

# Doctors Charter School Of Miami Shores



2015-16 School Improvement Plan

## Doctors Charter School Of Miami Shores

11301 NW 5TH AVE, Miami Shores, FL 33168

www.doctorscharterschool.org

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

22%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

84%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>24</b>
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	28
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	34
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

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

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

In order to maintain a safe and respectful environment, DCS follows several safety precautions. All outer doors are locked, except for one door that leads to the main entrance. In addition, all campus gates are locked for the exception of one, which is visible from the main office. We have recently installed a new security system which includes an intercom, video camera and card reader that limits access onto our campus. Students are supervised by faculty/staff starting at 7:30 a.m. and are supervised on campus until 4:00 p.m. Furthermore, the school has interior and exterior cameras (hallways, stairways, courtyard, etc.). Teachers/staff monitor the hallways during transition/travel times. At the beginning of the year, teachers are given a supervision schedule that they follow all year.

Students who are experiencing difficulties with their peers or faculty have open access to the school Guidance Counselor and the Administrators in the Student Services Office. They are patiently heard and their grievances or concerns are followed up upon as soon as is possible. Teachers and staff are

understanding to each student's individual differences and needs. Teachers ensure that each child learns and feels supported academically and socially.

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

Doctors Charter School holds its students accountable for the highest level of student conduct. We expect our students to treat others with respect and courtesy. These expectations are communicated to new students and their parents at open house prior to the start of the school year and reinforced through group meetings, personal interactions and via the Doctors Charter School Code of Student Conduct. The primary objective of the code is to assist students in developing the self discipline that allows the school environment to be free of disruptions that interfere with teaching and learning. Additionally, it is intended that the Code of Student Conduct will serve to assist our students in developing their own character and responsibility for our school, the larger community, family and fellow students. Faculty and staff are expected to model appropriate behavior and conduct. Doctors Charter School uses a demerit system to keep track of the number and severity of student disciplinary infractions. These infractions are organized in the Code of Conduct into groups of ascending severity, with increasing numbers of demerits being assigned for infractions of increasing severity. Each time a student is assigned demerits the student and the parent are notified of the nature of the infraction and the number of demerits accrued to date. In most cases there is a conference between the student and either the Assistant Principal or the Guidance Counselor. This practice creates opportunity for guided reflection, discussion of appropriate behavior and productive decision making. In severe cases, the Principal, Assistant Principal, and Guidance Counselor confer to determine the best course of action to provide support to the student, address the consequences of student action/behavior, and ensure that the integrity of the school day and general safety of all students is maintained. If students or parents disagree with a disciplinary action taken by the school, they may follow an appeals process as outlined in the Student Code of Conduct. When students have accrued 20 demerits, a certified letter is mailed to their parents notifying them of the demerit total and expressing concern about the high demerit total. When a student reaches 40 demerits they must appear before the Doctors Charter School Discipline Committee for a hearing. Upon conclusion of the hearing, the committee will make a recommendation to the Executive Director regarding the student's future in the school. The committee may recommend that the student not be allowed to continue at Doctors Charter School, or that they may continue to attend DCS under special conditions of probation. In the event that a student is exited from the school, the parents of that student may appeal to the Doctors Charter School Board of Directors.

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

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

## Early Warning Systems

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

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

Early Warning Systems used for our 6th, 7th, and 8th grade students include, but are not limited to, attendance falling below 90%, one or more in-door suspensions, failure in a core subject area (language arts, math, science, or social studies), a level 1 or 2 on the statewide standardized assessments in English/language arts and/or math test. In addition, our school has a 2.0 minimum GPA standard.

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

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

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

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

Indicator	Grade Level								Total
	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	1	1	
One or more suspensions	9	5	0	0	1	4	0	19	
Course failure in ELA or Math	11	0	20	22	16	8	0	77	
Level 1 on statewide assessment	0	0	0	0	0	0	0		
20 Demerits (parent intervention)	19	9	5	2	6	8	3	52	
	0	0	0	0	0	0	0		

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

Indicator	Grade Level					Total
	6	8	9	10	11	
Students exhibiting two or more indicators	5	2	2	2	3	14

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

Doctors Charter School uses several intervention strategies in order to improve the academic performance of students being identified by the EWS. First, we collect data on students that are absent more than 10% of the school year. The guidance counselor meets with the parents and the

students to see how we can improve attendance. In addition, the school offers incentives to students that earn 100% attendance each quarter and semester. For example, students are given the Winner Circle coupons to enjoy with their families.

Since we have a minimum 2.0 GPA for all students, the Student Services team meets after each quarter to identify students that have lower than a 2.0. The guidance counselor meets with each student and parent in order to develop a progress monitoring plan (PMP). After each quarter, the student services department meets with each student on a PMP to assess their progress. If improvements are made, the students are celebrated and parents are informed. If the situation continues (below 2.0), the student is then placed on an academic warning.

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

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

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

The School seeks to build positive relationship further with families to increase their involvement by communicating in a variety of ways including the following: encouraging participation through the PTSA, posting all public meetings such as the PTSA and Board of Directors meetings, and maintaining an "open door" policy with the Administration. In terms of communication, the school employs on-line and print mailings; the on-line push notifications to parents includes the schools weekly newsletter ("The Doctors Note") and an up-to-date website designed to provide parents/guardians with an array of relevant information and means to "Contact Us". In terms of encouraging participation through the PTSA and presence at Board meetings, the PTSA meets monthly and also advertises multiple monthly events in which parents and students can get involved. The Board meetings are monthly as well and parents attend regularly to learn more about governance of school matters. The Administration also keeps an "open door" policy and welcomes parent feedback and concerns. By appointment or availability, the Administration communicates the importance of parent/guardian involvement by listening to feedback, addressing matters in a timely fashion and seeking collaboration in the upbringing and development of students.

In addition to the above, DCS provides interactive information so that parents can help their children to become proficient with the Common Core State Standards. As faculty continue to align curriculum

and instruction with the new Florida Standards and assessments, parents are encouraged to learn more about year-long unit-based initiatives employed by faculty to deliver both significant skills and crucial content knowledge. Furthermore, the Assistant Principal/Director of Curriculum and Instruction has crafted a Curriculum Guide that shares the M-DCPS and FLDOE course information along with requisites and standards, so families can better understand student placement, accommodations, and the matriculation process. Through the office of the Registrar and Academic Counselor, families are further provided with information concerning academic programs beyond the curriculum offered at DCS; this includes Florida Virtual School, night course availability at nearby schools, and advising for future Dual Enrollment qualifications and offerings. Community resource information will be available to parents.

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

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

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

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

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

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

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

### Community Learning Partnership

Doctors Charter School is an active member of the Community Learning Partnership which is a school, university, community based educational partnership formed to serve as a catalyst for quality education and community engagement. The CLP serves as a forum for sharing school, university and community resources and opportunities in alignment with the mission of all partners. Doctors Charter School has hosted on its campus the CLP's professional development conference in the recent past. The conference was authorized to grant master in-service points for all Miami-Dade County Public school teachers and other participating schools. We have selected student representatives for the Community Learning Partnership this year who are Student Government Officers of the Middle and High school. We believe this will foster a better dissemination of the experience and knowledge gained to the student population at large here at Doctors Charter School. We will continue to participate in any community engagement activities scheduled for the 2015-2016 school year and will be in support of this year's theme for the CLP.

### Greater Miami Shores Chamber of Commerce

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

### Miami Shores Community Alliance

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

### Rotary and Kiwanis Clubs of Miami Shores

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

### Barry University

We have an extensive partnership with Barry University and their support of our curriculum based programs. Currently our High school chemistry students are utilizing chemistry labs at Barry University under the direction of the Associate Dean of Undergraduate Studies and Professor of Chemistry. As a result of this partnership, other connections have occurred with various departments at Barry University. We are collaborating on a year-long project between our physical education department and the Sports and Exercise Sciences department at the university. We are in the process of creating a Sports professions day for our students interested in this discipline. Students will spend the day on the Barry University campus participating in workshops surrounded around the professions available in sports including but not limited to physical education teachers. Currently students enrolled at the university in Physical Education Methods courses are here under the supervision of the Associate Professor of Sport and Exercise Sciences aiding the physical education teachers with the PE courses and working toward their internship requirements.

## Effective Leadership

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

### School Leadership Team

#### Membership:

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

### Duties

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

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

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

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

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

A. Faculty Performance

1. Monitor and adjust the school’s academic and behavioral goals through data collection and analysis.

2. Monitor the classroom instruction for effective lesson development and teaching strategies (Depth of Knowledge, Five Types of Questions, Effective Lesson Plan Development, Active Student Engagement, Mike Rutherford's The Learning Centered School – The Essential Principles of High-Performance Learning and Leading).

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

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

**B. Faculty Needs Assessment**

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

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

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Nadine Azor	Education Support Employee
Nicholas Dorn	Principal
Rachel Consalvo Castellon	Teacher
Joseph Morano	Teacher
Patricia Walker	Teacher
Christopher Scofield	Teacher
Natasha Paunovska	Teacher
Anne Mennes	Teacher
Patricia Gispert	Teacher
Darcy Krimminger	Education Support Employee
Sally Rodriguez	Parent
Melida Matos	Parent
Thomas Heine	Parent
Christina Larralde	Parent
Noemi Zaharia	Business/Community
Chester Morris	Business/Community
Terri Rose	Parent
Leidy Iglesias	Student
Nathaniel Birdsong	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Advisory Committee's (SAC) involvement with the evaluation of last year's school improvement plan took place on Thursday, September 17, 2015 at 3:00 p.m. in the school's Media Center. Each member of the 2015-2016 SAC received copies of the 2014-2015 SIP.

***Development of this school improvement plan***

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

***Preparation of the school's annual budget and plan***

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

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

According to the SAC minutes of May 13, 2015, the SAC funds of \$ 2975 will be used to pay for part or whole cost for FSA resource materials for all grades/courses assessed (workbook, online component, or a combination there of).

For the 2015-2016 school year, the SAC School Improvement Funds will be for 598 students. This will be for a total of \$2990.

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

Yes

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

**Literacy Leadership Team (LLT)****Membership:**

Name	Title
Charles-Azor, Nadine	Assistant Principal
Cohen, Meryl	Teacher, K-12

**Duties*****Describe how the LLT promotes literacy within the school***

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

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

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

Students in this course will be monitored using our tiered program to see if they require additional support academically (Rtl).

## Public and Collaborative Teaching

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

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

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

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

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

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

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

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

- Recruitment techniques have included advertising through the Teachers-Teachers.com website, contacting various Florida universities, specifically their schools of education, and inviting local university students to intern in our school.
- Regular cohort meetings will be held for new teachers with appropriate department chairpersons and Executive Director.
- Faculty will gain enhanced knowledge of what their benefits provide and learn more about how to access and take advantage of resources not previously accessed. Doctors Charter School features a Health and Wellness Fair, where local vendors and providers make themselves and their services available to our faculty, so the benefits of working at DCS are more appropriately accessed.
- The Food Service Management Company offers faculty better and healthier breakfast and lunch options, encouraging faculty to eat on campus and make healthy choices.

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

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

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

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

#### **Instructional Strategies**

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

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

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

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

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

**Strategy: After School Program**

**Minutes added to school year: 3,840**

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

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

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

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

Finally, faculty will take part in Professional Development opportunities in which teachers will learn about the new Florida Standards, Differentiated Instruction, writing across the curriculum, using technology in the classroom, and other trainings as necessary (ESOL, gifted, ESE, etc.). This year, we have implemented a modified, block schedule at DCS. Block scheduling allows for increased amounts of quality learning, opportunities to enrich and accelerate the curriculum and/or opportunities to properly remediate students with poor concept/skill acquisition. Specifically, our block schedule affords the following benefits: increased time for instruction, cooperative learning, and activities that appeal to student's learning styles and intelligences; focus shifts from the breadth of the curriculum to the depth of student knowledge; and decreased fragmented instruction leading to longer student learning times for cognitively slower learners.

**Strategy Rationale**

Students would benefit from having their own teachers available directly after school in order to review misunderstood material. Many students remain after school for extended times awaiting parental pick-up, therefore we are optimizing this wait time to provide students the opportunity to access teachers for additional clarification.

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

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

**Strategy Purpose(s)**

- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Charles-Azor, Nadine, 948843@dadeschools.net

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

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

**Student Transition and Readiness**

## **PreK-12 Transition**

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

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

At Doctors Charter, students entering the 6th grade are invited to a few events prior to the start of the new school year. First, the parents of all new entering students are invited to a Picnic where faculty and staff are present to get to welcome the new (and not so new) students to DCS. In addition, all new students and their parents are invited a few days before the school year for new student orientation. Also, the 6th graders are invited to school during the first week of school for a locker orientation.

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

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

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

Finally, when 12th graders are ready for their transition into college/university, our school actively prepares students for the journey ahead. Students are assisted with the college application process, the testing process (SAT/ACT), ordering transcripts, etc.

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

## **College and Career Readiness**

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

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

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

This year, we seek to strengthen our ties with Barry University alumni, industry-related professionals and the like by inviting career professionals to speak to our students about career choices and job outlook for today's economy.

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

We offer electives in career and technical subjects, like foundations in web design, computing for college and careers, and digital design. Students can also take electives in the fine arts: music, orchestra, band, art, etc. Students in the middle grades are offered electives in personal, career and school development, critical thinking, etc. In high school, students are offered electives in leadership skills, research etc.

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

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

Though students are exposed to college-preparatory course work while enrolled at Doctors Charter School, students are also offered electives in career and technical subjects such as foundations in web design, computing for college and careers, and digital design. These courses help students develop the knowledge and skills needed to be successful throughout their academic experience and/or compete in our global economy. Students are afforded an opportunity to become proficient in fundamental computer skills, develop skills required for the digital publishing industry and become aware of current business and information systems and trends.

The strategies that focus on improving readiness include a new design of course instruction to target the needs in both reading and writing. Courses such as Expository Writing, Advanced Reading, Research I and II, Critical Thinking, and English 4 college preparatory provide valuable strategies and skills for students to utilize on assessments such as the CPT/PERT, SAT, ACT, PSAT.

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

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

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

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

**Needs Assessment****Problem Identification****Data to Support Problem Identification**

### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

**G1.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G068217

**Targets Supported 1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
Effective Teachers	70.0
Algebra I FSA EOC Pass Rate	90.0
Bio I EOC Pass	90.0
U.S. History EOC Pass	90.0
FSA - Mathematics - Proficiency Rate	60.0
FSA - English Language Arts - Proficiency Rate	60.0
GPA below 2.0 - H.S.	10.0
Geometry EOC Pass Rate	80.0
Algebra II EOC Pass Rate	80.0

**Resources Available to Support the Goal 2**

- Proper academic advising on a quarterly basis
- Extra help sessions provided to students to augment academic achievement
- Monitoring and recording of of community service hours earned including providing options to fulfill requirement
- Scheduling Parent/Teacher conferences with academic adviser for at risk students on a quarterly basis, if needed
- Prompt remediation of failed courses through Adult Education Programs and/or Florida Virtual School
- Teacher mentoring by Department Chair and/or Director of Curriculum and Instruction to promote effective instructional methodologies
- Teacher use of Florida Standards during lesson plan preparation in addition to utilizing CPalms as a resource
- Teacher use of Differentiated Instruction Techniques
- Teacher use of online interfaces and platforms such as Reading Plus, IXL, Carnegie, Kahn Academy, Algebration etc.
- Teacher use of digital classroom platforms and environments such as Google, Edmodo etc.
- Collaborative Learning through the use of technology such as Google Applications etc.

**Targeted Barriers to Achieving the Goal 3**

- Limited evidence of effective instructional techniques employed by the classroom teacher

**Plan to Monitor Progress Toward G1. 8**

Quarterly averages reflected in report card distribution will be reviewed to monitor student progress.

**Person Responsible**

Yesenia Marichal Santiago

**Schedule**

Quarterly, from 10/12/2015 to 5/27/2016

**Evidence of Completion**

At-risk students (students on academic warning/probation) will be identified for the implementation of intervention strategies and the monitoring of academic progress throughout the year.

**Plan to Monitor Progress Toward G1. 8**

Credit history audits will be conducted to monitor credit/course completion.

**Person Responsible**

Yesenia Marichal Santiago

**Schedule**

Semiannually, from 10/12/2015 to 5/27/2016

**Evidence of Completion**

Credits are earned on a semester/yearly basis and reflected on credit history reports. Unsatisfied credit completion at each grade level will warrant course recovery/remediation efforts during the summer and/or during an academic year.

**Plan to Monitor Progress Toward G1. 8**

A record of professional development attendance, teacher observation evaluations, and teacher mentoring initiatives will be stored to document interventions put in place to improve instructional effectiveness.

**Person Responsible**

Nadine Charles-Azor

**Schedule**

Annually, from 10/12/2015 to 5/27/2016

**Evidence of Completion**

Students grades, including EOC test results and standardized test scores, will be utilized to help determine teacher efficacy.

**Plan to Monitor Progress Toward G1. 8**

The review of teacher-made assessments and district/state standardized assessments given throughout the year will allow DCS to determine if student achievement has improved.

**Person Responsible**

Nadine Charles-Azor

**Schedule**

Semiannually, from 10/12/2015 to 6/9/2016

**Evidence of Completion**

Teacher-made assessments; standardized test results

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G068217

**G1.B4** Limited evidence of effective instructional techniques employed by the classroom teacher **2**

 B176935

**G1.B4.S4** Utilize Differentiated Instruction techniques to increase student achievement by improving core instruction in all content areas. **4**

 S188675

### Strategy Rationale

Teachers will enhance and increase student achievement through the adoption and implementation of Differentiated Instruction throughout all core courses (Grades 6-12).

### Action Step 1 **5**

Teachers will register for online courses on CPalms, Beacon Educator etc. covering topics such as the following: Differentiated Techniques, Using Data to Affect Student Outcomes etc.

### Person Responsible

Nadine Charles-Azor

### Schedule

Quarterly, from 10/12/2015 to 6/9/2016

### Evidence of Completion

Teachers will submit certificates of completion documenting the completion of the courses.

### Action Step 2 5

Teachers will participate in on-site, professional development opportunities with a DI focus from PCG.

#### **Person Responsible**

Nadine Charles-Azor

#### **Schedule**

On 12/10/2015

#### **Evidence of Completion**

A sign-in sheet will be provided during training to record teacher attendance.

### Action Step 3 5

Teachers will utilize differentiated instructional strategies that are research-based for core courses. These DI strategies include Gardner's Multiple Intelligences, whole/small/individual group activities, problem-based learning, computerized simulations, tiered assignments, manipulatives etc.

#### **Person Responsible**

Nadine Charles-Azor

#### **Schedule**

Daily, from 10/13/2015 to 6/9/2016

#### **Evidence of Completion**

Classroom visitation logs, lesson plans, student data and data chats

### Action Step 4 5

Identify model classrooms as support for the implementation of Differentiated Instruction techniques.

#### **Person Responsible**

Nadine Charles-Azor

#### **Schedule**

On 11/6/2015

#### **Evidence of Completion**

Classroom visitation logs and teacher observations

## Action Step 5 5

Provide additional support across all content areas on the effective implementation of Differentiated Instruction Techniques during professional learning communities.

### **Person Responsible**

Nadine Charles-Azor

### **Schedule**

Monthly, from 11/9/2015 to 6/9/2016

### **Evidence of Completion**

Agendas, Sign-in sheets, lesson plans

## Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Teachers will submit lesson plans to the Director of Curriculum and Instruction that reflect DI strategies and interventions.

### **Person Responsible**

Nadine Charles-Azor

### **Schedule**

Triannually, from 12/14/2015 to 6/9/2016

### **Evidence of Completion**

Lesson plans templates contain pre-formulated check boxes that represent various strategies for each population of students. In addition, space has been made available to enter any additional details that an instructor would like to add concerning their approach to instruction to target specific learning needs.

**Plan to Monitor Fidelity of Implementation of G1.B4.S4 6**

Teachers will participate in teacher observations to demonstrate that strategies covered during DI online courses/workshops have been implemented in the classroom.

**Person Responsible**

Nadine Charles-Azor

**Schedule**

Triannually, from 12/14/2015 to 6/9/2016

**Evidence of Completion**

Teacher evaluation reports will be produced for each teacher observation. Teacher evaluation reports will reflect whether DI strategies are utilized during instruction and whether data gleaned from assessments were utilized to create differentiated tasks/projects, flexible grouping and differentiated HW assignments. This will serve as evidence that the strategies discussed during DI training sessions have been implemented.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7**

Student grades and standardized test scores will be assessed to determine the effectiveness of implementing DI strategies in the classroom.

**Person Responsible**

Nadine Charles-Azor

**Schedule**

Triannually, from 12/14/2015 to 6/9/2016

**Evidence of Completion**

Students' grades in core classes, student performance/products, pretest/posttest results and/or district and state standardized assessments given throughout the year will be reviewed to assess whether student achievement has improved as a result of incorporating DI strategies throughout instruction.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S4.A1	Teachers will register for online courses on CPalms, Beacon Educator etc. covering topics such as the following: Differentiated Techniques, Using Data to Affect Student Outcomes etc.	Charles-Azor, Nadine	10/12/2015	Teachers will submit certificates of completion documenting the completion of the courses.	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S4.A2	Teachers will participate in on-site, professional development opportunities with a DI focus from PCG.	Charles-Azor, Nadine	12/10/2015	A sign-in sheet will be provided during training to record teacher attendance.	12/10/2015 one-time
G1.B4.S4.A3	Teachers will utilize differentiated instructional strategies that are research-based for core courses. These DI strategies include Gardner's Multiple Intelligences, whole/small/individual group activities, problem-based learning, computerized simulations, tiered assignments, manipulatives etc.	Charles-Azor, Nadine	10/13/2015	Classroom visitation logs, lesson plans, student data and data chats	6/9/2016 daily
G1.B4.S4.A4	Identify model classrooms as support for the implementation of Differentiated Instruction techniques.	Charles-Azor, Nadine	11/2/2015	Classroom visitation logs and teacher observations	11/6/2015 one-time
G1.B4.S4.A5	Provide additional support across all content areas on the effective implementation of Differentiated Instruction Techniques during professional learning communities.	Charles-Azor, Nadine	11/9/2015	Agendas, Sign-in sheets, lesson plans	6/9/2016 monthly
G1.MA1	Quarterly averages reflected in report card distribution will be reviewed to monitor student progress.	Marichal Santiago, Yesenia	10/12/2015	At-risk students (students on academic warning/probation) will be identified for the implementation of intervention strategies and the monitoring of academic progress throughout the year.	5/27/2016 quarterly
G1.MA2	Credit history audits will be conducted to monitor credit/course completion.	Marichal Santiago, Yesenia	10/12/2015	Credits are earned on a semester/ yearly basis and reflected on credit history reports. Unsatisfied credit completion at each grade level will warrant course recovery/remediation efforts during the summer and/or during an academic year.	5/27/2016 semiannually
G1.MA3	A record of professional development attendance, teacher observation evaluations, and teacher mentoring initiatives will be stored to document interventions put in place to improve instructional effectiveness.	Charles-Azor, Nadine	10/12/2015	Students grades, including EOC test results and standardized test scores, will be utilized to help determine teacher efficacy.	5/27/2016 annually
G1.MA4	The review of teacher-made assessments and district/state standardized assessments given throughout the year will allow DCS to determine if student achievement has improved.	Charles-Azor, Nadine	10/12/2015	Teacher-made assessments; standardized test results	6/9/2016 semiannually
G1.B4.S4.MA1	Student grades and standardized test scores will be assessed to determine the effectiveness of implementing DI strategies in the classroom.	Charles-Azor, Nadine	12/14/2015	Students' grades in core classes, student performance/products, pretest/posttest results and/or district and state standardized assessments given throughout the year will be reviewed to assess whether student achievement has improved as a result of incorporating DI strategies throughout instruction.	6/9/2016 triannually
G1.B4.S4.MA1	Teachers will submit lesson plans to the Director of Curriculum and Instruction that reflect DI strategies and interventions.	Charles-Azor, Nadine	12/14/2015	Lesson plans templates contain pre-formulated check boxes that represent various strategies for each population of students. In addition, space has been made available to enter any additional details that an instructor would like to add concerning their approach to instruction to target specific learning needs.	6/9/2016 triannually
G1.B4.S4.MA2	Teachers will participate in teacher observations to demonstrate that	Charles-Azor, Nadine	12/14/2015	Teacher evaluation reports will be produced for each teacher observation.	6/9/2016 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	strategies covered during DI online courses/workshops have been implemented in the classroom.			Teacher evaluation reports will reflect whether DI strategies are utilized during instruction and whether data gleaned from assessments were utilized to create differentiated tasks/projects, flexible grouping and differentiated HW assignments. This will serve as evidence that the strategies discussed during DI training sessions have been implemented.	

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B4** Limited evidence of effective instructional techniques employed by the classroom teacher

**G1.B4.S4** Utilize Differentiated Instruction techniques to increase student achievement by improving core instruction in all content areas.

### PD Opportunity 1

Teachers will register for online courses on CPalms, Beacon Educator etc. covering topics such as the following: Differentiated Techniques, Using Data to Affect Student Outcomes etc.

#### Facilitator

#### Participants

DCS Faculty

#### Schedule

Quarterly, from 10/12/2015 to 6/9/2016

### PD Opportunity 2

Teachers will participate in on-site, professional development opportunities with a DI focus from PCG.

#### Facilitator

Public Consulting Group

#### Participants

DCS Faculty

#### Schedule

On 12/10/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B4.S4.A1	Teachers will register for online courses on CPalms, Beacon Educator etc. covering topics such as the following: Differentiated Techniques, Using Data to Affect Student Outcomes etc.	\$0.00
2	G1.B4.S4.A2	Teachers will participate in on-site, professional development opportunities with a DI focus from PCG.	\$0.00
3	G1.B4.S4.A3	Teachers will utilize differentiated instructional strategies that are research-based for core courses. These DI strategies include Gardner's Multiple Intelligences, whole/small/ individual group activities, problem-based learning, computerized simulations, tiered assignments, manipulatives etc.	\$0.00
4	G1.B4.S4.A4	Identify model classrooms as support for the implementation of Differentiated Instruction techniques.	\$0.00
5	G1.B4.S4.A5	Provide additional support across all content areas on the effective implementation of Differentiated Instruction Techniques during professional learning communities.	\$0.00
<b>Total:</b>			<b>\$0.00</b>