in 2005-2006 school year. MCCS is aimed to increase this number by 10% during this school year by decreasing the number of the lower 25%.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

- 1- In grades k thru two, the level of students phonological awareness will increase by 15% compare to school year 2005-2006.
- 2- Students' level of reading in general will increase from 52% level 3+ readers in 2005-2006 to 62% in 2006-2007 school year.
- 3- Students' ability to employ reading as an effective communication tool will increase by 20%.
- 4- Students' participation in field/ study trips, where they can apply their reading skills to real life situation, will increase by 20%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Faculty Training	Principal & AssistantPrincipal	6/1/2006	5/1/2007	Other/ Not Applicable	10000
Data Disaggration	Principal	5/1/2006	6/30/2007	Other/ Not Applicable	1000
Development of Instructional Focus Calendar	Principal & Team Leaders	8/15/2006	5/30/2007	Other/ Not Applicable	1000
Communication to all stakeholders regarding the SSS and Benchmarks	Principal	6/1/2006	5/30/2007	Other/ Not Applicable	1000
Promote literacy in the community	Principal & Team Leaders	8/15/2006	5/15/2007	Other/ Not Applicable	2000

Research-Based Programs

The Miami Community Charter School is a Cross-Cultural Learning Environment (CCLE) strives to develop "adaptive and active learners" who embrace the exploration of other cultures as well as their own ancestral heritage through the utilization of reading fluency.

Professional Development

Faculty and staff participate in professional development programs presented by the district, state and private vendors.

Evaluation

The school closely monitors the FCAT scores as a base of comparison with the district and the state. From the first year of the opening of the school to the second year, MCCA, a Title I school, has been able to match the district's score in reading.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

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Mathematics Statement

MCCS is committed to educate students to master the basic skills, number sense, and apply mathematics to real life situations. Through connecting the math, science and technology programs, students will be prepared to succeed in this ever changing world.

Needs Assessment

In addition to the teachers daily interaction with students in the classroom where several methods of assessment are used, written, verbal, hands-on and portfolio, All students in grades K thru 6 participate the mid-year and end of the school year evaluation. Furthermore, the CTBS is employed at the beginning. The state and district mandated evaluations are also used to further assess each student's progress. Each MCCS student has a "Academic Performance Portfolio" which shows a fair picture of the students academic progress.

MCCS' math score in level 3+ increased from 23% in 2004-2005 to 42% in 2005-2006. With undertaking the math-science program during this school year, the projected level 3+ in math is 52%.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

1- Students' age appropriate level of mastery in basic operation with whole numbers, decimals, fractions and integers will increase by 20% during school year 2006-2007.

2- Students' ability to apply their knowledge of the number sense to the critical thinking and word problem solving will increase by 15%.

Through the usage of the number sense and critical thinkng skills, students will apply their mathematical, scientific and thechological knowledge to the real life situations.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
remedial classes for lower 25%	team Leaders & Faculty	10/1/2006	4/1/2007	Other/ Not Applicable	1000
data disaggration	principal	5/1/2006	5/1/2007	Other/ Not Applicable	1000
Development of Instructional focus	Principal & Team Leaders	8/15/2006	5/30/2007	Other/ Not Applicable	1000
Additional Math Lab in grades K thru 6	Principal, Tech Support, Teachers	10/1/2006	5/30/2007	Other/ Not Applicable	5000
communication to all stakeholders regarding the SSS and Benchmarks	principal	5/1/2006	5/30/2007	Other/ Not Applicable	1000

Research-Based Programs

In addition to the Sunshine State Standards, the standards set forth by the NCTM and NCTS provide the math program general direction.

Professional Development

Faculty and staff participate in professional developemt programs presented by the district, state and private vendors.

Evaluation

The school closely monitors the FCAT scores as a base of comparison with the district and the state. From the first year of the opening of the school to the second year, MCCS, a Title I school, has been doubled its math scores. However, this is still a work in progress because the reading program had priority during the first two years. This year, the math program has strated with a siginificant jump both on instructional level and the level of complexity.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

MCCS is committed to enabling all students to use writing as an important and effective mean of communication by employing the WRITING PROCESS. Such measure provides students with opportunity to ; prewriting, drafting, revising, editing and proofreading and publishing.

