



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: DOWNTOWN MIAMI CHARTER SCHOOL

District Name: Dade

Principal: Candace Chewning

Board of Directors: Matthew Gorson

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
 Commissioner**
 Florida Department of
 Education
 325 West Gaines Street
 Tallahassee, Florida
 32399



**Cheri Pierson Yecke,
 Chancellor**
 K-12 Public Schools
 Florida Department of
 Education
 325 West Gaines Street
 Tallahassee, Florida
 32399

VISION/MISSION/BELIEF STATEMENTS

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

The Downtown Miami Charter School Mission is:

- To provide students with tools and skills needed to realize their highest level of achievement.
- To strive for academic, social and physical excellence through a quality and challenging curriculum.
- To promote positive moral and social values.
- To foster an atmosphere of self-discipline in a safe learning environment.
- To maximize individual productivity to meet the needs of a changing world.

SCHOOL PROFILE DEMOGRAPHICS

Downtown Miami Charter School was established in 2002-2003 school year. The Downtown Miami Charter School will meet the educational ends of the growing population of residents and downtown businesses and provide employees and residents with many of the benefits associated with a school near the home and/or workplace.

The Downtown Miami Charter School is a 43,000 square foot state-of-the-art charter school serving up to 650 students in grades K-6. The Downtown Miami Charter School offers an enhanced curriculum, small class sizes, low student-to-staff ratio, parent involvement opportunities, personalized learning plans, character building education, and experience faculty.

A charter school is a publicly funded, privately managed, tuition-free public school offering an education alternative to traditional public, private and parochial schooling.

The Downtown Development Authority (DDA) has always strived to engage in development, redevelopment and physical improvement activities for the benefit of the Downtown environment and the maintenance of its economic stability. In seeking such a mission, the DDA introduces the first elementary charter school in downtown Miami, the Downtown Miami Charter School.

Downtown Miami Charter School has a culturally diverse student population of 645 children. The school serves students within the surrounding Downtown area; as well as, students residing throughout Dade County whose parents work in the Downtown area.

Below is the student statistical information as per our FTE report.

Grade Males Females White Black Hispanic Other

KG	59	52	1	76	32	2
01	47	64	4	80	24	3
02	43	50	4	64	22	5
03	58	65	2	91	25	5
04	34	42	1	58	16	1
05	35	36	3	52	14	2
06	28	22	0	36	14	0

Total 304 331 15 457 110 18

Attendance: For the 2006-2007 school year DMCS average attendance rate was 93.82%.

Grades 3-6

Level 1- FCAT Reading: 129

Level 2- FCAT Reading: 103

Level 1- FCAT Writing: 15
Level 2- FCAT Writing: 29

Level 1- FCAT Math: 161
Level 2- FCAT Math: 132

Level 1- FCAT Science: 75
Level 2- FCAT Science: 14

ESE- 25 Students
ESOL/ELL-37 Students

Student Retention Rate: 8% of our student body was retained.

Class Size- Is 19 students to one teacher.
Current Teacher Vacancies Breakdown as of 8/28/07

- 2006-2007 teaching positions-34
- 2007-2008 new teaching positions- 2
- Total 2007-2008 teaching positions-36
 - o Classroom teachers- 27
 - o Elective teachers- 4
 - o ESE teacher- 1
 - o Co-Teachers- 3
 - o Reading Leader- 1
- 17 of the original 34 teachers returned to Downtown Miami Charter School
- 18 new teachers were hired as of August 28, 2007
- Currently one vacancy- 6 grade Reading Language Arts Position.

An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. Therefore, all teachers employed at Downtown Miami Charter School hold full state certification, with a minimum of a Bachelor's Degree and have demonstrated subject-matter competency in each core academic subject taught. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in NCLB are provided.

Charter School USA (CSUSA) is committed to ensuring a highly qualified pool of teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities. Electronic application procedures are streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Additionally, the CSUSA office of Teacher Recruitment participates in year-round local, district, state, and national teacher recruitment fairs.

Professional Development initiatives target researched based-instructional strategies aligned to the needs the school's population.

CSUSA New Teacher Orientation Program offers teachers the opportunity to gain further knowledge of NCLB, Florida Standards, Code of Ethics, ESOL/META

compliance requirements and research based instructional strategies. Also, within this program, CSUSA has implemented the Teacher Community Leader Program, in which an experienced teacher is appointed by school administration to offer school site support and professional development to the teachers.

Feeder Pattern: Downtown Miami Charter School (DMCS) serves students K-6 from a variety of geographically areas. Students attending DMCS typically feed into Miami Dade County Public Schools and /or local Charter and /or Private Schools in the area.

Title I Status: DMCS is a Title I School.

Special Programs: DMCS serves students via two special programs. Gifted and ESE populations are identified through specialized testing and instruction is formulated to meet their individual needs.

SCHOOL MATCH

Downtown Miami Charter School will work collaboratively with Renaissance Elementary Charter School in Doral, FL.

Renaissance Elementary Charter School (RECS) is led by Ana Cordal from CSUSA. Ana Cordal serves as our Lead Principal on the East Coast. It is a sister school within the same management company, CSUSA. They are an "A" status school and have agreed to support us in the areas of staff development and student instructional support. 92% of RECS students met high standards in Reading.

July 07, Meeting with Ana Cordal discussing the school activities that are successful at her school.

August 07, Review of school match activities between Downtown Miami Charter School and Renaissance Elementary Charter School.

Extended Day Intervention activities

Use of Elective teachers to implement intervention programs during the school day.

Implement Four Square Writing Program

Implement Morning FCAT Reading and Math Practice

September 07, Implement school match activities

October 07–May 08- Monthly meeting with Ana Cordal and Candace Chewning to discuss monitoring and improvement actions for school match activities.

QUALITY STAFF

Highly Qualified Administrators

Candace Chewning, Principal, holds a current Florida State Certification for Educational Leadership, has earned a Master's degree in Curriculum and Instruction with emphasis in Technology (May 2000) and Bachelor's in Elementary Education (1998) from the University of South Florida. From July 2006 until recently, she has been the Assistant Principal, at Keys Gate Charter School K-8 (enrollment 1,150) in Homestead Florida. She also held the position of Interim Principal at Keys Gate Charter School K-8 from August 2005-July 2006. Preceding her time at KGCS she was the Assistant Principal and Dean of Students at Bonita Springs Charter School K-8 (enrollment 1600).

Mrs. Chewning has extensive experience as a reading resource teacher in Elementary Education as well as outstanding leadership qualities.

I, Candace Chewning have been part of the improvement efforts of all schools in which I have worked. I have served on Data Analysis Committees and Literacy Committees with Local School Districts.

Keys Gate Charter School- Assistant Principal and Interim Principal, Maintained School Grade of "B"

Bonita Springs Charter School- Assistant Principal and Dean of Students, School moved from a School Grade of "C" to an "A"

Lake Trafford Elementary School- Reading Coach School moved from a School Grade of a "D" to a "C"

Avalon Elementary School- Reading Coach moved from a School Grade of a "D" to a "C"

Lehigh Elementary School- 3rd, 4th, 5th Grade Teacher, school moved from a "C" to an "A"

Ms. Rebecca Dinda- Assistant Principal: Current Certification in Educational Leadership

She holds a BA in Criminal Justice/Psychology and a Master's Degree in Educational Counseling. She also holds a current Educational Leadership, Guidance Counseling and a Professional Educator's Certificate in State of Florida. This is her second year in school administration and prior to time in administration she has had eight years of experience as a school counselor.

