Miami Carol City Senior High

2016-17 Schoolwide Improvement Plan

Miami Carol City Senior High

3301 MIAMI GARDENS DR, Miami Gardens, FL 33056

http://mccsh.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	B

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Miami Carol City Senior High

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We, the faculty and staff of Miami Carol City Senior High School, will continue to build a professional learning community of life-long learners who will increase student achievement, personal integrity, civic responsibility, and work-place literacy as productive citizens of our community.

b. Provide the school's vision statement.

The vision of the staff, parents, and community of Miami Carol City Senior High School is to achieve excellence in all facets of education.

2. School Environment

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

Miami Carol City Senior High School sets high expectations from the moment the students enter the doors with a strong instructional leadership team, a clear and focused mission, a climate conducive to learning, opportunities to learn, regular monitoring of students and classrooms, and a positive home-school relationship.
The administrators, teachers, counselors and students find that success is more likely when we are working together. When we work together, the level of commitment, energy, and motivation is likely to be higher and efforts to bring about change are more easily implemented. The school culture is a complex web of norms, values, beliefs, assumptions, traditions, and rituals that have been built up over time as teachers, students, parents, and administrators have worked together, dealt with crises, and developed unstated expectations for interacting and working together.
Providing our students with the academic and social skills necessary to succeed at the high school level and beyond here at Miami Carol City Senior High School is our ultimate goal. Our students are "Learners Today, Leaders Tomorrow, and Chiefs Forever."

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

Miami Carol City Senior High School students feel safe and respected before, during, and after school, when they know that they can depend on faculty and staff. This comfort is achieved by establishing rules and regulations in the classroom that are sensible and consistently enforced. Teachers build a trusting relationship by helping and encouraging students and by stopping inappropriate behavior such as racial and/or gender harassment. The school teams, clubs, and student government projects contribute to this important sense of belonging.
At Miami Carol City Senior High School we give our students the tools needed to develop a sense of self-worth and competence. Most importantly, we support our students by focusing on strengths that can help develop the resiliency needed to deal with serious problems such as teen pregnancy, violence, and dropping out of school. Through activities, counseling, and a multitude of teams working together, we strive to ensure that students feel safe and respected at all times.

c. 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.

Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminating challenging behaviors and replacing them with pro-social skills. Use of PBS decreases the need for more intrusive or adverse interventions (i.e., punishment or outdoor suspension) and can lead to both systemic as well as individualized change. PBS is a school-wide plan that modifies environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. PBS involves data-based decision making using functional behavioral assessment and ongoing monitoring of intervention impact. This year, Miami Carol City has also established a critical response and discipline team. These teams will continuously check on discipline and critical issues and adjust as needed.

d. 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.

Miami Carol City Senior High School ensures that the social-emotional needs of our students are being met by creating a network of administrators, teachers, and counselors who continually share information about our students. In the classroom, it is important to give students voice so they become full participants in their education. Meeting students' emotional needs does not happen just because we care; rather, it requires specific and measurable processes embedded in our work. Although time is a big issue for our teachers, attending to students' social and emotional needs is not a waste of time, but an investment. Therefore, administrators, teachers and counselors are available before and after school. Also, counselors are available during lunch time at our "One Stop Shop". During that time, we have a systematic approach to assessment (test information data), advisement (graduation checklist), and placement (scheduling of students), providing students with the information and skills needed to plan and achieve their established goals. Our counselors create and support programs, activities, and services that promote school safety, good attendance, and responsible decision making. Ongoing consultations are offered to parents, teachers, administrators, and community agencies. Facilitating skill development produces life-long learners and successful contributors to society.

Additionally, Miami Carol City Senior High School is one of four school schools working with Project Prevent. This is a grant funded program through the Department of Education that focuses on reducing violence, increasing student engagement, and increasing access to mental health services. Through Project Prevent, this school has been assigned one Social Worker and one School Resource Officer to provide the following support services (but not limited to): individual counseling, group counseling, referrals to various community programs (as deemed necessary), and parent conferences (as scheduled by Project Prevent Social Worker).

Furthermore, we engage in networking with various community providers/programs in efforts to increase the availability of services/resources for the population served. In practice, Project Prevent aims to encourage students to develop behaviors that are conducive to their school environment, as well as using available school/community resources in order to foster successful academic and personal achievements.

Project Prevent brainstorms different ways to reach the student population, as well as ways to inform school personnel of how the program functions on school grounds. This program services students that are have a history of violent behaviors, bullying, or suspensions involving aggressive behaviors.

3. Early Warning Systems

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

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

Working with the Miami Carol City SHS administrators, teachers and support staff, the Diplomas Now team sets goals based on students' attendance, behavior, and course performance. Specifically, students with attendance below 90 percent (excused and unexcused absences), one or more suspensions (indoor or outdoor), course failure in their core English Language Arts and/or mathematics courses, and a Level 1 score on the statewide standardized assessments in ELA or mathematics.

These Early Warning Indicators allow educators the opportunity to identify and respond appropriately to students who are signaling that they need extra support. We develop a strategic plan, implement an early warning system to identify struggling students, and regularly review the data. We collect, analyze, and disseminate student outcome data on a monthly basis, and combine this with a system of tiered student support. Teacher teams receive significant professional development, as well as ongoing support from an on-site TDS School Transformation Facilitator (STF), to use this EWI data to ensure that the right students receive the right academic and social-emotional interventions at the right time.

For our Tier 3 (intensive) students, the Communities In Schools site coordinator helps to form support groups, and connects the students with community resources such as counseling, health care, housing, food, and clothing. Our City Year corps members welcome students to school, call home for absences, and offer tutoring opportunities. They intervene to help resolve problems, and they celebrate positive behavior. After school, they help with homework and involve students in service and enrichment programs.

To strategically identify students exhibiting early warning indicators (EWI) of falling off track to graduation, the STF facilitates EWI meetings to discuss student progress, assess collected data, and set support plans in motion with teacher teams.The Miami Carol City EWI team meets weekly to discuss students exhibiting off-track indicators in attendance, behavior, and course performance in Language Arts and Math. During this meeting, the team develops a collaborative intervention action plan that is executed by a designated point person and monitored by the STF. All student interventions are monitored using a global focus list that tracks EWI interventions on a monthly basis.

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

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								Grade Level						
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	63	46	58	210
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	106	68	52	10	236
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	235	258	128	105	726
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	235	258	128	105	726

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

Academic interventions include:
Before and after school tutoring with City Year corps members in all subject areas

Whole class support in ELA and mathematics courses
Targeted data-driven interventions in ELA and mathematics courses for the lowest 35%, with timely progress monitoring and adjustment as needed based on formative assessment data
Intensive Reading and Intensive Math classes based on FSA data
Weekly Early Warning Indicator grade level team meetings to address students with a letter grade of D or F (off track) in ELA and/or math courses
Quarterly Report Card Conferences to counsel students on academic progress and expectations
Progress Report Card Conferences after the third marking period to discuss absences and expectation of final grades
Post assessment grade level data chats to discuss individual student progress and overall performance
Saturday Success Academy for additional academic support for all subjects with accountability testing
Differentiated instruction is encouraged, and is one of many strategies utilized in ELA and math classes, including teacher led groups to address benchmark deficiencies
Collaborative opportunities are available so that lesson plans are aligned to the objectives being taught and include a variety of instructional strategies
Transformation coaches in the core subjects

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Our goal for the 2016-2017 school year is to increase parental involvement by an additional 5%.

2. 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 uses several strategies to build and sustain partnerships with local community and business organizations:

• The school updates social media accounts and ensures that important information is disseminated in a variety of formats (websites, twitter, etc.)

• Strands within the Career and Technical Education (CTE) department establish advisory councils comprised of representatives from businesses and the community, who provide outreach services such as extended learning opportunities, job shadowing experiences, guest speakers, and internships.

• The school participates in dual enrollment programs with neighboring colleges and universities to expose students to post-secondary academics. Currently, the school has partnerships with Miami-Dade College, Florida International University (FIU), and St. Thomas University.

• The school is also a collaborative partner with St. Thomas University with the 21st Century Grant. We are committed to this after-school enrichment and tutoring program for the 2016-2017 school year. This partnership program provides an academically sound curriculum with additional enrichment activities where students can grow as independent thinkers and learners and future leaders in the Miami Gardens community. We have agreed to provide the building facility and staffing support as described via an affiliating agreement. As part of our partnership we maintain active communication between 21st Century Grant program sponsors, its partners and Miami Carol City High School with regards to budget allocation, student data collection, student progress, and curriculum activities. We eagerly look forward to providing this wholesome initiative that will undoubtedly support and enrich our students and neighboring community.