Needs Assessment

In addition to the teachers daily interaction with students in the classroom where several methods of assessment are used, written, verbal, hands-on and portfolio, All students in grades K thru 6 participate the mid-year and end of the school year evaluation. The state and destict mandated evaluations are also used to further assess each student's progress. Each MCCS student has a "Academic Performance Portfolio" which shows a fair picture of the students academic progress.

Writing assignment is mandatory in all core curriculum classes. Teachers use the same rubrics to evaluate those writing assignments.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

- 1- Student's ability to use the correct and complete written language to communicate to the world around by meeting the high standards will increase from 86% in 2004-2005 to 95% in 2006-2007.
- 2- Student will be able to identify and use those standards in format, techniques and the mechanics.
- 3- Students will be able to apply the above mentioned standards and to express themselves using expository and narrative writing.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Faculty training	principal & FAU	6/1/2006	6/5/2006	Other/ Not Applicable	3000
faculty training	principal	8/10/2006	8/11/2006	Other/ Not Applicable	600
Additional PSAT vocabulary program	Principal & teachers	8/15/2006	5/30/2007	Other/ Not Applicable	3000

Research-Based Programs

Utilizing CIM, each student's progress will be continuously monitored by on-going assessment and analysis.

Professional Development

Faculty and staff participate in professional development programs presented by the district, state and private vendors.

Evaluation

The school closely monitors the FCAT scores as a base of comparison with the district and the state. From the first year of the opening of the school to the second year, MCCS, a Title I school, has been increased its writing scores. However, this is still a work in progress. Students' average achievement in expository writing was 3.8 in 2005-2006. However, the narrative test score was as low as 3. MCCS has taken this factor into serious consideration and has planned accordingly for 2006-2007 school year.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
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Science Statement

MCCS' science program aims to empower students to focus on science concepts, processes, and broad science knowledge rather than isolated facts by applying scientific method in a world shaped by science and technology.

Needs Assessment

In addition to the teachers daily interaction with students in the classroom where several methods of assessment are used, written, verbal, hands-on and portfolio, All students in grades K thru 6 participate the mid-year and end of the school year evaluation. The state and destict mandated evaluation(s) are also used to further assess each student's progress. Each MCCS student has a "Academic Performance Portfolio" which shows a fair picture of the students academic progress.

Measurable Objective

- 1- Students general scores in science will increase by 12 - 15% in school year 2006-2007.
- 2- School wide fundraising program by the PTSO to establish a science lab in school.
- 3- Interdisciplinary teaching of science, math and technology will increase by 40% in all grade levels.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Addition of a science teacher to grade 3	principal	8/15/2006	5/30/2007	Other/ Not Applicable	3400000

Research-Based Programs

In addition to the Sunshine State Standards, the standards set forth by the NCTM and NCTS provide the reference points.

Professional Development

Faculty and staff participate in professional developemt programs presented by the district, state and private vendors.

Evaluation

The school closely monitors the FCAT scores as a base of comparison with the district and the state.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

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Parental Involvement Statement

MCCS is committed to empower the parents to actively participate in their children's academic, social, physical and psychological growth. MCCS is aimed to be the parents' partner in raising a total child.

Needs Assessment

school surveys completed at the end of 2004-2005 and 2005-2006 school year.

Measurable Objective

1- Parents attendance in the parenting workshops held by parents academy, will increase by 20% by the end of school year 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Providing parenting classes	PTSO & Principal	8/15/2006	5/30/2007	Other/ Not Applicable	4000

Research-Based Programs

Educating each successful student is a community affair. Patents, students and educators are in this togeher.

Professional Development

Faculty and staff's daily practice to encourage the parents.

Evaluation

We do not use the test scores to measure this important matter. However, any picture of MCCS' daily life and activities will testify its success in attaining the goal

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

MCCS is committed to create an environment where all students feel safe, happy and able to learn. Such school is operates based on Order, Procedure and Exposure.

Needs Assessment

Bi- weekly report about the above mentioned measure will be provided by the AP.