Ms. Dinda is in her second year at Downtown Miami Charter School (DMCS). Prior to her experience as the assistant principal at DMCS, she served as the guidance counselor for grades 7-8 at Dodd Middle School in Chesire, Connecticut, elementary guidance counselor at Chapman Elementary and middle school counselor at Lebanon Middle School.

At all schools, Ms. Dinda was directly involved in the strategic planning process, testing, data analysis, and strategies that contributed to increasing student success. All schools made Adequate Yearly Progress.

Recruitment/Retention of Highly Qualified Teachers

An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. Therefore, all teachers employed at Downtown Miami Charter School hold full state certification, with a minimum of a Bachelor's Degree and have demonstrated subject-matter competency in each core academic subject taught. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in NCLB are provided.

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[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Downtown Miami Charter School has chosen to implement a comprehensive school reform model based on Robert J. Marzano's research, "What Works in Schools" and "Classrooms That Work." This model is implemented through professional development and monitoring of staff at Downtown Miami Charter School.

Marzano's work builds upon a synthesis of the last 35 years of educational research. Marzano states, "My premise is that if we follow the guidance offered from 35 years of research, we can enter an era of unprecedented effectiveness for the public practice of education – one in which the vast majority of schools can be highly effective in promoting student learning." From Marzano's review of previous research, 11 factors are identified that impact the effectiveness of schools.

Marzano divides his 11 factors into School Level Factors, Teacher Level Factors, and Student Level Factors. School Level Factors are primarily a function of school policy and school wide decisions. Teacher Level Factors are primarily under the control of individual teachers. Student Level Factors are generally associated with student background.

To address School Level Factors, Downtown Miami Charter School has undergone a change in leadership. Mrs. Chewning has been appointed the new principal of Downtown Miami Charter School. She brings to the school a collaborative and data driven leadership style that will improve student academic achievement. A new culture of collegiality and professionalism along with the incorporation of parental and community involvement is being created. Challenging academic goals and objectives based on school needs have been established. The use of continual, effective feedback to assess student needs and achievements has been implemented.

To address Teacher Level Factors, Downtown Miami Charter School will be participating Leadership Team Meetings (LTM) led by Mrs. Chewning. Participants will include grade Level Chairs, Administration team, Reading Coach, Math Coach and Curriculum Specialists. These meetings provide an opportunity for a systemic, comprehensive paradigm shift, grounded in existing research findings, that Downtown Miami believes will improve student academic achievement. The LTM requires a fundamental change in how the school operate, the role of the teachers and the principal, and in the approach to student achievement. LTM provides a structure that creates a change in how teachers and staff interact. LTM creates a career advancement path for teachers, distributive leadership, restructures the school day to incorporate school-based professional growth, and promotes collaboration and mentoring activities between teachers.

To address Student Level Factors, Downtown Miami Charter School (DMCS) will work to create a safe and orderly environment that fosters a love for learning. Research has shown that little can be done to change the backgrounds and experiences of students; however, the environment fostered within the school can significantly impact students' learning gains. DMCS serves an economically disadvantaged student population, and is designated a Title I school.

Communication with Parents

Parents are notified directly through letters and notices on the school website, as well as hardcopies sent home via students. Bilingual assistance is available as necessary. Throughout the year, DMCS Parent Center helps address parent concerns and needs. Parent Center activities will include sessions assisting parents in reinforcing the skills and concepts taught to their children at school. Examples of such sessions will include: Math Night for Parents, Strategies for Writing and Early Literacy at home. Communication will go home every Thursday through the school folders.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

K Readiness Screening was used prior to school starting to provide data on student class placement and individualizing student needs. Preschool information that is located in the student cumulative record is analyzed by Kindergarten teachers.

Ongoing school activities include teachers giving parents specific strategies and ideas to support children at home with fostering the love of reading and practicing math skills and facts.

The Title One Community Involvement Specialist will hold monthly parent education workshops to provide resources to parents to support learning at home.

All Kindergarten parents and students were invited to a Meet the Teacher afternoon prior to school starting.

All Kindergarten students follow curriculum that is aligned with the Sunshine State Standards. These resources are available to all parents of prospective Kindergarten students via the Florida Department of Education website. As well, all prospective parents are given links to this information in the Kindergarten Readiness Checklist.

Teacher Mentoring

Downtown Miami Charter School is currently implementing Leadership Team Meetings (LTM), lead by Mrs. Chewning, a Teacher Advancement Program (TAP) trained evaluator. TAP has been implemented in eight states and in over 70 individual schools. The state of Florida has endorsed the TAP program by incorporating TAP's foundational principles into the Florida Teacher Mentoring Program. TAP is an innovative, research-based school reform program with proven strategies to improve academic instruction and thus impact student learning. The program's goal is to develop and support quality teachers by providing teacher mentoring, classroom modeling, and professional development with the ultimate goal of improving student academic achievement through improved instructional strategies. The idea behind TAP is to provide a comprehensive school-wide approach to teacher training and a professional development model that is directly linked to student achievement.

Teacher Mentoring:

Candace Chewning, Principal-Lead Teachers in All Grade Levels

Rebecca Dinda, Assistant Principal-Special Program Teachers, ESE, and ESOL/ELL

Not Hired- Assistant Principal- All Math, Science and Social Studies Teachers

Ana Mejido, Curriculum Specialist- All Reading and Language Arts Teachers

Cheryl Olgesby, Teacher Learning Communities Leader- All New Teachers to DMCS

Grade Level Lead Teachers- Teachers Within Their Own Grade Levels

Mentees- All Staff as identified by Professional Development Plans. Including new and returning staff.

Extended Learning Opportunities

Before and Aftercare Programs with an academic focus will be available to Downtown Miami Charter School non-proficient students. Research based materials such as Great Source's After School Achievers' Math, Reading and Writing Clubs will be utilized. Great Source, a division of Houghton Mifflin, has created math and reading after school programs that build student confidence in a fun and engaging way while reinforcing basic skills and improving student understanding.

Intervention students will be identified by their standardized test scores.

The extended learning opportunities will be in a direct instruction format and will be taught in small group instruction.

Intervention groups will be used to advance students that are behind. Students that scored the following percentage on the NRT will be offered the noted minutes of direct instruction each day:

0-12% - 400 minutes, 3 years behind
13-24% - 300 minutes, 2 years behind
25-37% - 200 minutes, 1 year behind

These minutes will be offered during the school day and in required after school programs where it is applicable.

The expected results are that intervention students show positive learning gains on standardized tests.

Benchmark testing and DIBELS will be used as the monitoring tools and the data analyzed will be used to guide individualized instruction.

Intervention classes are scheduled each day.

Saturday School Program will be developed with the focus on remediation and enrichment for students who have identified students. Small group and individualized tutoring will be available for the lowest 25% of students.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Downtown Miami Charter School is implementing an aggressive teacher professional development plan. This plan includes full day, half day, monthly and weekly staff development. Staff development is based on the needs of the student body and the results from a Teacher Needs Survey. The pre-service staff development focused on disaggregating data, training on how to effectively use data to plan lessons and identify the most effective differentiated instruction strategy. The following is a list of scheduled professional development for DMCS that supports differentiated instructional strategies:

Open Court- Reading Program
Corrective Reading- Reading Program
Guided Reading- Reading Intervention

Four Square Writing- School wide Writing Program
 Voyager Math- Math Intervention
 Data Analysis- Cross Curriculum, Test Scores
 Classroom Instruction that Works- Differentiated Instruction
 Identifying Similarities and Differences-Differentiated Instruction
 Summarizing and Note Taking-Differentiated Instruction
 Reinforcing Effort and Providing Recognition- Specific Feedback
 Homework and Practice-Differentiated Instruction
 Nonlinguistic Representations-Differentiated Instruction
 Cooperative Learning-Differentiated Instruction
 Setting Objectives and Providing Feedback-Differentiated Instruction
 Generating and Testing Hypotheses- Differentiated Instruction
 Cues, Questions, and Advanced Organizers- Differentiated Instruction
 Criss Training- Differentiated Instruction
 Blooms Taxonomy- Differentiated Instruction
 Interactive Word Walls- Differentiated Instruction
 Making Connections- Differentiated Instruction
 Tapping into Background Knowledge- Differentiated Instruction
 Flexible Grouping- Differentiated Instruction
 Visualizing- Differentiated Instruction
 Determining Importance-Differentiated Instruction
 Learning Centers- Differentiated Instruction
 Making Big Words- Differentiated Instruction
 Revisers Toolbox, Barry Lane- Writing Strategies
 Project Based Learning-Differentiated Instruction
 Anchor Activities-Differentiated Instruction
 Layered Curriculum-Differentiated Instruction
 Shared Inquiry-Differentiated Instruction

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

The result of student achievement data is used throughout the process and provides a laser like focus. It is used to determine the effectiveness of each instructional strategy used in lesson and efficient use of time. Each teacher will survey his/her student results during and after each lesson. Informed decision making allows up to the minute choices to be made about each student and the strategy used. Disaggregated data and frequent assessments enable teachers to make changes in the instructional strategies to meet the ever changing needs of each student.

Downtown Miami Charter School (DMCS) has a strong focus on Data Analysis. These are the steps to use data effectively at DMCS.

Last year's standardized test data was collected and recorded.(ie... FCAT, SAT 10, DIBELS)

Each student was sorted according to their score and placed into a classroom.

Each teacher created a Classroom Data Analysis Sheet , including the following Student Name, State ID, Birthday, ESE Status and Information of Meeting Dates, ESOL Level, Intervention Needs, School Support Team Information (SST), Standardized Test information in Reading, Math, and Science, School Level Standardized Test Results (ie... Benchmark 1,2,3, and 4), and Writing Prompt (Pre, Mid-year and Post Test data). This document is turned into Administration, updated and monitored throughout the school year.

Weekly Data Analysis Meetings are used to assure that all students are making learning gains. Benchmark Testing is given four times a year and data from the test is analyzed and used for

regrouping of students and individualizing instruction. DIBELS results will be used in the primary grades as well.

Intervention groups will be used to advance students that are behind. Students that scored the following percentage on the NRT will be offered the noted minutes of direct instruction each day:

0-12%- 400 minutes
 13-24%- 300 minutes
 25-37%-200 minutes

(These minutes will be offered during the school day and in a required after school programs, when applicable)

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

The assessments used to measure student achievement will be the following:

Formal Assessment:

DIBELS

FCAT- Florida Comprehensive Assessment Test

FCAT Published Sample Tests

Stanford Achievement Test 10 (SAT10)

Charter Schools, USA (CSUSA)- Quarterly Benchmark Tests (Based on the Sunshine State Standards and Grade Level Expectations)

CSUSA Skill Based Assessments

Publisher- Textbook Assessments

Informal Assessment:

Computer Based Assessment

Teacher Made Assessment and Quizzes

Teacher Observation

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

The alternative intervention activities that DMCS will utilize are the following:

Support Remediation:

Kaleidoscope- Skill Focused

Soar to Success- Small Group Instruction

Voyager Math- Skill Focused

Layered Curriculum- Meeting the Needs of Specific Learners

Acceleration:

Open Court- Guided Reading

Corrective Reading- Pace of instruction, Skill Based

Study Island Technology- Interactive and Incentive based

Enrichment Strategies:

Aims Math- Hands on

Aims Science- Hands on

Project Based Learning- Student Centered
Independent Study- High Student Interest

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Downtown Miami Charter School is a K-6 Charter School.

GOALS

Goal:	Reading
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Needs Assessment Downtown Miami Charter School identified its areas of need using the information below. DMCS has determined that there is need for improvement in our 2006-2007 AYP Subgroups of Black, Hispanic, Economically Disadvantaged and our lowest 25%. Carefully analyzing the data in third through sixth grade shows evidence that increased focused instruction is needed in various benchmarks. This instructional focus should result in an overall increase in student achievement. DMCS is aware of the high standard required by the State of Florida and NCLB. While our students will make learning gains in Reading for the 2007-2008 school year, subgroups may not meet AYP through Safe Harbor.

In the 2007 AYP report, 51 % of students in the following sub-groups did not meet AYP in Reading.

Black- 41%

Hispanic- 40%

Economically Disadvantaged- 38%

Reading:

The 2007 FCAT Reading scores determined that 43% of the students at DMCS achieved proficient scores.

Adequate Yearly Progress was not met by the lowest 25% in the school in Reading at 46%.

The results attained from the School Performance Accountability Report indicate that 51% of students in grade third through sixth grade made learning gains in Reading.

Objective Through instruction of the Florida Sunshine State Standards, 58% of our students will meet a high standard of Level 3 or above on the 2008 FCAT Reading Test.

Strategies

- Using FCAT school and district reports, the administration and leadership team will identify school-wide areas of deficiency in Reading and provide training for teachers in team building(Continuous Improvement Model), Progress Monitoring and on differentiating instruction in order to target these specific areas.
- Using weekly benchmark testing, teachers will identify areas of deficiency in Reading within their class in order to develop skill focus calendars and align weekly testing to students' specific areas of need
- All teachers, including non-content area teachers will implement an interdisciplinary approach by integrating and reinforcing reading and writing skills across the curriculum and in every lesson

- Use of Corrective Reading to accommodate differentiated learners in a classroom
- Teachers will differentiate their instruction in order to meet individual students' needs by carefully planning and implementing daily grouping activities
- The Reading Specialist will implement Pull-out and Push-in models each week for students in Level 1 on the FCAT and the lowest 25th percentile
- Teachers and the Reading Specialist will implement the Eight Step Process, the "What Works in Schools" and "Classrooms That Work." These strategies focus on pre and post testing data driven instruction, daily vocabulary practice, independent/guided writing through daily journaling, and essential components in successful classroom environments.
- DIBELS will be used to test Primary K-3 Students. A reading specialist will work directly with teachers of Kindergarten and "Tiered Students" to identify and work with students in need of interventions.
- Downtown Miami Charter School will use the Florida Department of Education guidelines for students in grades K-3 that are identified as performing below grade level including the 90 minute time block for reading. Students and for those retained in third grade for a second year will be given 180 minute Reading block, these will include 90 minutes of intensive reading interventions.
- Parents, public figures, and community members will be invited to come and read to students on a regular basis.
- Daily reading materials will be sent home for practice. All students log the book read and the amount of time dedicated to reading each night.
- An annual book fair will be organized.
- FCAT Explorer, Study Island and other useful websites and software will be used on a regular basis in order to practice reading skills.

Evaluation

Evaluations will include formative and summative measures. Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests. DIBELS in grades K-3 Summative Assessments include Stanford Achievement Test 10, Norm Reference Test and Florida Comprehensive Achievement Test.

Research-based Programs

Robert Marzano's, "What Works in Schools" and "Classrooms That Work" are researched based models that focus on Guaranteed and Viable Curriculum instruction and evaluations. Data analysis is used to create a content focus calendar for teachers to lesson plan. The uses of differentiated instructional strategies are focused on student outcomes. Teachers are consistently monitoring student progress which allows them to adjust deliver and provide tutorials for those who have not reached mastery of targeted skills.

The researched based reading programs in classrooms K-6 will include the

State Adopted Open Court Reading Program and the Houghton-Mifflin series with supplemental instructional materials such as trade novels that are chosen for the appropriate grade levels. There will be a Reading Specialist to assist classroom teachers with student diagnostic testing and interventions. The Corrective Reading Program will be delivered to students in grades 3-6 who received a level 1 on the FCAT Reading or lower than 25% on the SAT 10.

Professional Development

- The Assistant Principal of Curriculum will consult with the Reading Specialist and classroom teachers during weekly onsite visits.
- Wednesday staff development will include addressing differentiated reading styles for Reading at least once a month
- Workshops on scheduling and management of efficient use of reading time including Guided Reading, vocabulary (phonics and phonemic awareness), writing, fluency and reading comprehension
- Workshops outlining process and requirements for writing an AIP/PMP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs
- Publishers will deliver workshops to maximize use of purchased materials
- Lead Teachers and Administrators will hold weekly Leadership Team Meetings
- Administrators and select teachers will attend the National Reading Conference.
- Train the Trainer workshops are designed to provide training to lead teachers directly from the principal or designee on differentiated instructional strategies in core content areas, this practice will be implemented at Leadership Team Meetings. Lead teachers then provide inservice with their grade level teams teaching the new strategy the following day. The strategy will then be implemented by each teacher at each grade the following week. Two weeks after the strategy introduced, the administration will monitor and assess implementation by classroom walk throughs and teacher observations.
- Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.

Objective

Through instruction of the Florida Sunshine State Standards, 58% of our African American (black) students will meet a high standard of Level 3 or above on the 2008 FCAT Reading Test.

Strategies

- Using FCAT school and district reports, the administration and leadership team will identify school-wide areas of deficiency in Reading and provide training for teachers in team building(Continuous Improvement Model), Progress Monitoring and on differentiating instruction in order to target these specific areas.
- Using weekly benchmark testing, teachers will identify areas of deficiency in Reading within their class in order to develop skill focus calendars and align weekly testing to students' specific areas of need
- All teachers, including non-content area teachers will implement an interdisciplinary approach by integrating and reinforcing reading and writing

skills across the curriculum and in every lesson

- Use of Corrective Reading to accommodate differentiated learners in a classroom
- Teachers will differentiate their instruction in order to meet individual students' needs by carefully planning and implementing daily grouping activities
- The Reading Specialist will implement Pull-out and Push-in models each week for students in Level 1 on the FCAT and the lowest 25th percentile
- Teachers and the Reading Specialist will implement the Eight Step Process, the "What Works in Schools" and "Classrooms That Work." These strategies focus on pre and post testing data driven instruction, daily vocabulary practice, independent/guided writing through daily journaling, and essential components in successful classroom environments.
- DIBELS will be used to test Primary K-3 Students. A reading specialist will work directly with teachers of Kindergarten and "Tiered Students" to identify and work with students in need of interventions.
- Downtown Miami Charter School will use the Florida Department of Education guidelines for students in grades K-3 that are identified as performing below grade level including the 90 minute time block for reading. Students and for those retained in third grade for a second year will be given 180 minute Reading block, these will include 90 minutes of intensive reading interventions.
- Parents, public figures, and community members will be invited to come and read to students on a regular basis.
- Daily reading materials will be sent home for practice. All students log the book read and the amount of time dedicated to reading each night.
- An annual book fair will be organized.
- FCAT Explorer, Study Island and other useful websites and software will be used on a regular basis in order to practice reading skills.

Evaluation

Evaluations will include formative and summative measures.

Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests.

DIBELS in grades K-3

Summative Assessments include Stanford Achievement Test 10, Norm Reference Test and Florida Comprehensive Achievement Test.

Research-based Programs

Robert Marzano's, "What Works in Schools" and "Classrooms That Work" are researched based models that focus on Guaranteed and Viable Curriculum instruction and evaluations. Data analysis is used to create a content focus calendar for teachers to lesson plan. The uses of differentiated instructional strategies are focused on student outcomes. Teachers are consistently monitoring student progress which allows them to adjust deliver and provide tutorials for those who have not reached mastery of targeted skills.

The researched based reading program in classrooms K-6 will be the State

Adopted Open Court Reading Program with supplemental instructional materials such as trade novels that are chosen for the appropriate grade levels. There will be a Reading Specialist to assist classroom teachers with student diagnostic testing and interventions. The Corrective Reading Program will be delivered to students in grades 3-6 who received a level 1 on the FCAT Reading or lower than 25% on the SAT 10.

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- The Assistant Principal of Curriculum will consult with the Reading Specialist and classroom teachers during weekly onsite visits.
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- Publishers will deliver workshops to maximize use of purchased materials
- Lead Teachers and Administrators will hold weekly Leadership Team Meetings
- Administrators and select teachers will attend the National Reading Conference.
- Train the Trainer workshops will be used at Leadership Team Meetings
- Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.

Objective

Through instruction of the Florida Sunshine State Standards, 58% of our Hispanic students will meet a high standard of Level 3 or above on the 2008 FCAT Reading Test.

Strategies

- Using FCAT school and district reports, the administration and leadership team will identify school-wide areas of deficiency in Reading and provide training for teachers in team building(Continuous Improvement Model), Progress Monitoring and on differentiating instruction in order to target these specific areas.
- Using weekly benchmark testing, teachers will identify areas of deficiency in Reading within their class in order to develop skill focus calendars and align weekly testing to students' specific areas of need
- All teachers, including non-content area teachers will implement an interdisciplinary approach by integrating and reinforcing reading and writing skills across the curriculum and in every lesson
- Use of Corrective Reading to accommodate differentiated learners in a classroom
- Teachers will differentiate their instruction in order to meet individual students' needs by carefully planning and implementing daily grouping activities
- The Reading Specialist will implement Pull-out and Push-in models each

week for students in Level 1 on the FCAT and the lowest 25th percentile

- Teachers and the Reading Specialist will implement the Eight Step Process, the "What Works in Schools" and "Classrooms That Work." These strategies focus on pre and post testing data driven instruction, daily vocabulary practice, independent/guided writing through daily journaling, and essential components in successful classroom environments.
- DIBELS will be used to test Primary K-3 Students. A reading specialist will work directly with teachers of Kindergarten and "Tiered Students" to identify and work with students in need of interventions.
- Downtown Miami Charter School will use the Florida Department of Education guidelines for students in grades K-3 that are identified as performing below grade level including the 90 minute time block for reading. Students and for those retained in third grade for a second year will be given 180 minute Reading block, these will include 90 minutes of intensive reading interventions.
- Parents, public figures, and community members will be invited to come and read to students on a regular basis.
- Daily reading materials will be sent home for practice. All students log the book read and the amount of time dedicated to reading each night.
- An annual book fair will be organized.
- FCAT Explorer, Study Island and other useful websites and software will be used on a regular basis in order to practice reading skills.

Evaluation

Evaluations will include formative and summative measures.

Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests.

DIBELS in grades K-3

Summative Assessments include Stanford Achievement Test 10, Norm Reference Test and Florida Comprehensive Achievement Test.

Research-based Programs

Robert Marzano's, "What Works in Schools" and "Classrooms That Work" are researched based models that focus on Guaranteed and Viable Curriculum instruction and evaluations. Data analysis is used to create a content focus calendar for teachers to lesson plan. The uses of differentiated instructional strategies are focused on student outcomes. Teachers are consistently monitoring student progress which allows them to adjust deliver and provide tutorials for those who have not reached mastery of targeted skills.

The researched based reading program in classrooms K-6 will be the State Adopted Open Court Reading Program with supplemental instructional materials such as trade novels that are chosen for the appropriate grade levels. There will be a Reading Specialist to assist classroom teachers with student diagnostic testing and interventions. The Corrective Reading Program will be delivered to students in grades 3-6 who received a level 1 on the FCAT Reading or lower than 25% on the SAT 10.

Professional Development

- The Assistant Principal of Curriculum will consult with the Reading Specialist and classroom teachers during weekly onsite visits.
- Wednesday staff development will include addressing differentiated reading styles for Reading at least once a month
- Workshops on scheduling and management of efficient use of reading time including Guided Reading, vocabulary (phonics and phonemic awareness), writing, fluency and reading comprehension
- Workshops outlining process and requirements for writing an AIP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs
- Publishers will deliver workshops to maximize use of purchased materials
- Lead Teachers and Administrators will hold weekly Leadership Team Meetings
- Administrators and select teachers will attend the National Reading Conference.
- Train the Trainer workshops will be used at Leadership Team Meetings
- Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.

Objective

Through instruction of the Florida Sunshine State Standards, 58% of our Economically Disadvantaged students will meet a high standard of Level 3 or above on the 2008 FCAT Reading Test.

Strategies

- Using FCAT school and district reports, the administration and leadership team will identify school-wide areas of deficiency in Reading and provide training for teachers in team building(Continuous Improvement Model), Progress Monitoring and on differentiating instruction in order to target these specific areas.
- Using weekly benchmark testing, teachers will identify areas of deficiency in Reading within their class in order to develop skill focus calendars and align weekly testing to students' specific areas of need
- All teachers, including non-content area teachers will implement an interdisciplinary approach by integrating and reinforcing reading and writing skills across the curriculum and in every lesson
- Use of Corrective Reading to accommodate differentiated learners in a classroom
- Teachers will differentiate their instruction in order to meet individual students' needs by carefully planning and implementing daily grouping activities
- The Reading Specialist will implement Pull-out and Push-in models each week for students in Level 1 on the FCAT and the lowest 25th percentile
- Teachers and the Reading Specialist will implement the Eight Step Process, the "What Works in Schools" and "Classrooms That Work." These strategies focus on pre and post testing data driven instruction, daily vocabulary practice, independent/guided writing through daily journaling, and essential components in successful classroom environments.
- DIBELS will be used to test Primary K-3 Students. A reading specialist will

work directly with teachers of Kindergarten and "Tiered Students" to identify and work with students in need of interventions.

- Downtown Miami Charter School will use the Florida Department of Education guidelines for students in grades K-3 that are identified as performing below grade level including the 90 minute time block for reading. Students and for those retained in third grade for a second year will be given 180 minute Reading block, these will include 90 minutes of intensive reading interventions.
- Parents, public figures, and community members will be invited to come and read to students on a regular basis.
- Daily reading materials will be sent home for practice. All students log the book read and the amount of time dedicated to reading each night.
- An annual book fair will be organized.
- FCAT Explorer, Study Island and other useful websites and software will be used on a regular basis in order to practice reading skills.

Evaluation

Evaluations will include formative and summative measures.

Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests.

DIBELS in grades K-3

Summative Assessments include Stanford Achievement Test 10, Norm Reference Test and

Research-based Programs

Robert Marzano's, "What Works in Schools" and "Classrooms That Work" are researched based models that focus on Guaranteed and Viable Curriculum instruction and evaluations. Data analysis is used to create a content focus calendar for teachers to lesson plan. The uses of differentiated instructional strategies are focused on student outcomes. Teachers are consistently monitoring student progress which allows them to adjust deliver and provide tutorials for those who have not reached mastery of targeted skills.

The researched based reading program in classrooms K-6 will be the State Adopted Open Court Reading Program with supplemental instructional materials such as trade novels that are chosen for the appropriate grade levels. There will be a Reading Specialist to assist classroom teachers with student diagnostic testing and interventions. The Corrective Reading Program will be delivered to students in grades 3-6 who received a level 1 on the FCAT Reading or lower than 25% on the SAT 10.

Professional Development

- The Assistant Principal of Curriculum will consult with the Reading Specialist and classroom teachers during weekly onsite visits.
- Wednesday staff development will include addressing differentiated reading styles for Reading at least once a month
- Workshops on scheduling and management of efficient use of reading time including Guided Reading, vocabulary (phonics and phonemic awareness), writing, fluency and reading comprehension

- Workshops outlining process and requirements for writing an AIP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs
- Publishers will deliver workshops to maximize use of purchased materials
- Lead Teachers and Administrators will hold weekly Leadership Team Meetings
- Administrators and select teachers will attend the National Reading Conference.
- Train the Trainer workshops will be used at Leadership Team Meetings
- Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.

Highly Qualified Instructors The teachers on staff for elementary classrooms at the Downtown Miami Charter School are all certified or eligible for certification through Florida Department of Education. The school has also staffed a Reading Specialist to work with teachers and students in need of interventions. A co-teaching model will be implemented in classrooms with low achieving students.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Reading Teacher certified in Reading	Title 1	42000
Technology	FCAT Explorer	School Budget and Fundraisers	0
Professional Development	Educational Consultants and professional development in reading by publishers, resource staff and management company staff	School Budget	20000
Other			0
Total:			\$62,000.00

Goal:	Mathematics
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Needs Assessment Downtown Miami Charter School identified its areas of need using the information below. DMCS has determined that there is need for improvement in our 2006-2007 AYP Subgroups of Black, Hispanic, Economically Disadvantaged and our lowest 25%. Carefully analyzing the data in third through sixth grade shows evidence that increased focused instruction is needed in various benchmarks. This instructional focus should result in an overall increase in student achievement. DMCS is aware of the high standard required by the State of Florida and NCLB. While our students will make learning gains in Math for the 2007-2008 school year, subgroups may not meet AYP through Safe Harbor.

In the 2007 AYP report, 56% of students in the following sub-groups did not meet AYP in Math.

Black- 26%
 Hispanic- 28%
 Economically Disadvantaged- 27%

Math:

The 2007 FCAT math scores demonstrated a decrease and that 29% of the students at DMCS achieved proficient scores.

Adequate Yearly Progress was met by the lowest 25% in the school in Math at 57%.

The results attained from the School Performance Accountability Report indicate that 47% of students in grade third through sixth grade made learning gains in Math.

Objective Through instruction of the Florida Sunshine State Standards 62% of our students will meet a high standard of Level 3 or above on the 2008 FCAT Mathematics Test.

Strategies

- Meetings with the Math Specialist on a weekly basis
- Create interdisciplinary units to focus on math strategies and skills not mastered
- Vertical teacher planning to deliver a more consistent curriculum.
- Administer Benchmarking testing through CSUSA.
- Use pre and post tests to determine student's areas of weaknesses
- Provide meaningful test-taking practices and interventions to ease student's test taking anxiety
- Communicate expectations to parents by implementing a Math Night using math manipulatives and suggested grade appropriate activities at home
- Provide in-service training on effective and varied learning (differentiated

learning) instructional methods that allow students mastery of content and skills

- Use targeted practices that will familiarize students with specific FCAT content (number sense, measurement, geometry and spatial sense, algebraic thinking, and data analysis)
- Provide in-service training for teachers on effective classroom management and utilization of mathematics manipulatives in classroom activities
- By attending a technology special once per week students will use Study Island and practice FCAT materials within the curriculum to supplement the mathematics program.
- Use of a mobile computer lab once a week during scheduled mathematics utilizing FCAT Explorer and Study Island.
- Use of a Leap Frog to enhance individualized Math skills.
- Implement FCAT practice activities during the school day and during extended day activities
- Incorporate a problem of the day at various grade levels delivered over the school's close-circuit television.
- Monitor student achievement in Math to address the needs of Level 1 and the lowest 25th percentile of students, targeting skills that have not yet been mastered.

Evaluation

Evaluations will include formative and summative measures.

Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests.

Summative Assessments include Stanford Achievement Test 10, Norm Reference Test and Florida Comprehensive Achievement Test.

Research-based Programs

The Progress in Mathematics Program published by Sadlier-Oxford Publishing is a research-based curriculum used in California as the recommended State program. This series is based on research with a balance of tradition and standards in correlation with the NCTM Standards. The Progress in Mathematics Textbook Series fosters a student-centered supportive environment, offers well-planned, carefully sequenced, multimodal problem solving activities and has real life connections for students and the community. There is a correlation of Progress in Mathematics aligned with the Florida Math Sunshine State Standards.

Professional Development

- Assistant Principal of Curriculum will consult during classroom teachers with weekly onsite visits
- Wednesday staff development will include addressing differentiated instructional strategies for Math at least once a month
- Workshops on scheduling and management of efficient use of Math time.

- Workshops outlining process and requirements for writing an AIP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs
- Publishers will deliver workshops to maximize use of purchased materials
- Lead Teachers and Administrators will hold weekly Leadership Team Meetings
- Administrators and select teachers will attend ASCD Conference.
- Train the Trainer workshops will be used at Leadership Team Meetings
- Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.

Objective	Through instruction of the Florida Sunshine State Standards 62% of our African American (Black) students will meet a high standard of Level 3 or above on the 2008 FCAT Mathematics Test.
Strategies	<ul style="list-style-type: none"> • Meetings with the Math Specialist on a weekly basis • Create interdisciplinary units to focus on math strategies and skills not mastered • Vertical teacher planning to deliver a more consistent curriculum. • Administer Benchmarking testing through CSUSA. • Use pre and post tests to determine student's areas of weaknesses • Provide meaningful test-taking practices and interventions to ease student's test taking anxiety • Communicate expectations to parents by implementing a Math Night using math manipulatives and suggested grade appropriate activities at home • Provide in-service training on effective and varied learning (differentiated learning) instructional methods that allow students mastery of content and skills • Use targeted practices that will familiarize students with specific FCAT content (number sense, measurement, geometry and spatial sense, algebraic thinking, and data analysis) • Provide in-service training for teachers on effective classroom management and utilization of mathematics manipulatives in classroom activities • By attending a technology special once per week students will use Study Island and practice FCAT materials within the curriculum to supplement the mathematics program. • Use of a mobile computer lab once a week during scheduled mathematics utilizing FCAT Explorer and Study Island. • Use of a Leap Frog to enhance individualized Math skills. • Implement FCAT practice activities during the school day and during extended day activities • Incorporate a problem of the day at various grade levels delivered over the school's close- circuit television. • Monitor student achievement in Math to address the needs of Level 1 and the lowest 25th percentile of students, targeting skills that have not yet been mastered.

Evaluation Evaluations will include formative and summative measures. Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests. Summative Assessments include Stanford Achievement Test 10, Norm Reference Test and Florida Comprehensive Achievement Test.

Research-based Programs The Progress in Mathematics Program published by Sadlier-Oxford Publishing is a research-based curriculum used in California as the recommended State program. This series is based on research with a balance of tradition and standards in correlation with the NCTM Standards. The Progress in Mathematics Textbook Series fosters a student-centered supportive environment, offers well-planned, carefully sequenced, multimodal problem solving activities and has real life connections for students and the community. There is a correlation of Progress in Mathematics aligned with the Florida Math Sunshine State Standards.

Professional Development

- Assistant Principal of Curriculum will consult during classroom teachers with weekly onsite visits
- Wednesday staff development will include addressing differentiated instructional strategies for Math at least once a month
- Workshops on scheduling and management of efficient use of Math time.
- Workshops outlining process and requirements for writing an AIP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs
- Publishers will deliver workshops to maximize use of purchased materials
- Lead Teachers and Administrators will hold weekly Leadership Team Meetings
- Administrators and select teachers will attend ASCD Conference.
- Train the Trainer workshops will be used at Leadership Team Meetings
- Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.

Objective Through instruction of the Florida Sunshine State Standards 62% of our economically disadvantaged students will meet a high standard of Level 3 or above on the 2008 FCAT Mathematics Test.

Strategies

- Meetings with the Math Specialist on a weekly basis
- Create interdisciplinary units to focus on math strategies and skills not mastered
- Vertical teacher planning to deliver a more consistent curriculum.
- Administer Benchmarking testing through CSUSA.
- Use pre and post tests to determine student's areas of weaknesses
- Provide meaningful test-taking practices and interventions to ease student's

test taking anxiety

- Communicate expectations to parents by implementing a Math Night using math manipulatives and suggested grade appropriate activities at home
- Provide in-service training on effective and varied learning (differentiated learning) instructional methods that allow students mastery of content and skills
- Use targeted practices that will familiarize students with specific FCAT content (number sense, measurement, geometry and spatial sense, algebraic thinking, and data analysis)
- Provide in-service training for teachers on effective classroom management and utilization of mathematics manipulatives in classroom activities
- By attending a technology special once per week students will use Study Island and practice FCAT materials within the curriculum to supplement the mathematics program.
- Use of a mobile computer lab once a week during scheduled mathematics utilizing FCAT Explorer and Study Island.
- Use of a Leap Frog to enhance individualized Math skills.
- Implement FCAT practice activities during the school day and during extended day activities
- Incorporate a problem of the day at various grade levels delivered over the school's close- circuit television.
- Monitor student achievement in Math to address the needs of Level 1 and the lowest 25th percentile of students, targeting skills that have not yet been mastered.

Evaluation

Evaluations will include formative and summative measures.

Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests.

Summative Assessments include Stanford Achievement Test 10, Norm Reference Test and Florida Comprehensive Achievement Test.

Research-based Programs

The Progress in Mathematics Program published by Sadlier-Oxford Publishing is a research-based curriculum used in California as the recommended State program. This series is based on research with a balance of tradition and standards in correlation with the NCTM Standards. The Progress in Mathematics Textbook Series fosters a student-centered supportive environment, offers well-planned, carefully sequenced, multimodal problem solving activities and has real life connections for students and the community. There is a correlation of Progress in Mathematics aligned with the Florida Math Sunshine State Standards.

Professional Development

- Assistant Principal of Curriculum will consult during classroom teachers with weekly onsite visits

- Wednesday staff development will include addressing differentiated instructional strategies for Math at least once a month
- Workshops on scheduling and management of efficient use of Math time.
- Workshops outlining process and requirements for writing an AIP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs
- Publishers will deliver workshops to maximize use of purchased materials
- Lead Teachers and Administrators will hold weekly Leadership Team Meetings
- Administrators and select teachers will attend ASCD Conference.
- Train the Trainer workshops will be used at Leadership Team Meetings
- Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.

Objective Through instruction of the Florida Sunshine State Standards 62% of our Hispanic students will meet a high standard of Level 3 or above on the 2008 FCAT Mathematics Test.

- Strategies**
- Meetings with the Math Specialist on a weekly basis
 - Create interdisciplinary units to focus on math strategies and skills not mastered
 - Vertical teacher planning to deliver a more consistent curriculum.
 - Administer Benchmarking testing through CSUSA.
 - Use pre and post tests to determine student's areas of weaknesses
 - Provide meaningful test-taking practices and interventions to ease student's test taking anxiety
 - Communicate expectations to parents by implementing a Math Night using math manipulatives and suggested grade appropriate activities at home
 - Provide in-service training on effective and varied learning (differentiated learning) instructional methods that allow students mastery of content and skills
 - Use targeted practices that will familiarize students with specific FCAT content (number sense, measurement, geometry and spatial sense, algebraic thinking, and data analysis)
 - Provide in-service training for teachers on effective classroom management and utilization of mathematics manipulatives in classroom activities
 - By attending a technology special once per week students will use Study Island and practice FCAT materials within the curriculum to supplement the mathematics program.
 - Use of a mobile computer lab once a week during scheduled mathematics utilizing FCAT Explorer and Study Island.
 - Use of a Leap Frog to enhance individualized Math skills.
 - Implement FCAT practice activities during the school day and during extended day activities
 - Incorporate a problem of the day at various grade levels delivered over the school's close-circuit television.
 - Monitor student achievement in Math to address the needs of Level 1 and the lowest 25th percentile of students, targeting skills that have not yet been mastered.

Evaluation	<p>Evaluations will include formative and summative measures. Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests.</p> <p>Summative Assessments include Stanford Achievement Test 10, Norm Reference Test and Florida Comprehensive Achievement Test.</p>
Research-based Programs	<p>The Progress in Mathematics Program published by Sadlier-Oxford Publishing is a research-based curriculum used in California as the recommended State program. This series is based on research with a balance of tradition and standards in correlation with the NCTM Standards. The Progress in Mathematics Textbook Series fosters a student-centered supportive environment, offers well-planned, carefully sequenced, multimodal problem solving activities and has real life connections for students and the community. There is a correlation of Progress in Mathematics aligned with the Florida Math Sunshine State Standards.</p>
Professional Development	<ul style="list-style-type: none"> • Assistant Principal of Curriculum will consult during classroom teachers with weekly onsite visits • Wednesday staff development will include addressing differentiated instructional strategies for Math at least once a month • Workshops on scheduling and management of efficient use of Math time. • Workshops outlining process and requirements for writing an AIP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs • Publishers will deliver workshops to maximize use of purchased materials • Lead Teachers and Administrators will hold weekly Leadership Team Meetings • Administrators and select teachers will attend ASCD Conference. • Train the Trainer workshops will be used at Leadership Team Meetings • Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.
Highly Qualified Instructors	<p>The teachers on staff for elementary classrooms at the Downtown Miami Charter School are all certified or eligible for certification through Florida Department of Education. The school has also staffed an Assistant Principal of Curriculum to work with teachers and students in need of interventions. A co-teaching model will be implemented in classrooms with low achieving students.</p>

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)			0
Technology			0
Professional Development			0
Other			0
Total:			\$0.00

Goal:	Writing
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Needs Assessment Downtown Miami Charter School identified its areas of need using the information below. DMCS has determined that there is need for improvement in our 2006-2007 instructional focus in narrative and expository writing prompts. This instructional focus should result in an overall increase in student achievement. Carefully analyzing the data 4th grade shows evidence that increased focused instruction is needed in various writing benchmarks. DMCS is aware of the high standard required by the State of Florida and NCLB. While our students will make learning gains in Writing for the 2007-2008 school year, subgroups may not meet AYP through Safe Harbor.

The 2006-2007 Annual School Report indicates that 83% of our students were meeting the state standards for proficiency in writing. Proficiency increased significantly due to the 4 Square Writing Program and Staff Development.

DMCS

Objective Through instruction of the Florida Sunshine State Standards 85% of our students will meet a high standard of Level 3.5 or above in on the 2008 FCAT Writing Test.

Strategies

- Daily Journaling including free writing, narrative and expository prompt writing and picture writing
- Workshops to incorporate writing strategies
- Incorporate the 4 Square Writing in grades K-6 to emphasize consistent delivery of writing strategies.
- Pre and post writing samples and prompts in expository and narrative format.
- Teacher student conference focused writing.
- The use of Authors Chair.
- Peer editing in fourth grade classes with emphasis on the state rubric used in scoring the Florida Writes
- Incorporate use of a variety of graphic organizers
- Opportunities to write in a variety of genres
- Encourage students to develop school-wide publications
- Have students regularly score good and bad writing samples using the FCAT Scoring rubric and compare their scores with the scores given by the state in order to become familiar with the expectations of the evaluators and the scoring methods.

Evaluation

Evaluations will include formative and summative measures. Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments, rubric assessments of student writing and textbook generated tests.

Expository and Narrative Writing Prompt Assessments will be graded using

the state writing rubric. All performance outcomes for students in grade 4 will be 3.5 or above.

Summative Assessments include Florida Writes Assessment

Research-based Programs

Students in all classrooms will incorporate the 4 Square Writing Program. Students will review the rubric used for scoring the Florida Writes test to review their writing.

Professional Development

- Assistant Principal of Curriculum will consult with classroom teachers during weekly onsite visits
 - Wednesday staff development will include addressing differentiated instructional strategies for writing at least once a month
 - Workshops on scheduling and management of efficient use of writing time
 - Workshops outlining process and requirements for writing an AIP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs
 - Lead Teachers and Administrators will hold weekly Leadership Team Meetings
 - Administrators and select teachers will attend the National Reading Conference.
 - Train the Trainer workshops will be used at Leadership Team Meetings
 - Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Use of State Florida Writes Rubric	School Budget	500
Technology			0
Professional Development	4 Square Writing Program	School Budget	5000
Other	Extended Day tutoring for identified students	Title One	3000
Total:			\$8,500.00

Goal:	Science
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Needs Assessment Downtown Miami Charter School identified its areas of need using the information below. DMCS has determined that there is need for improvement in our 2006-2007 Science Instruction. Carefully analyzing the data in 5th grade shows evidence that increased focused instruction is needed in All Sunshine State Standards Science benchmark strands will be focused on in the 2006-2007 school year. This instructional focus should result in an overall increase in student achievement. DMCS is aware of the high standard required by the State of Florida and NCLB. While our students will make learning gains in Science for the 2007-2008 school year, subgroups may not meet AYP through Safe Harbor.

The 2006-2007 FCAT Science scores indicate that 12% of our students were at or above Level 3.

Objective Given instruction based on the Sunshine State Standards, 25% of the fifth grade students at Downtown Miami Charter School will score a high standard of Level 3 or above on the 2008 FCAT Science Test.

Strategies

- Meetings with the Science Specialist on a weekly basis
- Allocate a classroom as a Science Lab with appropriate science equipment
- Coordinate an interdisciplinary study that will incorporate literature and math with areas of scientific study and student projects
- Provide teachers with support materials such as “Think like a Scientist” to enhance open-ended exploratory questions
- School wide participation in a Spring Science Fair
- Community resources and local field trips to correlate with areas of study
- Reinforce the scientific method throughout the entire year and across the curriculum—identifying a problem, hypothesizing or guessing, testing the hypothesis, analyzing the results, and drawing a conclusion
- Utilize Bill Nye the Science Guy videos for use on the circuit television sets
- Use School Board Programs and access to Direct TV broadcast on new Satellite dish programming for science related activities
- Set up a portion of the media center with donated national geographic and science related magazines, a sample science project, student displays current events in the science field.

Evaluation Evaluations will include formative and summative measures. Formative Assessments include weekly skills assessment as identified by data driven student needs, benchmarking, and teacher created test, authentic assessments and textbook generated tests. Summative Assessments Florida Comprehensive Achievement Test for Science and questions from test bank from McGraw Hill Test Clarity Program.

Research-based Programs State adopted Science series will be utilized. Students will participate with Science Experiments in a newly designated Science lab and part time resource teacher who will assist in the organization, coordination and delivery of materials needed for experiment activities.

Professional Development During the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development in the area of Science. This plan also guarantees that novice teachers receive extensive trainings and follow-up trainings on the school's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses. Through the MDCPS Teacher Education Center the following course will be available for DMCS teachers to attend; Cross Functional Science Course is designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed .

- The Assistant Principal of Curriculum will consult with classroom teachers during weekly onsite visits
- Wednesday staff development will include addressing differentiated instructional strategies for Science at least once a month
- Workshops on scheduling and management of efficient use of Science time.
- Workshops outlining process and requirements for writing an AIP (Academic Improvement Plan) and Lead teachers will monitor implementation of AIPs
- Publishers will deliver workshops to maximize use of purchased materials
- Lead Teachers and Administrators will hold weekly Leadership Team Meetings
- Administrators and select teachers will attend ASCD Conference.
- Train the Trainer workshops will be used at Leadership Team Meetings
- Lead teachers will use weekly planning to discuss implementation of a new instructional strategy and provide a follow up and feedback to teachers.
- Training in interdisciplinary implementation to assist with non-fiction reading passages, math applications and writing skills as used in a lab report

Highly Qualified Instructors The teachers on staff for elementary classrooms at the Downtown Miami Charter School are all certified or eligible for certification through Florida Department of Education. The school has also staffed a Reading Specialist to work with teachers and students in need of interventions. A co-teaching model will be implemented in classrooms with low achieving students.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Experiment Kits replacement parts & Equipment for Science Lab	School Budget	2000
Technology			0
Professional Development	Professional Development from on-site resources	School Budget	0
Other			0
Total:			\$2,000.00

Goal:	Parental Involvement
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Needs Assessment Many parents were not active in the Parent Teacher Organization (PTO) and the Parent Center evident by the PTO membership and it sign in sheets for each monthly meeting.

Objective To have more than 50% of parents attend a PTO meetings Throughout the year and to complete volunteer hours on school site.

Strategies

- Use a Community Involvement Specialist to increase school and parent communication
- Use of Teacher Web to enhance communication between teachers and parents.
- Deliver workshops for parents on how to access website to review student grades and assignments
- Monitor web site hits by parents
- Have teachers post weekly progress reports and bulletins on SIS and email thank you's to parents who checked it.
- Have a computer station on school site available for parents to use
- Have Back to School Nights an Family Nights
- Advertise and prepare a calendar in the beginning of the year of scheduled parent nights
- Keep parents updated on volunteer hours through school communication and on website
- Parent conferences
- Weekly Communication Folders with school activities
- Post newsletters and school communications on website
- Ask for parents to complete surveys about their participation

Evaluation Parent Involvement will be evaluated by the volunteer hours report and review of parent attendance through sign-in sheets for PTO activities.

Research-based Programs Using the "What Works in Schools" model, Downtown Miami Charter School staff will reach out to have parents involved in classroom activities, parent workshops and address Student Level Factors. Downtown Miami Charter School staff will work to create a safe and orderly environment that fosters a love for learning. Research has shown that little can be done to change the backgrounds and experiences of students; however, the environment fostered within the school can significantly impact student's learning gains. Downtown Miami serves an extremely disadvantaged and impoverished student population, designated a Title I school, Downtown Miami Charter School will make every effort to reach out to parents.

Professional Development

- Professional Development will be given to teachers and staff members on ways to be proactive in making the Home & School Connection.
- Align resources to deliver appropriate workshops to teachers on assisting

students in varied situations

- Community Involvement Specialist will provide as a link between the home & school community
 - Deliver workshops for parents that are valuable to their needs and appropriate to the school goals
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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Community Service Resource Staff Member	Title I	25000
Technology	Teacher Web		4000
Professional Development	Teachers will be given workshops on Home and School Connection and Strategies to assist parents in using local resources	School Budget	1500
Other			0
Total:			\$30,500.00

Goal:	Return on Investment
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Needs Assessment Student data was used to determine area of need for the return on investment.

Objective Downtown Miami Charter School will demonstrate efforts to improve student performance in a fiscally efficient manner. DMCS ROI percentile ranking will increase by at least one percentile point.

Strategies Strategies to improve annual learning gains:

- Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff
- Identify lowest quartile students early and provide additional assistance
- Provide strategies to parents for their student's academic improvement
- Continue to provide high quality teacher professional development and monitor its implementation

Strategies to lower the cost per weighted full time equivalent (FTE) student:

- Reallocate school resources to better implement teaching, learning and class-size mandates (e.g., combine teacher aide positions into a teacher position)
- Purchase research-based materials and utilize the district warehouse for materials/supplies
- Use purchased programs effectively and increase student participation
- Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves
- Utilize school and district in-service training

The percentage of students with learning gains will be divided by the program

costs per weighted FTE students at the school to determine ROI Index.

Research-based

Programs

See core subject area goals/objectives.

Professional

Development

See core subject area goals/objectives.

Evaluation The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index.

Research-based Programs

See core subject area goals/objectives.

Professional Development

See core subject area goals/objectives.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school. The 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.

Measures Being Taken to Comply with SAC Requirement

SAC Involvement

A new School Advisory Council has been formed for the upcoming school year. The Advisory Council consists of one community member, two parents, and lead teacher(s). The Advisory Council will address school-wide issues and have a broad community focus. The first task of this School Advisory Council is to review and assist in developing the Downtown Miami Charter School Improvement Plan. The Advisory Council will also be responsible for the review of the parent handbook as well as review of parental volunteer hours. The new Advisory Council met prior to the opening of school and will solicit additional community members and parents after the opening of school.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Reading Teacher certified in Reading Mathematics: Writing: Use of State Florida Writes Rubric Science: Experiment Kits replacement parts & Equipment for Science Lab Parental Involvement: Community Service Resource Staff Member	Reading: Title 1 Available: \$42,000.00 Mathematics: Available: \$0.00 Writing: School Budget Available: \$500.00 Science: School Budget Available: \$2,000.00 Parental Involvement: Title I Available: \$25,000.00	\$69,500.00
Technology	Reading: FCAT Explorer Mathematics: Writing: Science: Parental Involvement: Teacher Web	Reading: School Budget and Fundraisers Available: \$0.00 Mathematics: Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$4,000.00	\$4,000.00
Professional Development	Reading: Educational Consultants and professional development in reading by publishers, resource staff and management company staff Mathematics: Writing: 4 Square Writing Program Science: Professional Development from on-site resources Parental Involvement: Teachers will be given workshops on Home and School Connection and Strategies to assist parents in using local resources	Reading: School Budget Available: \$20,000.00 Mathematics: Available: \$0.00 Writing: School Budget Available: \$5,000.00 Science: School Budget Available: \$0.00 Parental Involvement: School Budget Available: \$1,500.00	\$26,500.00
Other	Reading: Mathematics: Writing: Extended Day tutoring for identified students Science: Parental Involvement:	Reading: Available: \$0.00 Mathematics: Available: \$0.00 Writing: Title One Available: \$3,000.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00	\$3,000.00
		Total:	\$103,000.00

IMPLEMENTATION EVALUATION

The School Improvement Plan reflects goals that would allow the school to receive a “C” grade from the State of Florida and achieve AYP 2007-2008 performance standards (51% in reading and 56% in mathematics) or through Safe Harbor option.

The school improvement plan will be evaluated by the Leadership Team at the end of the school year. It will be monitored throughout the year using the State Monitoring Tool, Benchmark Testing Data and DIBELS.

Members

Signature

- 1) Candace Chewning , Principal
- 2) Sharmaine Tyler , SAC Chair
- 3) Sheryl Olgesby , Teacher
- 4) Wanda Mendez , Business Member
- 5) Kwaketta Mitchell , Parent
- 6) NA , Union Steward
- 7) Yolanda Rodriguez , School Support Personnel
- 8) Rebecca Dinda , Assistant Principal
- 9) , Principal
- 10) TBA , Parent
