# Miami Carol City Senior High



# 2017-18 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) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| High School 9-12 | Yes | 94% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 99% |

### School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | D | D | C* | C |

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Miami Carol City Senior High

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - LaShawn Russ-Porterfield | - 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.
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." The student service team and support staff will ensure that the PBS approach is implemented with fidelity.
Various departments work to build relationships:
Student Services: act as liaisons between the primary stakeholders in the lives of students
English Language Arts: Parent/Student Literacy Night and clubs/sponsorships
Mathematics: Mentoring students, incentives, and assigning leadership roles to students
Fine Arts: Stress the importance of core values
SPED: Networking with all stakeholders including parents, teachers, and outside agencies
Reading: Small group instruction and individual conferences, allowing teachers to meet students' needs
CTE: Provides incentives and uses activities that provide direct interaction between students and teachers
Social Studies: Provide one-on-one support and meet with individual student both before and after school to discuss any concerns
Science: Offer incentives and one-on-one academic engagement

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

The students at Miami Carol City Senior High School feel safe and respected before, during, and after school, because 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. 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 issues that at risk students may encounter. Through activities, counseling, and several teams working together, we strive to ensure that students feel safe and respected at all times.

Student Services: One Stop Shop, Values Matter, See Something, Say Something, Cybersecurity Month, Red Ribbon Week, and presentations that promote safety and encourage appreciation of diversity

English Language Arts: A:Warm and inviting environment, bell-to-bell instruction, assisting students who lack resources at home, No bully Zone, and assignment of class jobs

Fine Arts: Stress Values Matter and community resources, and lead by example

SPED: Provide a safety net and build mutual respect

Reading: Consistently enforce rules and acknowledge positive behavior

CTE: Open-door policy, Collaborate with students when writing class rules, create a culture of understanding students and their unique situations and needs

Science: Allow wait time to engage reluctant students, provide positive feedback, greet students at the door, recognize the achievements and contributions of different groups

**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. The PBS approach will be implemented by the Student Services teams, teachers and community agencies. In addition, Miami Carol City has also established a critical response team and a discipline team. The discipline team works to clarify and follow procedures according to the Code of student Conduct, and we incorporate the Values Matter program in our daily activities.

**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. Administrators, teachers and counselors are available before and after school to support the social and emotional needs of students. 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 have a history of violent behaviors, bullying, or suspensions involving aggressive behaviors.

Community Partnerships: Project Upstart, Campus Shield, Learning for Life Character Education Program, Peace Ambassadors Program, Execitive Internship Program, Business Advisory Council, Homeless Assistance Program, and Teenage Pregnancy Program (TAP)

## 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 Senior High School administrators, teachers and support staff, the Diplomas Now team sets goals based on students' attendance, behavior, and course performance. 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 qualify to participate in the program.
These Early Warning Indicators (EWI) 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 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 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 | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 25 | 16 | 28 | 97 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 40 | 27 | 58 | 149 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 135 | 194 | 147 | 183 | 659 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 | 36 | 114 | 85 | 377 |

**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 EWI 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**
No

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

*2. Description*

Miami Carol City Senior High has the goal to increase parental involvement. We build positive relationships with parents through incentives programs and activities. During the 2017-2018 school year, the Community Involvement Liason will host informational meetings for parents. During these meetings, the Instructional Coaches will be invited to present information on reading, math, and or science topics in order to increase parents' conceptual understanding and to enable them to assist with their students' academic development. The counselor will provide attendance workshops to parents and attendance interventions to develop meaningful understanding of the strong correlation between daily attendance and student achievement. The Community Involvement Specialist will also assist and encourage parents to become school volunteers, so they may play a more active role in their child's school.

**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.**

Miami Carol City Senior High 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.)

• 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), St. Thomas University, and Florida Memorial 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 2017-2018 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 the 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. Our Law Magnet and Criminal Justice Magnet programs also build community relationships and invite guest speakers to present at the school.

• The school solicits 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.

Additional programs, services, grants, internships, mentorships, and/or partnerships with business/ community organizations:
Silver Knight partnership with Miami Herald, City of Miami Gardens, Florida Forensics league, National Speech and Debate Association, Miami Urban Debate League, Teach for America, University of Alabama Debate Society, Mu Alpha Theta, Miami Dade College North Campus, Camillus House, Project Victory, Women of Tomorrow, CWAG, Paid Summer Youth Program, Future Business Leaders of America (FBLA), Miami Dade Council for the Social Studies, ABOTA, Law Magnet, UM School of Law - Street Law Program, Law Summer Program with 100 Black Men of South Florida, Junior Council sponsored by Miami Gardens City Council, Fairchild Botanical Gardens, and Dragon Fisheries (provide fish for our Ecology Club)

## C. Effective Leadership

### 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 |
| Gaines, Rhonda | Assistant Principal |
| Jean Charles, Serge | Instructional Coach |
| Astwood, Opia | Instructional Coach |
| Robinson, Angel | Instructional Coach |
| Harris III, Andrew | 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.