• The school works closely with the City of Miami Gardens to gain exposure and obtain resources through signature events such as involvement in the Miami Gardens Junior Council, volunteer experiences for students at Hard Rock Stadium, and participation in community organizations such as Youth Crime Watch and Do-the-Right-Thing. The School also partners with Walmart Neighborhood Market and the Big Brother and Big Sister Program.

• The school courts and recruits members of the business community to work diligently with staff to provide resources through the EESAC and PTSA organizations.

• The school maintains partnerships with organizations such as Diplomas Now which includes, Talent Development Secondary, Communities in Schools and City Year, providing services to students that encourage increased attendance, positive academic performance and reinforce positive behavior.

C. 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).

1. School Leadership Team

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

Name	Title
Dunn, Ja Marv	Principal
Harrison, Andy	Assistant Principal
Morgan-Rose, Mimose	Assistant Principal
Gibson-Smith, Natalia	Administrative Support
Cooper, Bonita	Administrative Support
Jean Charles, Serge	Other
Alfonso, Maria	Teacher, ESE
Godfrey, Brandy	Instructional Coach
Forteza, Wendy	Assistant Principal
Amaris, Genevieve	Other
Winter , Shelly	Instructional Coach
Sena, Yamilka	Assistant Principal
Martinez, Tennille	Instructional Coach
Carpenter, Kejuana	Teacher, K-12
Smith, Lisa	Instructional Coach

b. Duties

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

JaMarv Dunn, Principal: Provides a common vision for the use of data based decision-making, ensures school-based team is implementing MTSS/RtI, assesses RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Andy Harrison, Vice-Principal: Directs the execution of the principal's vision for the use of data based decision-making, ensures school-based team is implementing MTSS/RtI, assesses RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Wendy Forteza, Mimose Morgan-Rose and Yamilka Galue, Assistant Principals: Direct the execution of the principal's vision for the use of data based decision-making, ensure school-based team is implementing MTSS/RtI, assess RTI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities.

Instructional coaches: , Tennille Martinez (Reading), Shelly Winter (Literacy), Lisa Smith (Math) and Brandy Godfrey (Science): Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs, provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection analysis; participate in the

design and delivery of professional development; and provide support for assessment and implementation monitoring. Additionally, instructional coaches provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Select general education teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Select students with disabilities (SWD) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Special Education teachers and English Language Learners (ELL) teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Student Services personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

2. 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.

MTSS/RtI is an extension of the school's leadership team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I, Part A
Miami Carol City Senior High provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or Summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are also provided to students. Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include: Supplemental Educational Services (SES) and special support services to the special needs populations such as homeless, foster, and/or delinquent students.

Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The district migrant liaison coordinates with Title I and other programs and conducts comprehensive needs assessment of

migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D
The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district dropout prevention programs.

Title II
The Dropout Prevention Program incorporates teacher student mentoring, enhanced job skills training, intensive basic skills to fulfill graduation requirements, and parent involvement to increase the number of students graduating with a high school diploma.

Title III
Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The district uses funds to provide the following:
• tutorial programs
• parent outreach activities
• reading and supplemental instructional materials

Title X- Homeless
The Miami-Dade County Public Schools district provides a homeless assistance program to ensure a successful educational experience for homeless children. Project Upstart and the Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. Project Upstart provides tutoring and counseling services at homeless shelters, as well as sensitivity and awareness campaigns and academic enrichment summer camps for homeless students. The district homeless liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless, and provides training for school registrars and counselors under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs
Miami Carol City Senior High School offers a non-violence and anti-drug program, which includes field trips, community services, and counseling. There is a counselor who receives district-based training on safe and drug-free schools. The counselor focuses on counseling students to solve problems related to violence, drug/alcohol use, and other crises. Additionally, Miami Carol City is using the Positive Behavior School model where incentives are used as a reward system for appropriate behavior. Positive behavior is emphasized among the faculty and student body.

Nutrition Programs
1) Miami Carol City Senior High adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, along with school breakfast and school lunch, follow the Healthy Food and Beverage Guidelines as adopted in the district's wellness policy.

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Adult Education
High school completion courses are available to all eligible Miami-Dade County Public Schools students in the evening based on the senior high school's recommendation. Courses can be taken for

credit recovery, remediation, or grade forgiveness purposes.

Career and Technical Education
By promoting career pathways and programs of study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available, along with a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school, providing more opportunities for students to complete two and four-year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring "ready to work" skills and industry certifications. Readiness for postsecondary programs will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training
Community-based partnerships will provide students with a job skills program that allows students the opportunity to learn how to create a resumes, dress for success, and perform well during a job interview. Students also participate in an executive internship program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Elena Steadham	Teacher
Nichole Dino	Teacher
Daniel Nahmouli	Teacher
Taja Elbert	Education Support Employee
Marquita Smith	Business/Community
Jeffrey McKay	Teacher
Tamakia Days	Teacher
Glynese Wilcox	Teacher
Tanicia Anderson	Teacher
Ledly Moss II	Business/Community
Jaden Anderson	Student
David Wood	Teacher
Jamarv Dunn	Principal
Oliver Cole	Parent
Kurtressia Randle	Parent
Patrice Jackson	Parent
Anissa Moore	Parent
Nikeya Baker	Parent
Keisha Wilson	Parent
Natalie Knight	Parent
Diane Seay	Parent
Myles Houston	Parent
Sharon Smalling	Parent
Benjamin Davis	Principal
Alexandria Martin	Teacher
Pamela Anderson	Teacher
Tracy Troy	Teacher
Erica Newman	Teacher
John Kallergis	Teacher
Ericka Gainor	Teacher
Peter Saintil	Teacher
Sandra Flores	Teacher
Asiah Wolfolk	Teacher
Eraine Porter	Teacher
Anthony Mortimer	Education Support Employee
Majel Williams	Student
Keanna Nembhard	Student
Antwon Hallman	Student

Name	Stakeholder Group
Sharrad Smith	Student
Sharon Seay	Student
Naya Coffigny	Student
Alani Ford	Student
Cheryl Carter	Business/Community
Lesa Finnie	Business/Community
Anthony Britt, Esq.	Business/Community
Felicity Harvin	Business/Community
Shantelle Maxwell	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year's SIP was developed by the school's leadership team and through collaborative opportunities, and the SAC amended and approved the version sent to the school district for board approval. The SIP was discussed at every subsequent SAC meeting for the remainder of the school year.

The SAC did an end-of-year evaluation of the SIP.

b. Development of this school improvement plan

The draft version of the SIP was written by the school's leadership team. The draft version of the SIP was then distributed to various stakeholders. Finally, the revised SIP was sent to the SAC for fine tuning and approval.

The SAC will approve the revised SIP to be submitted to the school district for approval, although the SIP is considered to be a continuous work in progress. The SAC will meet monthly to review the SIP and recommend any necessary changes, based on actual performance outcomes.

c. Preparation of the school's annual budget and plan

The SAC will request that the principal hold a school budget workshop, so that SAC members will understand how the budget is created, and how they can make recommendations for future budget decisions and plans.

The SAC will also manage the SAC budget funds in order to ensure that they are spent in support of the SIP. SAC members will be allowed to bring proposals to the committee and vote for the proposals that will best serve the students and the school.

In addition, the SAC will assist in the distribution of any school recognition funds that may be awarded.

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

The SAC transferred $2999.99 to the SAC's trust account, which was used to purchase food and other incentives for students in support of the SIP. The majority of these funds were used for our

Saturday school tutorial program.

In addition, the SAC provided the following:
$275 for social studies department to purchase subscription to Upfront magazine
$251 for Silver Knight wall plaques and frames, and stoles for members
$800 for health science materials and bus transportation
$750 for FBLA state leadership conference registration
$750 for business academy: Business Career Fair and Expo
$1000 for trophies, cords, and medallions for end-of-year awards ceremony

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dunn, Ja Marv	Principal
Jean Charles, Serge	Other
Alfonso, Maria	Teacher, ESE
Wood, David	Teacher, K-12
Godfrey, Brandy	Instructional Coach
Cooper, Bonita	Teacher, Career/Technical
Winter , Shelly	Instructional Coach
Martinez, Tennille	Instructional Coach
Sena, Yamilka	Assistant Principal
Gibson-Smith, Natalia	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The sole function of Literacy Leadership Team (LLT) at Miami Carol City Senior High is to simultaneously support learning and teaching for the entire community (students, teachers, educational leaders, and other stakeholders) by enhancing the literacy environment, and building a literacy culture through collegiality and collaboration. The LLT will collaborate to implement school-wide literacy initiatives geared to increasing student achievement and promoting/developing lifelong learners. The LLT will craft and implement initiatives that address the school's academic strengths and challenges identified through the use of school-wide data.