Measurable Objective

1- Students' awareness of their ability to make right decisions will increase by 50% while the number of the conduct referrals/Missing assignments reports will decrease by 30%

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Faculty Training	Principal	6/1/2006	5/30/2007	Other/ Not Applicable	3000
Supervision based on 1 - 10 ratio during school day	Principal-faculty	8/15/2006	5/30/2007	Other/ Not Applicable	5000

Research-Based Programs

The research strongly indicates that running the school by the usage of a positive model reduces the discipline problem significantly.

Pro active models where the EXPECTATIONS are clearly stated before any misconduct happens, helps students to realize the CONSEQUENCES before the wrong doing. The reactive models, however, encourages students to attempt the wrong doing and wait for the PUNISHMENT.

Professional Development

On going development based on the research as well as the standard set forth by the State to promote effective teaching, Domain 2.0 of FPMS.

Evaluation

On going during the school's daily operation

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

MCCS is committed to enable students to effectively use technology and further succeed in their education.

Needs Assessment

In addition to the teachers daily interaction with students in the classroom where several methods of assessment are used, written, verbal, hands-on and portfolio, All students in grades K thru 6 participate in the "Integrated Learning class" every day.

Measurable Objective

- 1- The number of the computers will be increased by an additional 15% by the end of school year 2006-2007.
- 2- The number of on line computers will increase by 50%. This is attainable by completing the wireless system.
- 3- Three computer labs set up in primary (K & 1st), Grade 2, and Grades 3 thru 6 will be utilized to further enforce the reading and math programs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
To re-direct the free and reduced lunch funding to increase the level of modern technology.	Board of Directors & Principal	3/1/2006	5/30/2007	Other/ Not Applicable	100000

Research-Based Programs

Technology is used as an instrument and teaching techniques. Through the establishment of the integrated learning courses in Grades K thru 6, computers are incorporated with teaching reading, math, writing and science skills.

Professional Development

Faculty and staff participate in professional development programs presented by the district, state and private vendors.

Evaluation

The school closely monitors the FCAT scores as a base of comparison with the district and the state. From the first year of the opening of the school to the second year, MCCS, a Title I school, has been able to match the district's scores in reading and double its math scores. Employing technology to improve the quality of teaching and learning process has been very important to such improvement.

Health & Physical Fitness Goal

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Health & Physical Fitness Statement

MCCS is committed to the total formation of each student. Students' academic, emotional and psychological growth is attainable with the child's physical health and growth.

Needs Assessment

Students and faculty's attendance is to be monitored to evaluate the importance of good health in attendance.

Measurable Objective

- 1- Students will become educated food consumers by learning about correct eating habits.
- 2- Students's health and hygiene habit will grow stronger by 30 %.
- 3- Guided physical activities time,P.E., will increase by 20%

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Addition of After School Physical Fitness programs	After School Program director & principal	1/8/2007	5/30/2007	Other/ Not Applicable	1000

Research-Based Programs

The brain-based research indicates the importance of oxygen circulation in body, the energy level, and protein based diet on learning.

Professional Development

The food service staff as well as the P.E. teacher attend related trainings.

Evaluation

Attendance report , quarterly, bi-annual and annual will reveal the favorable results.

Electives & Special Areas Goal

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Electives & Special Areas Statement

Through offering daily Cross Curricular classes to grades K thru 6, visual and performing arts are integrated into all areas of the curriculum. Through art and music classes, students will gain appreciation for art and music, their individual talents. and interest in talents of others.

Needs Assessment

Students, parents, teachers and other community members participation in any of events will measure the success of the program.

Measurable Objective

- 1- Students will celebrate the Holidays by performing in a "Talent Show" for the community. The projected number of participating students is 10 to 15%
- 2- Students will participate in a minimum of three study trips where they will experience live performing art programs such as plays and music concerts.
- 3- Students participation in after school extra curricular performing art activities will increase by 25%
- 4- MCCS will continue with the tradition of offering a "Side Walk Art Show" during the annual parents appreciation day

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Employ resources and additional staff members	principal & Arts teacher	8/15/2006	5/30/2007	Other/ Not Applicable	5000

Research-Based Programs

Miami Community Charter School is a Cross-Cultural Learning Environment (CCLE). The Arts' curriculum emphasis discovery of the intrinsic value of humanity through active learning.

Professional Development

Staff development programs offered by local presenters.

Evaluation

On-going evaluation based on observation and students/parents participation in related activities.