Rhonda Gaines, Mimose Morgan-Rose, and Karen Delgado, 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: Angel Robinson (Reading), Opia Astwood (Literacy), Andrew Harris (Math) and Serge Jean-Charles (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 and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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 activities such 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 and/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 and 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 post-secondary 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 post-secondary technical credits in high school, providing more opportunities for students to complete two and four-year post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring "ready to work" skills and industry certifications. Readiness for post-secondary 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 |
| Marquita Smith | Business/Community |
| Glynese Wilcox | Teacher |
| David Wood | Teacher |
| Jamarv Dunn | Principal |
| Natalie Knight | Parent |
| Benjamin Davis | Principal |
| Alexandria Martin | Teacher |
| Cheryl Carter | Business/Community |
| Lesa Finnie | Parent |
| Felicity Harvin | Business/Community |
| Bonita Cooper | Teacher |
| Kerisa Taylor | Education Support Employee |
| Ericka Deliford | Parent |
| Gladys Saldarriaga | Parent |
| Yasmeen Simmons | Parent |
| Raven Smith | Student |
| Shane Johnson | Business/Community |
| Brittney Jones | Student |
| E'Nisha Hannah | Student |
| Diamond Gibson | Student |

## b. Duties

### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Last year's School Improvement Plan (SIP) was developed by the school's leadership team, faculty, and through collaborative opportunities. The Educational Excellence School Advisory Council (EESAC) amended and approved the final SIP, sent to the school district for board approval. The SIP was discussed at every subsequent EESAC meeting for the remainder of the school year. The EESAC provided an end-of-year evaluation of the SIP.

*b. Development of this school improvement plan*

At the end of the 2016-2017 school year, the leadership team met with all departments to solicit input in identifying areas of strength and opportunities for improvement in the following areas: academic programs and support, school culture, professional development, and school leadership. This information was shared with the EESAC and feedback was solicited from the EESAC, community partners, and all other stakeholders that were present. The faculty also completed the School Improvement Survey and the results were shared during the 2017 Synergy Summer Institute. Once

the SIP was completed utilizing this input, the draft version of the 2017-2018 SIP was then distributed to all stakeholders at the EESAC meeting to review and approve the final SIP for District Board approval, although the SIP is considered to be a continuous work in progress. The EESAC will continue to 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 EESAC will request that the principal hold a school budget workshop, so that EESAC members will understand how the budget is created, and how they can make recommendations for future budget decisions and plans.

The EESAC will also manage the EESAC budget funds in order to ensure that they are spent in support of the SIP. EESAC 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 EESAC 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 EESAC transferred $2725 to the EESAC'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 EESAC provided the following:
$275 for social studies department to purchase subscription to Upfront magazine
$300 for Silver Knight wall plaques and frames, and stoles for members
$600 for SPED materials
$500 College Ready Club
$400 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 |
| Cooper, Bonita | Teacher, Career/Technical |
| Astwood, Opia | Instructional Coach |
| Robinson, Angel | Instructional Coach |
| Gaines, Rhonda | Assistant Principal |
| Harris III, Andrew | Instructional Coach |

**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 School 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 LLT 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 Take 20 FLDOE initiative and Literacy Week, Florida.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(IV).

**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 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 among 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 - Rhonda Gaines
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 Senior High School's 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
*Sessions are designed to target students based on academic data
-Before and After School Tutoring
* City Year
* Interventionists
-Accelerated Courses
*Dual Enrollment 9th period (after school)
-Math
* Mu Alpha Theta
* tutoring
-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. 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
Dunn, Ja Marv, jaydunn@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

*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 district-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 City Year, an AmeriCorps program that bridges the gap in high-poverty communities between the support that students actually need and what the schools are designed and resourced to provide.

Students in grades 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
- Providing Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Having 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
- Providing opportunities for students to sign-up and take college placement exams (ACT, SAT, PERT) on campus
- Providing designed camps for student tutoring after school and Saturdays
- Providing 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
- Providing a Business Internship Program

*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
- Providing Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Having 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
- Providing students training 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 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 the Skills USA 2015-2016 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 Senior 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 82 students enrolled in post-secondary courses with Florida International University. One teacher was hired to teach a technology-based introduction course through Florida Memorial University as a measure to offer students the opportunity to take college courses. Miami Carol City students received over 7 million dollars in scholarships with various Colleges and Universities in 2017.

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, 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 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.

# 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 is improved in all content areas, 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 is improved in all content areas, then student achievement will increase. `1a`

🔑 G096671

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Bio I EOC Pass | 39.0 |
| CELLA Writing Proficiency | 53.0 |
| U.S. History EOC Pass | 39.0 |
| FSAA ELA Achievement | 22.0 |
| Algebra I EOC Pass Rate | 20.0 |
| Geometry EOC Pass Rate | 24.0 |
| CELLA Listening/Speaking Proficiency | 53.0 |
| Algebra II EOC Pass Rate | 42.0 |
| 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`

- Limited use of performance data to strategically drive instructional strategies and protocols.

- Limited prior knowledge and achievement levels impacts student progress, teacher instruction, and overall school-wide performance.

### Resources Available to Help Reduce or Eliminate the Barriers `2`

- - Data Chat protocol - Power BI dashboard - Data chat calendar - G2D - Instructional Coaches (Literacy, Math, Science) - Curriculum Support Specialists - Instructional programs for students with academic deficiencies - iCADS - Interventionists - After school tutoring - Saturday school - Professional development days

### Plan to Monitor Progress Toward G1. `8`

The Leadership Team will monitor the use of performance data to ensure that instruction meets the needs of individual students.

**Person Responsible**
Ja Marv Dunn

**Schedule**
Monthly, from 10/16/2017 to 6/8/2018

*Evidence of Completion*
Student data reports from G2D, PowerBI, or HMH and the mention of those reports in common planning, Data chats, Topic Assessments, Florida Standards Assessments, ACT/SAT Results, and other Student Assessment 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 is improved in all content areas, then student achievement will increase. `1`

🔍 G096671

**G1.B1** Limited use of performance data to strategically drive instructional strategies and protocols. `2`

🔍 B260014

**G1.B1.S1** Develop data utilization protocols to be used by administration, coaches, and teachers to effectively drive instructional initiatives and strategies. `4`

🔍 S275451

### Strategy Rationale

Consistent use of performance data will support effective instructional decisions.

### Action Step 1 `5`

Administrators will participate in the monthly Instructional Coaches Academy (iCADS) to effectively learn to use data.

#### Person Responsible

Ja Marv Dunn

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### *Evidence of Completion*

Agendas

### Action Step 2 `5`

Transformation Instructional Coaches will participate in the monthly Transformation Coaches Cohort (TCC) to analyze data results and support content area instruction.

#### Person Responsible

Ja Marv Dunn

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### *Evidence of Completion*

Coaching Log

**Action Step 3** 5

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

### Person Responsible

Ja Marv Dunn

### Schedule

Triannually, from 7/18/2017 to 5/25/2018

### *Evidence of Completion*

Action Plan

**Action Step 4** 5

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

### Person Responsible

Ja Marv Dunn

### Schedule

Triannually, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

Strategic Planning Schedule, Assessment Data

**Action Step 5** 5

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

### Person Responsible

Ja Marv Dunn

### Schedule

Triannually, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

DATA/COM Schedule, DATA/COM Presentation, Follow-up Notes

### Action Step 6  5

Content Area Teams will meet during common planning and review academic data reports.

**Person Responsible**

Ja Marv Dunn

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Support Logs, Agenda, Lesson Plans

### Action Step 7  5

Provide meaningful professional development during faculty meetings pertaining to the ongoing effective use of data to drive instruction.

**Person Responsible**

Ja Marv Dunn

**Schedule**

Monthly, from 8/17/2017 to 8/17/2017

***Evidence of Completion***

Agendas, PowerPoint Presentation

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

Leadership team will conduct classroom walk-throughs to monitor the implementation of the action plan cycles along with the use of instructional strategies and protocols.

**Person Responsible**

Ja Marv Dunn

**Schedule**

Weekly, from 9/25/2017 to 6/7/2018

***Evidence of Completion***

Administrator Walk-through logs, Lesson Plans, Student Journals, Students Work Folders

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

Evaluate the utilization of the data protocol for Power BI that administrators will use to conduct data chats with teachers and coaches.

### Person Responsible

Ja Marv Dunn

### Schedule

Weekly, from 9/25/2017 to 5/31/2018

### *Evidence of Completion*

Data Chat Protocol, Power BI Assessment Data Reports, Data Chat Schedules

**G1.B1.S2** Attain an additional Math teacher in the accountability area. `4`

🔧 S275452

### Strategy Rationale

Securing an additional highly effective Math instructor will lower class size in the accountability areas in Mathematics; thus providing smaller group instruction.

**Action Step 1** `5`

Hire additional teachers.

### Person Responsible

Ja Marv Dunn

### Schedule

On 5/31/2018

### *Evidence of Completion*

The school's Position Control List (PCL) will be evidence of completing this activity.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** `6`

The teachers will be hired and given the necessary support.

> **Person Responsible**
>
> Ja Marv Dunn
>
> **Schedule**
>
> Weekly, from 10/16/2017 to 6/8/2018
>
> *Evidence of Completion*
>
> Ongoing teacher observations and feedback.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

The teachers will be hired and given the necessary support.

> **Person Responsible**
>
> Ja Marv Dunn
>
> **Schedule**
>
> Weekly, from 10/16/2017 to 6/8/2018
>
> *Evidence of Completion*
>
> Ongoing teacher observations and feedback.

**G1.B1.S3** Initiating Extra Teaching Position Supplements (ETPS) to teachers in accountability subject areas. 4

🔑 S275453

### Strategy Rationale

Maintaining a continuum in instruction amongst teachers in accountability areas is key in concentrating instructional content.

### Action Step 1  5

Provide Extra Period Teaching Supplements (EPTS) for teachers.

#### Person Responsible

Ja Marv Dunn

#### Schedule

On 6/8/2018

#### *Evidence of Completion*

This will be evident on the Position Control Listing (PCL).

### Plan to Monitor Fidelity of Implementation of G1.B1.S3  6

Ongoing formal and informal observations.

#### Person Responsible

Ja Marv Dunn

#### Schedule

Weekly, from 10/11/2017 to 6/7/2018

#### *Evidence of Completion*

Observation forms, anecdotes, student assessment data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** `7`

Ongoing formal and informal observations.

### Person Responsible

Ja Marv Dunn

### Schedule

Weekly, from 10/11/2017 to 6/7/2018

### *Evidence of Completion*

Observation forms, anecdotes, student assessment data

**G1.B1.S4** Attain a Community Involvement Specialist. `4`

🔑 S275454

### Strategy Rationale

With the addition of this key staff member, we will be able to service our students and parents in a much more efficient manner; thus increasing the home-school connection.

**Action Step 1** `5`

Hire a Community Involvement Specialist

### Person Responsible

Ja Marv Dunn

### Schedule

On 6/7/2018

### *Evidence of Completion*

This will be evident on the Position Control List.

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** `6`

Ongoing conversations and meetings and reviewing relative documents.

### Person Responsible

Ja Marv Dunn

### Schedule

Biweekly, from 11/6/2017 to 6/7/2018

### *Evidence of Completion*

Parent logs, attendance logs, attendance action, conference notes, improved attendance records, parent and student participation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** `7`

Ongoing conversations and meetings and reviewing relative documents.

### Person Responsible

Ja Marv Dunn

### Schedule

Biweekly, from 11/6/2017 to 6/7/2018

### *Evidence of Completion*

Parent logs, attendance logs, attendance action, conference notes, improved attendance records, parent and student participation.

**G1.B1.S5** Attain hourly intervention positions throughout the school year and through the summer. 4

S275455

### Strategy Rationale

These hourly intervention positions will afford us the opportunity to aggressively implement Tier 2 and 3 interventions amongst our learners in the accountability areas. Further, the summer interventions will provide an academic continuum for our students during the dormant summer months.

### Action Step 1 5

Establish hourly intervention positions.

**Person Responsible**

Andy Harrison

**Schedule**

On 5/31/2018

***Evidence of Completion***

The effectiveness of interventions will show improvement on assessment data.

### Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Ongoing formal and informal observations.

**Person Responsible**

Ja Marv Dunn

**Schedule**

Weekly, from 11/6/2017 to 6/7/2018

***Evidence of Completion***

Observation forms, anecdotes, student assessment data.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5** `7`

Ongoing formal and informal observations.

### Person Responsible

Ja Marv Dunn

### Schedule

Weekly, from 11/6/2017 to 6/7/2018

### *Evidence of Completion*

Observation forms, anecdotes, student assessment data.

**G1.B1.S6** Purchase computers and other technologies to accommodate the instructional programs. `4`
`S275456`

### Strategy Rationale

State-of-the-art technologies will enhance our instructional programs.

**Action Step 1** `5`

Purchase computers and other technologies to accommodate the instructional programs.

### Person Responsible

Ja Marv Dunn

### Schedule

On 1/19/2018

### *Evidence of Completion*

Evidence of this will be improved technologies, connectivity, and increase in digital learning.

## Plan to Monitor Fidelity of Implementation of G1.B1.S6 `6`

Monitor the technology needs survey and timestamp of ordering such equipment.

### Person Responsible

Ja Marv Dunn

### Schedule

Every 3 Weeks, from 10/16/2017 to 6/8/2018

### *Evidence of Completion*

Faster connectivity. availability of technological devices for students.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S6 `7`

Monitor the technology needs survey and timestamp of ordering such equipment.

### Person Responsible

Ja Marv Dunn

### Schedule

On 6/8/2018

### *Evidence of Completion*

Faster connectivity. availability of technological devices for students.

**G1.B1.S7** Purchase software and digital learning programs to complement and enhance the instructional programs. 4

🔑 S275457

### Strategy Rationale

The acquisition of software and digital learning programs will enhance students' ability to learn in different modalities; thus reaching all learners.

### Action Step 1 5

Purchase software and digital learning programs to complement and enhance the instructional programs.

#### Person Responsible

Ja Marv Dunn

#### Schedule

On 12/8/2017

#### *Evidence of Completion*

This will be evident in monitoring software reports, databases, etc.

### Plan to Monitor Fidelity of Implementation of G1.B1.S7 6

Evaluators will review software logs and reports.

#### Person Responsible

Ja Marv Dunn

#### Schedule

Monthly, from 10/16/2017 to 6/8/2018

#### *Evidence of Completion*

Ongoing formal and informal observations, software reports, student tracking systems.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S7** `7`

Evaluators will review software logs and reports.

### Person Responsible

Ja Marv Dunn

### Schedule

On 6/8/2018

### *Evidence of Completion*

Ongoing formal and informal observations, software reports, student tracking systems.

**G1.B1.S8** Provide field study trips to enhance student learning. `4`

🔧 S275458

### Strategy Rationale

Providing ongoing field study trips where students can receive hands-on learning in the fields of Science, Social Science, Mathematics, and Language Arts will enhance their learning experiences.

**Action Step 1** `5`

Provide field study trips to enhance student learning.

### Person Responsible

Ja Marv Dunn

### Schedule

Monthly, from 9/25/2017 to 6/1/2018

### *Evidence of Completion*

Students will develop and submit learning tasks after each field study trip.

## Plan to Monitor Fidelity of Implementation of G1.B1.S8 `6`

Implementation plans of field study trips.

### Person Responsible

Ja Marv Dunn

### Schedule

Biweekly, from 10/16/2017 to 6/8/2018

### *Evidence of Completion*

Field trip proposals, student field study logs/reflections.

## Plan to Monitor Effectiveness of Implementation of G1.B1.S8 `7`

Implementation plans of field study trips.

### Person Responsible

Ja Marv Dunn

### Schedule

Every 3 Weeks, from 10/16/2017 to 6/8/2018

### *Evidence of Completion*

Field trip proposals, student field study logs/reflections.

**G1.B1.S9** Purchase school supplies and other miscellaneous goods to support the students. 4

S275459

### Strategy Rationale

Maintaining an inventory of school supplies is essential for our populations of students. When the barrier of lack of school supplies is lifted, students will be more amenable to learn.

### Action Step 1 5

Purchase school supplies and other miscellaneous goods to support the students.

**Person Responsible**

Ja Marv Dunn

**Schedule**

Every 3 Weeks, from 10/16/2017 to 4/20/2018

*Evidence of Completion*

Observers will be able to see all students with supplies throughout the school year and students are prepared and ready to learn in all classes.

### Plan to Monitor Fidelity of Implementation of G1.B1.S9 6

Monitor the implementation plan and needs survey for supplies.

**Person Responsible**

Ja Marv Dunn

**Schedule**

Biweekly, from 10/16/2017 to 6/8/2018

*Evidence of Completion*

Supply inventory, purchase orders, and ongoing meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S9** `7`

Monitor the implementation plan and needs survey for supplies.

### Person Responsible

Ja Marv Dunn

### Schedule

Every 3 Weeks, from 10/16/2017 to 6/8/2018

### *Evidence of Completion*

Supply inventory, purchase orders, and ongoing meetings.

**G1.B2** Limited prior knowledge and achievement levels impacts student progress, teacher instruction, and overall school-wide performance. `2`

🔑 B260015

**G1.B2.S1** Teachers will be exposed to a variety of instructional styles and strategies. `4`

🔑 S275460

### Strategy Rationale

If teachers are exposed to new styles and strategies, instruction will be more effective.

**Action Step 1** `5`

Teachers will be exposed to new styles and strategies such as project-based learning, real-world activities, flipped classroom, and use of multimedia during faculty/department meetings and common planning.

### Person Responsible

Ja Marv Dunn

### Schedule

Triannually, from 10/24/2017 to 5/25/2018

### *Evidence of Completion*

department agendas, common planning agenda, faculty meeting agendas, and professional development sign in

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

Evidence of meetings in which best practices are developed and shared.

### Person Responsible

Ja Marv Dunn

### Schedule

Triannually, from 10/25/2017 to 5/25/2018

### *Evidence of Completion*

Meeting agendas

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

Evidence of meetings in which best practices are developed and shared.

### Person Responsible

Ja Marv Dunn

### Schedule

Triannually, from 10/25/2017 to 5/25/2018

### *Evidence of Completion*

Meeting agendas

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B1.S1.A7 🔍 A369786 | Provide meaningful professional development during faculty meetings pertaining to the ongoing... | Dunn, Ja Marv | 8/17/2017 | Agendas, PowerPoint Presentation | 8/17/2017 monthly |
| G1.B1.S7.A1 🔍 A369792 | Purchase software and digital learning programs to complement and enhance the instructional... | Dunn, Ja Marv | 12/8/2017 | This will be evident in monitoring software reports, databases, etc. | 12/8/2017 one-time |
| G1.B1.S6.A1 🔍 A369791 | Purchase computers and other technologies to accommodate the instructional programs. | Dunn, Ja Marv | 1/19/2018 | Evidence of this will be improved technologies, connectivity, and increase in digital learning. | 1/19/2018 one-time |
| G1.B1.S9.A1 🔍 A369794 | Purchase school supplies and other miscellaneous goods to support the students. | Dunn, Ja Marv | 10/16/2017 | Observers will be able to see all students with supplies throughout the school year and students are prepared and ready to learn in all classes. | 4/20/2018 every-3-weeks |
| G1.B1.S1.A3 🔍 A369782 | Conduct the Instructional Review process and identify action steps required to eliminate the... | Dunn, Ja Marv | 7/18/2017 | Action Plan | 5/25/2018 triannually |
| G1.B1.S1.A4 🔍 A369783 | Leadership team will collaboratively participate in strategic planning meetings to make informed... | Dunn, Ja Marv | 8/14/2017 | Strategic Planning Schedule, Assessment Data | 5/25/2018 triannually |
| G1.B1.S1.A5 🔍 A369784 | Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination... | Dunn, Ja Marv | 8/14/2017 | DATA/COM Schedule, DATA/COM Presentation, Follow-up Notes | 5/25/2018 triannually |
| G1.B1.S1.A6 🔍 A369785 | Content Area Teams will meet during common planning and review academic data reports. | Dunn, Ja Marv | 8/21/2017 | Support Logs, Agenda, Lesson Plans | 5/25/2018 weekly |
| G1.B2.S1.MA1 🔍 M398258 | Evidence of meetings in which best practices are developed and shared. | Dunn, Ja Marv | 10/25/2017 | Meeting agendas | 5/25/2018 triannually |
| G1.B2.S1.MA1 🔍 M398259 | Evidence of meetings in which best practices are developed and shared. | Dunn, Ja Marv | 10/25/2017 | Meeting agendas | 5/25/2018 triannually |
| G1.B2.S1.A1 🔍 A369795 | Teachers will be exposed to new styles and strategies such as project-based learning, real-world... | Dunn, Ja Marv | 10/24/2017 | department agendas, common planning agenda, faculty meeting agendas, and professional development sign in | 5/25/2018 triannually |
| G1.B1.S1.MA1 🔍 M398240 | Evaluate the utilization of the data protocol for Power BI that administrators will use to conduct... | Dunn, Ja Marv | 9/25/2017 | Data Chat Protocol, Power BI Assessment Data Reports, Data Chat Schedules | 5/31/2018 weekly |
| G1.B1.S1.A1 🔍 A369780 | Administrators will participate in the monthly Instructional Coaches Academy (iCADS) to effectively... | Dunn, Ja Marv | 9/1/2017 | Agendas | 5/31/2018 monthly |
| G1.B1.S1.A2 🔍 A369781 | Transformation Instructional Coaches will participate in the monthly Transformation Coaches Cohort... | Dunn, Ja Marv | 9/1/2017 | Coaching Log | 5/31/2018 monthly |
| G1.B1.S2.A1 🔍 A369787 | Hire additional teachers. | Dunn, Ja Marv | 10/20/2017 | The school's Position Control List (PCL) will be evidence of completing this activity. | 5/31/2018 one-time |
| G1.B1.S5.A1 🔍 A369790 | Establish hourly intervention positions. | Harrison, Andy | 10/27/2017 | The effectiveness of interventions will show improvement on assessment data. | 5/31/2018 one-time |
| G1.B1.S8.A1 🔍 A369793 | Provide field study trips to enhance student learning. | Dunn, Ja Marv | 9/25/2017 | Students will develop and submit learning tasks after each field study trip. | 6/1/2018 monthly |
| G1.B1.S1.MA1 🔍 M398241 | Leadership team will conduct classroom walk-throughs to monitor the implementation of the action... | Dunn, Ja Marv | 9/25/2017 | Administrator Walk-through logs, Lesson Plans, Student Journals, Students Work Folders | 6/7/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B1.S3.MA1 M398244 | Ongoing formal and informal observations. | Dunn, Ja Marv | 10/11/2017 | Observation forms, anecdotes, student assessment data | 6/7/2018 weekly |
| G1.B1.S3.MA1 M398245 | Ongoing formal and informal observations. | Dunn, Ja Marv | 10/11/2017 | Observation forms, anecdotes, student assessment data | 6/7/2018 weekly |
| G1.B1.S4.MA1 M398246 | Ongoing conversations and meetings and reviewing relative documents. | Dunn, Ja Marv | 11/6/2017 | Parent logs, attendance logs, attendance action, conference notes, improved attendance records, parent and student participation. | 6/7/2018 biweekly |
| G1.B1.S4.MA1 M398247 | Ongoing conversations and meetings and reviewing relative documents. | Dunn, Ja Marv | 11/6/2017 | Parent logs, attendance logs, attendance action, conference notes, improved attendance records, parent and student participation. | 6/7/2018 biweekly |
| G1.B1.S4.A1 A369789 | Hire a Community Involvement Specialist | Dunn, Ja Marv | 10/27/2017 | This will be evident on the Position Control List. | 6/7/2018 one-time |
| G1.B1.S5.MA1 M398248 | Ongoing formal and informal observations. | Dunn, Ja Marv | 11/6/2017 | Observation forms, anecdotes, student assessment data. | 6/7/2018 weekly |
| G1.B1.S5.MA1 M398249 | Ongoing formal and informal observations. | Dunn, Ja Marv | 11/6/2017 | Observation forms, anecdotes, student assessment data. | 6/7/2018 weekly |
| G1.MA1 M398260 | The Leadership Team will monitor the use of performance data to ensure that instruction meets the... | Dunn, Ja Marv | 10/16/2017 | Student data reports from G2D, PowerBI, or HMH and the mention of those reports in common planning, Data chats, Topic Assessments, Florida Standards Assessments, ACT/SAT Results, and other Student Assessment Results | 6/8/2018 monthly |
| G1.B1.S2.MA1 M398242 | The teachers will be hired and given the necessary support. | Dunn, Ja Marv | 10/16/2017 | Ongoing teacher observations and feedback. | 6/8/2018 weekly |
| G1.B1.S2.MA1 M398243 | The teachers will be hired and given the necessary support. | Dunn, Ja Marv | 10/16/2017 | Ongoing teacher observations and feedback. | 6/8/2018 weekly |
| G1.B1.S3.A1 A369788 | Provide Extra Period Teaching Supplements (EPTS) for teachers. | Dunn, Ja Marv | 10/11/2017 | This will be evident on the Position Control Listing (PCL). | 6/8/2018 one-time |
| G1.B1.S6.MA1 M398250 | Monitor the technology needs survey and timestamp of ordering such equipment. | Dunn, Ja Marv | 6/8/2018 | Faster connectivity. availability of technological devices for students. | 6/8/2018 one-time |
| G1.B1.S6.MA1 M398251 | Monitor the technology needs survey and timestamp of ordering such equipment. | Dunn, Ja Marv | 10/16/2017 | Faster connectivity. availability of technological devices for students. | 6/8/2018 every-3-weeks |
| G1.B1.S7.MA1 M398252 | Evaluators will review software logs and reports. | Dunn, Ja Marv | 6/8/2018 | Ongoing formal and informal observations, software reports, student tracking systems. | 6/8/2018 one-time |
| G1.B1.S7.MA1 M398253 | Evaluators will review software logs and reports. | Dunn, Ja Marv | 10/16/2017 | Ongoing formal and informal observations, software reports, student tracking systems. | 6/8/2018 monthly |
| G1.B1.S8.MA1 M398254 | Implementation plans of field study trips. | Dunn, Ja Marv | 10/16/2017 | Field trip proposals, student field study logs/reflections. | 6/8/2018 every-3-weeks |
| G1.B1.S8.MA1 M398255 | Implementation plans of field study trips. | Dunn, Ja Marv | 10/16/2017 | Field trip proposals, student field study logs/reflections. | 6/8/2018 biweekly |
| G1.B1.S9.MA1 M398256 | Monitor the implementation plan and needs survey for supplies. | Dunn, Ja Marv | 10/16/2017 | Supply inventory, purchase orders, and ongoing meetings. | 6/8/2018 every-3-weeks |
| G1.B1.S9.MA1 M398257 | Monitor the implementation plan and needs survey for supplies. | Dunn, Ja Marv | 10/16/2017 | Supply inventory, purchase orders, and ongoing meetings. | 6/8/2018 biweekly |

# 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.B1.S1.A1 | Administrators will participate in the monthly Instructional Coaches Academy (iCADS) to effectively learn to use data. | | | | | $0.00 |
|---|---|---|---|---|---|---|---|
| 2 | G1.B1.S1.A2 | Transformation Instructional Coaches will participate in the monthly Transformation Coaches Cohort (TCC) to analyze data results and support content area instruction. | | | | | $0.00 |
| 3 | G1.B1.S1.A3 | Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier. | | | | | $0.00 |
| 4 | G1.B1.S1.A4 | Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data. | | | | | $0.00 |
| 5 | G1.B1.S1.A5 | Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments. | | | | | $0.00 |
| 6 | G1.B1.S1.A6 | Content Area Teams will meet during common planning and review academic data reports. | | | | | $0.00 |
| 7 | G1.B1.S1.A7 | Provide meaningful professional development during faculty meetings pertaining to the ongoing effective use of data to drive instruction. | | | | | $0.00 |
| 8 | G1.B1.S2.A1 | Hire additional teachers. | | | | | $163,325.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 | |
| | | | 7231 - Miami Carol City Senior High | UniSIG | | $163,325.00 | |
| | | | *Notes: Notes* | | | | |
| 9 | G1.B1.S3.A1 | Provide Extra Period Teaching Supplements (EPTS) for teachers. | | | | | $0.00 |
| 10 | G1.B1.S4.A1 | Hire a Community Involvement Specialist | | | | | $0.00 |
| 11 | G1.B1.S5.A1 | Establish hourly intervention positions. | | | | | $54,583.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 | |
| | | | 7231 - Miami Carol City Senior High | UniSIG | | $54,583.00 | |
| | | | *Notes: Notes* | | | | |
| 12 | G1.B1.S6.A1 | Purchase computers and other technologies to accommodate the instructional programs. | | | | | $35,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 | |

| | | | 7231 - Miami Carol City Senior High | UniSIG | | $35,000.00 |
|---|---|---|---|---|---|---|
| | | | *Notes: Notes* | | | |
| **13** | **G1.B1.S7.A1** | **Purchase software and digital learning programs to complement and enhance the instructional programs.** | | | | **$30,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 7231 - Miami Carol City Senior High | UniSIG | | $30,000.00 |
| | | | *Notes: Notes* | | | |
| **14** | **G1.B1.S8.A1** | **Provide field study trips to enhance student learning.** | | | | **$49,270.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 7231 - Miami Carol City Senior High | UniSIG | | $49,270.00 |
| | | | *Notes: Notes* | | | |
| **15** | **G1.B1.S9.A1** | **Purchase school supplies and other miscellaneous goods to support the students.** | | | | **$130,662.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 7231 - Miami Carol City Senior High | UniSIG | | $130,662.00 |
| | | | *Notes: Notes* | | | |
| **16** | **G1.B2.S1.A1** | **Teachers will be exposed to new styles and strategies such as project-based learning, real-world activities, flipped classroom, and use of multimedia during faculty/department meetings and common planning.** | | | | **$0.00** |
| | | | | | Total: | **$462,840.00** |