The LLT will build the capacity of the faculty through effective research-based professional developments that: (1) enhance the academic performance of students at moderate and high risk levels, and (2) provide enrichment for students meeting or exceeding standards-based performance. The literacy leadership team will use a reflection and monitoring approach that effects change for

every stakeholder. The LLT will collaborate regularly, investigate, problem solve, implement, evaluate implementation and make decisions about the impact on student learning. In addition, the LLT will implement and facilitate multiple Literacy Parent Nights, Media Center beautification project, Literacy Club, Book Talk, school-wide Word of the Week, promotion of Just 20 FLDOE initiative and Literacy Week, Florida.

D. 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).

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

Several strategies are employed to ensure positive collaborative planning and instruction. Effective communication and collaboration are essential to ensure successful teaching and learning. Departmental collaborative opportunities are facilitated by Transformation Coaches and in collaboration with teachers to ensure instructional alignment with state standards. Designated administrators and subject area coaches participate in collaborative opportunities and data is analyzed and shared. Additionally, best practices are shared and opportunities for peer-to-peer reflective conversations are promoted amongst teachers. In addition, during departmental meetings, a collaborative professional culture is promoted among colleagues. Teachers often engage in the rigorous mutual examination of teaching and learning.

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

Recruitment Fair / Teacher Referral - Ja Marv R. Dunn, Principal
Professional Development - Wendy Forteza
Teacher Mentorship Program - Maria Alfonso
Teachermatch
Administrators work on school culture.

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

Miami Carol City Senior High School's mentoring program is two-tiered. Through the District's Mentoring and Induction of New Teachers program (MINT), each first-year teacher is assigned a mentor from the school who has attended a two day Mentor Training through the District. The mentees are paired with mentors based on area of certification, grade level assignment or veteran teacher experience. Mentors and mentees must accumulate at least thirty-five contact hours.

The second tier of the Miami Carol City SHS mentoring program is the monthly new teachers' meeting held after school. These sessions provide additional support and provide relevant in-house professional development to the mentees. The mentees are also afforded the opportunity to observe their mentors and other veteran teachers through a two day allocation provided by MINT. New Teachers also receive valuable and continuous support through peer teachers and administration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Miami Carol City Senior High School ensures that our instructional programs and lessons are aligned by using the Florida State standards and subject item specifications in lesson plans and activities that take place within the classroom. Teachers are encouraged to use the district-provided pacing guides and create lessons that utilize the Florida State standards. The administrative team and the transformation coaches offer support in the development of lesson plans through collaborative opportunities, and ensure that the lessons and activities being used are aligned to the Florida Standards.

b. Instructional Strategies

1. 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.

Data is readily available and presented to teachers and students. The classroom instructor, coach, and administrator have data chat meetings to identify target and remedial points, and the instructor arranges groups for differentiated instruction. During these data chat meetings, the instructor sets goals for the students. The instructor then has individual data chats with students in order to show them their areas of strength and weakness. The student is also held accountable for creating goals that will help them to monitor their progress and concentrate on the areas needing improvement.

2. 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: 4,320

-Saturday Academy
*Classes are designed to target students by data
-Before and After School Tutoring
* City Year
* Interventionist
-Pull out Intervention in Reading, Mathematics, Science and Social Studies
-Ongoing Professional Development Activities for all subject areas
-Accelerated Courses
*Dual Enrollment 9th period (afterschool)
-Math
* Mu Alpha Theta
* In-house competitions
-Science
* SECME
-Science/CTE
*NASCAR Ten80 challenge
-21st Century Learning Grant
-CodeMasters

Strategy Rationale

The rationale behind this strategy is that it ensures we meet the needs of all of our students by providing additional educational support before and after school. This strategy allows our students to become equipped with the necessary tools to become high-achieving students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Harrison, Andy, andyharrison@dadeschools.net

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

The Leadership Team meets weekly and disaggregates data for all pertinent assessments. Data chats are then conducted per department with the assigned administrator and Transformation Coach to collaborate on the next action steps to address areas of deficiency. After areas of deficiency are determined, the information is then disseminated to key players, so that proper remediation and enrichment can take place.

2. Student Transition and Readiness

a. 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).

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

Through Freshmen Experience, students are enrolled in Critical Thinking and Study Skills that assist the students in the transition from middle school to high school. It is a division-wide effort that embraces a wide range of initiatives, in order to provide ninth grade students with a rewarding and meaningful first year in high school.

Students in grade 9 are also mentored by support personnel from a program called City Year. It is an AmeriCorps program that bridges the gap in high-poverty communities between the support that students actually need and what their schools are designed and resourced to provide.

Students in grade 11 and 12 are enrolled in courses such as:
- Dual enrollment
- Advanced placement
- Industry Certification
- Vocational

Students participate in:
- Executive Internship
- Diversified Career Training and On the Job Training
- Academic Competition through the Law Magnet and Criminal Justice courses
- College Fairs and Tours
- College placement tutoring and examinations on the high school campus
- College Corner and One Stop Shop during lunch break for test waivers and information on college exams
-Florida Skills USA
-SECME
-Law Magnet
-Vocational/Business Ed. Courses

b. College and Career Readiness

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

Miami Carol City Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
- Incorporating the Academy Structure for Career Technology Education and Industry Certification
- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and Industry Certification teachers plan together to enhance academic competencies in vocational and career programs
- Making the academic curriculum more vocationally relevant
- Providing college and career readiness programs and relevant opportunities
- On campus for college placement exams (ACT, SAT, PERT)
- Designed camps for student tutoring after school and Saturdays
- Extended classrooms to various businesses within the area (AT&T, Miami-Dade College Career Fair, Police Department and Lawyer Internship, NAACP Academic, Cultural, Technological, & Scientific Olympics (ACT-SO) Competition

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

Miami Carol City Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
- Incorporating the Academy structure for Career Technology Education and Industry Certification

- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and Industry Certification instructors plan together to enhance academic competencies in vocational programs
- Making the academic curriculum more vocationally relevant
- Providing college and career readiness programs and opportunities
- Students are trained to complete exams for certification in Photoshop, Dreamweaver, Flash, Microsoft Office Specialist, Auto-body Repair and Refinishing, and ServSafe in the Culinary course.

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

All ninth grade students are enrolled in an academy upon their entry into Miami Carol City Senior High School. Each ninth grade academy course will provide instruction and research on career development and post-secondary endeavors. Students will research career offerings and the necessary education requirements. They are also given exposure to all of the career academies at the school.
The academy model has served as a launch pad for exposure to lifelong learning and post-secondary opportunities for students, rather than the old notion of high school as a final stop to education. Through the academies, numerous students have expressed and modeled their particular skills and talents by competing and winning prestigious awards. Several students received the coveted Silver Knight Award or Honorable Mention in their prospective categories. Students in the Academy of Industrial Technology and Personal Services (ITPS) maintain winner's status in Skills USA competition in auto body and repair. Our current aim is to prepare more students to pass the Automotive Service Excellence certification exam in the area of auto body repair ad refinishing. Students in the construction strand of the ITPS Academy has interned with professionals at Coastal Construction Corporation and remain active with other businesses in the same profession. Students are encouraged to take tests leading to Industry Certification. Students now take exams in Photoshop, Dreamweaver, Flash, and Microsoft Office Specialist

4. 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.

Miami Carol City Sr. High school students excel in a variety of rigorous course settings and extracurricular activities. The number of students participating in dual enrollment courses has increased. Currently, Miami Carol City High School has 188 students enrolled in post-secondary courses with Florida International University. St. Thomas University has certified two teachers to be adjunct professors and we are currently awaiting communication on one additional teachers that will teach college courses at Miami-Dade College. Miami Carol City students received over 7 million dollars in scholarships with various Colleges and Universities in 2016.

Students are encouraged to take ownership in academic performance through frequent data chats with teachers, students, and parents. Student engagement is promoted through relevant and interesting instruction with opportunities for rigor and enrichment in honors, gifted, advanced placement, and dual enrollment courses for college readiness. Other opportunities for monitoring and encouraging positive student performance include academic intervention clubs and programs connected to elective courses, college and career fairs, curriculum fairs, and academy showcases to present student work. Students are also encouraged to take exams that assist them in college selections such as, ACT, SAT, and PERT testing regularly. In addition, students also have a voice through the student government organization, and involvement with the parent academy, Educational Excellence School Advisory Committee (EESAC), and some advisory boards (Miami Gardens City Council) of various academies.

These continued goals and accomplishments are partially accredited to an increase in the professional development of instructors, additional common planning time for teachers and support staff on the master schedule, and an increase in student engagement through mentoring and supplemental mathematics, reading, science and writing interventions for struggling students.

This is the third year that the school is offering the Advanced Placement Capstone Seminar course. The AP Capstone Research course began in 2014, and will continue this school year.The AP Capstone program is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   If core instruction in all classes is improved, with the implementation of the four core skills (Critical Thinking, Creativity, Communication and Collaboration), then student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction in all classes is improved, with the implementation of the four core skills (Critical Thinking, Creativity, Communication and Collaboration), then student achievement will increase. 1a

🔍 G088064

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	53.0
CELLA Writing Proficiency	53.0
FSAA ELA Achievement	53.0
Algebra I EOC Pass Rate	53.0
Geometry EOC Pass Rate	53.0
CELLA Listening/Speaking Proficiency	53.0
Algebra II EOC Pass Rate	53.0
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	

Targeted Barriers to Achieving the Goal 3

- There is a lack of strategic and effective usage of data in order to guide the implementation of the four core skills in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: Budgeting for Interventionists, Professional Development addressing professional growth across the curriculum, Ensuring teachers possess content Mastery, Para-Professionals, up-to-date technology devices, Collaborative Planning Protocol through the Common Planning, Supplemental instructional Guides, instructional coaches, Academic Transformation support staff, instructional frameworks. Mathematics: SMART boards, Edgenuity, Computer labs, HP tablets, Core textbook resources, McGraw Hill supplemental materials, Geometer's Sketchpad, GIZMOS, Carnegie Cognitive Tutor, Diplomas NOW, Math/Reading Coaches; Office of Academic Support Staff Science: Common Planning, Science Coach, Curriculum Support Specialist, Schoology, Edgenuity, Florida Achieves Part A, Science Daily, Science News Social Sciences:Supplemental Instructional guides, technology devices (e.g. tablets and computers), Edgenuity, Discovery Education, planning cards, unpacking document. Graduation: Counselors' Tracking Tools, Credit History Reports

Plan to Monitor Progress Toward G1. 8

Disaggregation of Interim Assessment, Florida Standards Assessments, FAIR, EOCs, ACT/SAT results, and other related student assessments results

Person Responsible
Ja Marv Dunn

Schedule
Monthly, from 8/22/2016 to 5/12/2017

Evidence of Completion
Student work samples, Topic Assessments, Interim Assessment, Florida Standards Assessments, EOCs, ACT/SAT results, and other student assessments 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. If core instruction in all classes is improved, with the implementation of the four core skills (Critical Thinking, Creativity, Communication and Collaboration), then student achievement will increase. 1

🔍 G088064

G1.B2 There is a lack of strategic and effective usage of data in order to guide the implementation of the four core skills in the classroom. 2

🔍 B234147

G1.B2.S1 Teachers will learn a variety of instructional strategies that can assist with improving students core skills. 4

🔍 S246933

Strategy Rationale

After noted observations it is evident that teachers are limited with one or two strategies that they consistently use to help aid students' core skills.

Action Step 1 5

Facilitate collaborative opportunities to help develop teachers' use of instructional strategies used to increase core skills. (For Social Studies and ELA)

Person Responsible

Shelly Winter

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans that incorporate instructional strategies used to increase core skills.

Action Step 2 5

Facilitate collaborative opportunities to help develop teachers' use of instructional strategies used to increase core skills. (For Science)

Person Responsible

Brandy Godfrey

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans that incorporate instructional strategies used to increase core skills.

Action Step 3 `5`

Facilitate collaborative opportunities to help develop teachers' use of instructional strategies used to increase core skills. (For Reading and Freshman Experience)

Person Responsible

Tennille Martinez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans that incorporate instructional strategies used to increase core skills.

Action Step 4 `5`

Facilitate collaborative opportunities to help develop teachers' use of instructional strategies used to increase core skills. (For Mathematics)

Person Responsible

Lisa Smith

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans that incorporate instructional strategies used to increase core skills.

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

Check and monitor lesson plans to ensure that they include for instructional strategies that improve core skills, and classroom instruction.

Person Responsible

Ja Marv Dunn

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teachers' instructional delivery, lesson plans and students' end products.

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

Check and monitor lesson plans to ensure that they include for instructional strategies that improve core skills, and classroom instruction. (In Mathematics)

Person Responsible

Andy Harrison

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teachers' instructional delivery, lesson plans and students' end products.

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

Check and monitor lesson plans to ensure that they include for instructional strategies that improve core skills, and classroom instruction. (In ELA and Reading)

Person Responsible

Yamilka Sena

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teachers' instructional delivery, lesson plans and students' end products.

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

Check and monitor lesson plans to ensure that they include for instructional strategies that improve core skills, and classroom instruction. (In Social Studies)

Person Responsible

Mimose Morgan-Rose

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teachers' instructional delivery, lesson plans and students' end products.

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

Check and monitor lesson plans to ensure that they include for instructional strategies that improve core skills, and classroom instruction. (In Science)

Person Responsible

Wendy Forteza

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teachers' instructional delivery, lesson plans and students' end products.

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

Consistently conduct classroom observations and or walk-throughs to monitor the quality of instruction, and the incorporation of the four core skills, providing transformation coaches with guidance, and regular department debrief meetings.

Person Responsible

Ja Marv Dunn

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Students work samples, assessment results, teacher's evaluations, agenda, minutes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M334246	Disaggregation of Interim Assessment, Florida Standards Assessments, FAIR, EOCs, ACT/SAT results,...	Dunn, Ja Marv	8/22/2016	Student work samples, Topic Assessments, Interim Assessment, Florida Standards Assessments, EOCs, ACT/SAT results, and other student assessments results	5/12/2017 monthly
G1.B2.S1.MA1 🔑 M334228	Consistently conduct classroom observations and or walk-throughs to monitor the quality of...	Dunn, Ja Marv	8/22/2016	Students work samples, assessment results, teacher's evaluations, agenda, minutes.	6/8/2017 monthly
G1.B2.S1.MA1 🔑 M334229	Check and monitor lesson plans to ensure that they include for instructional strategies that...	Dunn, Ja Marv	8/22/2016	Teachers' instructional delivery, lesson plans and students' end products.	6/8/2017 weekly
G1.B2.S1.MA3 🔑 M334230	Check and monitor lesson plans to ensure that they include for instructional strategies that...	Harrison, Andy	8/22/2016	Teachers' instructional delivery, lesson plans and students' end products.	6/8/2017 weekly
G1.B2.S1.MA4 🔑 M334231	Check and monitor lesson plans to ensure that they include for instructional strategies that...	Sena, Yamilka	8/22/2016	Teachers' instructional delivery, lesson plans and students' end products.	6/8/2017 weekly
G1.B2.S1.MA5 🔑 M334232	Check and monitor lesson plans to ensure that they include for instructional strategies that...	Morgan-Rose, Mimose	8/22/2016	Teachers' instructional delivery, lesson plans and students' end products.	6/8/2017 weekly
G1.B2.S1.MA6 🔑 M334233	Check and monitor lesson plans to ensure that they include for instructional strategies that...	Forteza, Wendy	8/22/2016	Teachers' instructional delivery, lesson plans and students' end products.	6/8/2017 weekly
G1.B2.S1.A1 🔑 A321029	Facilitate collaborative opportunities to help develop teachers' use of instructional strategies...	Winter , Shelly	8/22/2016	Lesson plans that incorporate instructional strategies used to increase core skills.	6/8/2017 weekly
G1.B2.S1.A2 🔑 A321030	Facilitate collaborative opportunities to help develop teachers' use of instructional strategies...	Godfrey, Brandy	8/22/2016	Lesson plans that incorporate instructional strategies used to increase core skills.	6/8/2017 weekly
G1.B2.S1.A3 🔑 A321031	Facilitate collaborative opportunities to help develop teachers' use of instructional strategies...	Martinez, Tennille	8/22/2016	Lesson plans that incorporate instructional strategies used to increase core skills.	6/8/2017 weekly
G1.B2.S1.A4 🔑 A321032	Facilitate collaborative opportunities to help develop teachers' use of instructional strategies...	Smith, Lisa	8/22/2016	Lesson plans that incorporate instructional strategies used to increase core skills.	6/8/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Facilitate collaborative opportunities to help develop teachers' use of instructional strategies used to increase core skills. (For Social Studies and ELA)	$0.00
2	G1.B2.S1.A2	Facilitate collaborative opportunities to help develop teachers' use of instructional strategies used to increase core skills. (For Science)	$0.00
3	G1.B2.S1.A3	Facilitate collaborative opportunities to help develop teachers' use of instructional strategies used to increase core skills. (For Reading and Freshman Experience)	$0.00
4	G1.B2.S1.A4	Facilitate collaborative opportunities to help develop teachers' use of instructional strategies used to increase core skills. (For Mathematics)	$0.00
		Total:	$0.00