Return On Investment Goal

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Return On Investment Statement

Increasing the school annual budget by meeting the following goals:

- 1- attaining the available grants based on the non profit status
- 2- Finalizing the Free and Reduced Lunch Program and the return of the available funds to the school

Needs Assessment

MCCS' Board of Directors continues following up with the progress of both of the above mentioned issues on regular basis.

Measurable Objective

MCCS is committed to attain its 501(C)(3) position by or before May 2007. In addition, MCCS is aimed to finalize the Free and Reduced Lunch Program before the end of school year 2006-2007 to recover from the additional expenses imposed by serving 92% of students on free and reduced lunch program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
contracting an additional person to follow up with this goal	school consultant	8/15/2006	8/15/2007	Other/ Not Applicable	24000

Research-Based Programs

Aiming the school to go through the initial process of establishment without deficit will result in an on going progress.

Professional Development

On going.

Evaluation

The Board of Directors continue evaluating the process

Other Goal

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Other Statement

N/A

Needs Assessment

N/A

Measurable Objective

N/A

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

N/A

Professional Development

N/A

Evaluation

N/A

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The school budget is based on the projected number of students for the up coming school year. The school tries to stay within a conservative budget. At this point no deficit is evident.

Training:

In addition to the general trainings offered by TEC, MCCS provides in house training for the faculty and staff. Such sessions have become available to the staff through the school's partnership with local universities and inviting professional trainers.

In return to the community, MCCS accepts Education major students from Florida International University, Barry University, St. Thomas University and Miami-Dade Community College to do their observation/internships at MCCS.

Instructional Materials:

Most of the instructional materials, text books, are selected and purchased from FSBD. The selection takes place based on the curriculum needs which is designed to meet the SSS. Supplementary materials are also added to the class to enhance the teaching and learning process.

Technology:

Students use the computer lab every day. The computer lab is connected to the Internet so students may do research and work with the River Deep Program. In addition to the school computer lab/media center, using the computers and programs purchased by the Title I program, we have established a language lab for grades K and first, a language lab for grade second and a math lab for grades three thru six.

Staffing:

All classroom teachers are either certified (77%) or certifiable (23%). Forty six percent of the teachers have additional endorsements such as ESOL, ESE and gifted. Eighty seven percent of the Para Professionals are degreed with a minimum of an AA degree. Several of them are completing their B.A. or masters degree in education. The AP has her master's degree in education and the principal has her doctoral degree in education.

Student Support Services:

MCCS has contracted qualified professionals to provide the speech and occupational therapy when it is needed. The school has established an effective working relationship with other agencies in the area so students receive the appropriate services. The support services from the district with the exception of the annual IEP meetings is minimal at best.



School Improvement Plan 2007-2008



Other Matters of Resource Allocation:

MCCS encourages parents and community involvement. Through this approach, the school receives services and materials as volunteer services. School wide fundraisings also assist us with smaller projects in the school.

Benchmarking:

Academically, MCCS complies with the benchmarks set forth by the State. School planning is driven by the available statistics, test results, students performance and so forth. In order to meet the benchmarks, MCCS has short, mid and long range goals. We review and revise these goals while involving all the stakeholders. The school has a strong track record in meeting other benchmarks set forth by the district.

School Safety & Discipline:

Physically, the school is in "Lock Down" all the time. After students' arrival in the morning which is supervised by school faculty and administration, all visitors must be admitted to the building by the receptionist, sign the visitor's log and get a written pass before being entering the campus. School has six security cameras installed around the campus which records 24 hours a day. At the dismissal time, again faculty and administration monitor the building. The parents must go to the homeroom teacher in the classroom where the teacher would release the student to the authorized adult. The fire drills, both the building and school bus, takes place on regular basis.

MCCS discipline plan is designed to help the total formation of each student. The administration and faculty try to enforce this plan by using the positive approach (acknowledging the right behavior) rather than using the negative approach (punishing the wrong behavior). The school runs based on the strong commitment of the students, teachers and parents to PROCEDURE & ORDER.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	15000
Mathematics	9000
Writing	6600
Science	3400000
Parental Involvement	4000
Discipline & Safety	8000
Technology	100000
Health & Physical Fitness	1000
Electives & Special Areas	5000
Return On Investment	24000
Total	3572600



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent