

# Miami Central Senior High School



# 2017-18 Schoolwide Improvement Plan

## Miami Central Senior High School

1781 NW 95TH ST, Miami, FL 33147

<http://miamicentral.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	96%
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	C	C	C*	D

*\*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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>43</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>48</b>
Professional Development Opportunities	48
Technical Assistance Items	49
<b>Appendix 3: Budget to Support Goals</b>	<b>49</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Central Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Miami Central Senior High School faculty, staff, students and community stakeholders believe that all students have the ability to be successful learners. Miami Central Senior High School will implement Small Learning Communities through an academy model that will assist students in defining and selecting their career choices. Every child, regardless of background and ability, will acquire the knowledge and skills necessary to succeed in an ever-changing global society.

##### b. Provide the school's vision statement.

Miami Central High School's vision is to promote student achievement, provide an array of academic mediums that engage real world experiences and provide a conducive learning environment. Our aim is to cultivate a climate of positive change, eliminate low performance and institute a legacy of superior academic achievement through effective instructional programs.

#### 2. School Environment

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

- During the opening of schools, teachers send home interest surveys.
- The school keeps an open line of communication between administration, teachers, and parents to develop relationships that are conducive for all students.
- The school hosts a plethora of after school activities to mentor and develop students (writing lab, ACT tutoring, City Year tutoring).

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

- There is a school wide implementation of the Code of Student Conduct to promote a safe learning environment.
- There is an active plan in place to minimize bullying during and after school hours, in conjunction with City Year, Community Involvement Specialist, and the social worker.
- The Student Government Association is encouraged to act as a liaison and a voice to the student body to address concerns of the students.
- Peer Leaders are identified via College Resource Center.
- HIP is a student driven organization that discusses health issues and provides students with outside resources.

##### 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.

- There is a Progressive Disciplinary Action Plan in place to address behavior from the first to the fourth offense with necessary consequences to address every offense.
- Faculty and staff has attended professional development on the use of the Progressive Disciplinary Action Plan to ensure it is implemented with fidelity and fairness.

- The school has embraced the alternative to suspension protocol and have developed other outlets for student discipline that prevents students from being removed from an educational atmosphere.

**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.**

- All students have unlimited access to school social workers, counselors, CAP advisory, and psychologist when needed.
- Several mentoring programs are housed on campus to address the individual needs of the students (5000 Role Models, Women of Tomorrow, College Summit Peer Leaders).
- Teacher are trained on possible signs to look for by the Student Services department.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

There are various ways we identify our at-risk students. Teachers value attendance as an early warning sign. Therefore, once a student has 4 unexcused absences, they refer the student to the dean, grade level counselor and administrator to address excessive absences and/ or tardies. In addition, the school also identifies students who demonstrate to be at-risk based on low performance on the state examination. Last, the counselors monitor grades and address issues on an individualized basis to ensure students are receiving the credits they need to graduate with their cohort and receive support for any social or emotional issues they may be facing.

The schools EWS indicators are as follows:

- Students who miss more than 10% of instructional time.
- Students who have referrals that lead to suspension.
- Students that score Level 1 on ELA or Math State Assessments.
- Students in 9th grade who miss the first 20 days of school.
- Students who fail to progress to 10th grade on time.
- Students with less than a 2.0 GPA.

**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	0	0	0	0		
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	18	105	24	74	221	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	217	253	262	219	951	

**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	241	68	173	98	580

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

Students identified by the early warning system are evaluated using the TRE assessment, recommended by the District, to adequately place students in Reading classes to address the skills they are deficient in. Other data points will be taken into consideration, such as: FAIR, previous year's FSA, teacher recommendation, Reading Inventory, Phonics Inventory. Students are provided differentiated instruction during the school day in their content area classes. Those students are also offered tutoring after school and on Saturdays to improve their academic performance. Intervention groups during elective periods offer additional practice to improve reading performance. Counselors meet with the students. Parent conferences are scheduled with the dean, the counselor and an administrator to ensure student is being monitored and receiving the necessary support to improve academically.

**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**

A. Miami Central Senior High School will involve parents in an organized, ongoing and a timely manner; which will include providing vital school information via a flexible number of meetings and workshops, such as: Title I - New Students Orientation, Title I Annual Meeting, Open House (present an opportunity for volunteering via PAC/DAC representatives), "Parent Coffee Talks," Parent Portal Workshops, Senior Parent Night, Magnet Parent Night, PTSA/EESAC, EOC/FSA Nights, and working collaboratively with the school Counselors and the school's Community Involvement Specialists (CIS). Lastly, Miami Central has provided the Parent Resource Center with an adjacent computer lab.

**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.**

B. Miami Central will strategically utilize the full implementation of the Title I Program model and extend an open invitation to our school's Parent Resource Center in order to sustain partnerships, build capacity, support student achievement, and inform parents regarding available programs and other referral services. In addition, increase parental engagement/involvement through developing (with on-going parental input) PTSA/EESAC meetings, Miami Central's Saturday Success Academy, Miami Central's Title I School-Parent Compact (for each student); Miami Central's Title I Parental Involvement



Policy; scheduling the Title I Orientation Meeting, Open House; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

## 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
Sands, Raymond	Principal
Megias, Robert	Assistant Principal
St Juste, Shella	Assistant Principal
Campbell-Lindsay, Lammar	Assistant Principal
English, Jamila	Instructional Coach
Shepard, Paulette	Instructional Coach
Rolle, Lakesha	Instructional Coach
Jackson, Andre	Instructional Coach
Troupe, Maurice	Assistant Principal
White, Anthony	Dean

#### b. Duties

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

- The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
- The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
- The Leadership Team will provide levels of support and interventions to students based on data.

**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.**

- Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least 3 times per year
- Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Gather ongoing progress monitoring for all interventions and analyze the data using the Tier 2 problem solving process.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school design, implement, and evaluate both daily

instruction and specific interventions.

-Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

#### Title I, Part A

Services are provided 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 provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum 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 need 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

#### Title I, Part C- Migrant

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Supplemental Tutoring Academy funds for English Language Learners-Funds will be provide to allow for supplement tutoring to our ELL population.

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for

homeless children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### Nutrition Programs

- 1) The school 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, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

#### Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation, via Turner Tech High. Courses can be taken for credit recovery, promotion, 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 and 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 and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications

#### Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HClOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
  - HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
  - HClOS enhances the health education activities provided by the schools and by the health department.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

#### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

#### Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
G. Bethune	Principal
A. Carr	Teacher
R. Shotwell	Teacher
B. White	Education Support Employee
G. Watkins	Education Support Employee
T. Barber	Teacher
R. Melo	Education Support Employee
T. Mungin	Teacher
W. Clark	Business/Community
D. Holsendolph	Business/Community
A. Pender-Law	Teacher
J. Spencer	Parent
J. Caldwell	Teacher
M. Hopkins	Education Support Employee
E. Smith	Parent
T. Thomas	Parent
C. Yee	Parent
D. Roberson	Parent
A. Romer	Business/Community
S. Marrow	Parent
J. Burgos	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*

The Educational Excellence School Advisory Council (EESAC) reviewed the School Improvement Plan (SIP) as part of their meetings; while comparing it to the data that had been released. Based on the inadequacies noted, the EESAC provided suggestions and opportunities for resources.

#### *b. Development of this school improvement plan*

The EESAC Board is essential in regards to the development of the SIP. The draft was presented during a meeting. Based on the discussions and a plethora of explicit feedback received, the SIP was edited. EESAC will once again provide additional guidance when the final draft is posted.

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

EESAC will meet at least once a month to discuss both instructional and organizational issues. These concerns are brought to the attention to the School –Based Leadership Team (SBLT). EESAC will also fund various projects based on teacher and/or departmental solicitation.

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

Original Budget: \$8,689.00

YTD Transfers and Adjustments: \$14252.52

Current Budget: \$22941.52

YTD Expenditures: \$8,689.00 (Fine Arts Department \$800.00, SPED \$2590.00, CTE \$500.00, Administration Department \$2999.00, Testing Department 1800.00)

Available Balance: \$14,252.52

**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
Sands, Raymond	Principal
Megias, Robert	Assistant Principal
St Juste, Shella	Assistant Principal
English, Jamila	Instructional Coach
Rolle, Lakesha	Instructional Coach
Shepard, Paulette	Instructional Coach
Campbell-Lindsay, Lammar	Assistant Principal
Jackson, Andre	Instructional Coach
Troupe, Maurice	Assistant Principal

**b. Duties**

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

- Stop, Drop, and Read Program-30 minute weekly sustained school wide reading.
- RAGE-C across all content areas
- Increase parental involvement in Literacy Night
- Increase PBS usage
- Continue to push our Writing Across the Curriculum (W.A.T.C.H.) Program
- Continue/Support school-wide strategies (Cornell Notes, RAGE-C)
- WOW/ROW
- CLOSE Reading as School Wide Teaching Strategy

**D. Public and Collaborative Teaching**

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

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



We have provided the departments with uniform planning periods to allow for the opportunity to collaborate for planning. Additionally, we have scheduled lesson studies to allow for a greater focus on the lesson being created. We have focused on school culture and utilize faculty meetings for team-building opportunities that stem across all content areas.

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

- Continued partnership with TFA
- Continued partnership with local universities (Florida Memorial University, Barry University, FIU)
- Monthly Meetings between new teachers and the administration
- All first and second year teachers participate in the MINT Program.
- New teachers will be partnered with veteran teachers/support staff in addition to their assigned mentor.
- We have a New Teacher Liaison that meets with all first year teachers on a monthly basis for additional development.

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

The mentor and mentee will meet bi-weekly after school to discuss issues and concerns, as well as to discuss additional strategies and best practices that will increase teacher effectiveness. Mentor teachers will be issued release time to allow for in class observations. The pairings will be created to assure that new teachers will be paired with veteran teachers. We will also pair the new teacher with a veteran teacher outside of their department to foster a greater level of collaboration across all departments.

# **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.***

By utilizing the pacing guides to guide the lessons we are creating we have been able to assure an alignment between the standard and the lesson. Additionally, we have done away with those resources that do not align with the Florida Standards in an effort to avoid any confusion or misalignment. We also utilize our District issued programs (Read 180, Systems 44, Kahn Academy, etc.) with fidelity to assure success. We have also made sure to include technology components in all accountability classes.

### **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 used during each planning session to assess the mastery of our students. Armed with this information we establish differentiated groups based on individual student needs. During these small group exercises the teachers are able to drill down to the students based on needs. The data used varies. In some cases we will use state or district assessments, but in cases where those are not available we utilize in house diagnostics, as well as end products to determine deficiencies. Additionally, we utilize differentiated instruction with our higher-level students as a way of enrichment.



**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: Weekend Program**

**Minutes added to school year: 3,240**

Saturday Success Academy (8:30 - 12:30)

**Strategy Rationale**

Provides additional tutoring in the areas of Math, Reading (SAT, ACT), Science, and History

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Campbell-Lindsay, Lammar, 334398@dadeschools.net

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

District and Mini Assessment data is evaluated to make sure that the appropriate lessons are created. Additionally, Saturday School diagnostics are given on a bi-weekly basis to assess the effectiveness of Saturday Academy lessons.

**Strategy: After School Program**

**Minutes added to school year: 8,400**

After School Tutoring (provided by City Year)

**Strategy Rationale**

Basic tutoring provided after school in all content areas.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Megias, Robert, 264611@dadeschools.net

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

District, Local, State and Mini Assessment data is evaluated to make sure that the appropriate lessons are created.

**Strategy:** Summer Program

**Minutes added to school year:** 360

Spring Break Academy: We hold a 3 day spring break academy during the spring break holiday week.

**Strategy Rationale**

Provide spring break academy to students to better prepare them for the upcoming state assessments in the areas of Math, Reading, Science, and History.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

St Juste, Shella, sstjuste@dadeschools.net

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

District and Mini Assessment data is evaluated to make sure that the appropriate lessons are created.

**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.**

For incoming Freshman we provide a course called Freshman Experience. In this class we assist our incoming 9th graders into transitioning to a high school atmosphere. We also utilize this class to begin the discussion on college and post high school options. For our college bound seniors we have been able to give them assistance via the College Resource Center, which assists our students in applying to college, finding scholarship opportunities, and post high school vocational opportunities.

**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.**

The Student Service Department ensures that students carefully and thoughtfully select courses that are aligned to the career the student has expressed an interest in perusing beyond high school. Individual counseling sessions will be scheduled to continue to assist the student in their progression, as well as to direct the student when questions arise. The school also provides a annual college fair where 100+ colleges and universities visit to provide information on programs, financial assistance, and career pathways. Additionally, students are exposed to various colleges and programs via on campus visits by university representatives and off-campus university visits.

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

As a result of Miami Central Academy model, all students are required to identify a major area of interest based on the academy offerings. Through these academies students are exposed to career related experiences. There is also the opportunity for work experience and internships. The available academies and certifications are as follows:

- Engineering and Robotics
- Finance
- Information Technology
- Global Trade and Logistics
- AP Capstone Seminar and Research
- Culinary (Certification)
- Cosmetology (Certification)
- Printing (Certification)

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

N/A

**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.**

We have continued to review how we prepare our students for post secondary readiness via our High School Feedback Report. We have established a college resource center in our school and have hired interventionist that work exclusively with our seniors to prepare a plan that will fit both their aspirations and skill-set. In looking at the feedback counselors have been assigned areas of expertise (ex: NCAA Students, students needing concordant scores for Math/ELA).

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

The school has identified the need to focus on learning gains via remediation and enrichment opportunities.

## **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" 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.

The why stems from a lack of opportunities for remediation and enrichment via small group differentiated instruction, as well as difficulties in utilizing data to create student specific lessons.

## **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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If core instruction in literacy is improved, then student achievement will increase.
- G2.** If core instruction in mathematics is improved, then student achievement will increase.
- G3.** If core instruction in science is improved, then student achievement will increase.
- G4.** If core instruction in US History is improved, then student achievement will increase.
- G5.** If ongoing support and services in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System is maintained, 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 literacy is improved, then student achievement will increase.** 1a

G096902

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	30.0
ELA/Reading Gains	43.0
ELA/Reading Lowest 25% Gains	40.0

**Targeted Barriers to Achieving the Goal** 3

- Data dis-aggregation for effective planning and instruction is inconsistent, which is preventing teachers from effectively implementing differentiated instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional Coaches, District CSS, City Year, Common planning, Lesson Study, PLC, TFA, Instructional Technology, State and District assessment data.

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

Walkthroughs/Data review of Mid Year Assessment

**Person Responsible**

Robert Megias

**Schedule**

Quarterly, from 10/16/2017 to 6/7/2018

**Evidence of Completion**

-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. -Evidence of growth based on graded DI activities. -Mid-year assessment results.

**G2. If core instruction in mathematics is improved, then student achievement will increase.** 1a

 G096903

**Targets Supported** 1b

Indicator	Annual Target
Math Achievement District Assessment	37.0
Math Gains	48.0
Math Lowest 25% Gains	58.0

**Targeted Barriers to Achieving the Goal** 3

- During the instructional review, it was evident that teachers were not completely following the instructional framework identified by the school for gradual release. The transitions between the "We Do" component and the "You Do" segment of the instructional block were not consistent with the mathematics department's bell-to-bell instructional framework.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Math Coach, Online Programs, Common Planning, City Year, CSS

**Plan to Monitor Progress Toward G2.** 8

Administrative walk throughs will be conducted and feedback provided, and the framework will be posted in the classrooms. Additionally, data from the mid year assessments will be evaluated.

**Person Responsible**

Lammar Campbell-Lindsay

**Schedule**

Quarterly, from 10/12/2017 to 6/7/2018

**Evidence of Completion**

Mid year assessment data



**G3.** If core instruction in science is improved, then student achievement will increase. 1a

G096904

**Targets Supported** 1b

Indicator	Annual Target
Science Achievement District Assessment	60.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers are having difficulty in cultivating engaged students via engaging lessons.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Common planning, Science Coach, Item Specs, SIGs, HOT Labs, Bio Blitz

**Plan to Monitor Progress Toward G3.** 8

Administrative Walk Through/Observation/Mid-year Assessment Results

**Person Responsible**

Shella St Juste

**Schedule**

Quarterly, from 10/12/2017 to 6/7/2018

**Evidence of Completion**

Mid-Year Assessment Results

**G4.** If core instruction in US History is improved, then student achievement will increase. 1a

G096905

**Targets Supported** 1b

Indicator	Annual Target
U.S. History EOC Pass	40.0

**Targeted Barriers to Achieving the Goal** 3

- Instructional delivery is lacking in opportunities for student engagement and interaction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Social Studies specific professional development that supports standards-based instruction, EDGENUITY, NBC Learn, Discovery Education. For ALL core Social Studies instruction - Online Teacher Edition textbook that includes primary/secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes, history labs) and the student edition (online) textbook. In addition, 11th grade US History (EOC areas) need to utilize their US History Test Item Specifications (FLDOE) and US History Task Cards. Other content areas need to use their respective Item Specifications (FLDOE).

**Plan to Monitor Progress Toward G4.** 8

Administrative Walk Through/Observation

**Person Responsible**

Maurice Troupe

**Schedule**

Quarterly, from 10/12/2017 to 6/7/2018

**Evidence of Completion**

-Mid Year Assessment Data

**G5.** If ongoing support and services in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System is maintained, then student achievement will increase. 1a

G096906

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0
One or More Suspensions	0.0

**Targeted Barriers to Achieving the Goal** 3

- Number of students with more than fifteen absences per year

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Daily Attendance Bulletins, EWS Reports, Deans, Social Workers, CIS, Trust Counselor

**Plan to Monitor Progress Toward G5.** 8

Increased Attendance Overall

**Person Responsible**

Raymond Sands

**Schedule**

Annually, from 6/7/2018 to 6/7/2018

**Evidence of Completion**

Attendance

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If core instruction in literacy is improved, then student achievement will increase. **1**

 G096902

**G1.B2** Data dis-aggregation for effective planning and instruction is inconsistent, which is preventing teachers from effectively implementing differentiated instruction. **2**

 B260673

**G1.B2.S1** Focus coaching cycles on the development of purposeful and unique activities to re-mediate and enrich instruction via small group. **4**

 S276066

### Strategy Rationale

There is currently limited evidence of the data being used to address student needs or to provide enrichment. The current differentiated activities are not being developed with the purpose to provide remediation or enrichment.

### Action Step 1 **5**

Coaches have flipped the common planning framework to begin with the development of differentiated instruction.

#### Person Responsible

Robert Megias

#### Schedule

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

#### Evidence of Completion

-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. -Evidence of growth based on graded DI activities.

## Action Step 2 5

Administrator/Coach debriefs with individual teachers to provide clarity on the action plan, expectations and next steps.

### **Person Responsible**

Robert Megias

### **Schedule**

Biweekly, from 10/13/2017 to 10/26/2017

### **Evidence of Completion**

-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. -Evidence of growth based on graded DI activities.

## Action Step 3 5

Administrator/Teacher one-on-one data breakdowns to assure subgroups are appropriately identified.

### **Person Responsible**

Robert Megias

### **Schedule**

Monthly, from 10/16/2017 to 6/7/2018

### **Evidence of Completion**

-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. -Evidence of growth based on graded DI activities.

#### Action Step 4 5

Coaches will provide support via modeling of differentiated instruction and a focus on explicit instruction within the teacher-led station. (10/16 - 11/2)

##### **Person Responsible**

Robert Megias

##### **Schedule**

Weekly, from 10/16/2017 to 6/7/2018

##### ***Evidence of Completion***

-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. -Evidence of growth based on graded DI activities.

#### Action Step 5 5

Identify model DI teacher for future classroom visits.

##### **Person Responsible**

Robert Megias

##### **Schedule**

On 6/7/2018

##### ***Evidence of Completion***

-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. -Evidence of growth based on graded DI activities.



## Action Step 6 5

Professional Development: Using Data to Drive Instruction

### **Person Responsible**

Andre Jackson

### **Schedule**

On 10/27/2017

### **Evidence of Completion**

Sign-in sheet, Agenda, Post Exercise

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

Administrative Walk Through/Observations

### **Person Responsible**

Robert Megias

### **Schedule**

Daily, from 10/16/2017 to 6/7/2018

### **Evidence of Completion**

-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. -Evidence of growth based on graded DI activities.

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

Administrative Walk Through/Observation

**Person Responsible**

Robert Megias

**Schedule**

Daily, from 10/16/2017 to 6/7/2018


***Evidence of Completion***

-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. -Evidence of growth based on graded DI activities.

**G2.** If core instruction in mathematics is improved, then student achievement will increase. 1

 G096903

**G2.B4** During the instructional review, it was evident that teachers were not completely following the instructional framework identified by the school for gradual release. The transitions between the "We Do" component and the "You Do" segment of the instructional block were not consistent with the mathematics department's bell-to-bell instructional framework. 2

 B260677

**G2.B4.S1** Plan instruction effectively for content mastery, pacing, and transitions. 4

 S276070

### Strategy Rationale

The transitions between the "We Do" component and the "You Do" segment of the instructional block were not consistent with the mathematics department's bell-to-bell instructional framework.

### Action Step 1 5

During the common planning sessions, the mathematics coach and the mathematics teachers will use the time to develop instructional plans which include the established framework components, address content mastery, pacing and transitions.

#### Person Responsible

Paulette Shepard

#### Schedule

Weekly, from 10/12/2017 to 6/7/2018

#### Evidence of Completion

The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations.

### Action Step 2 5

The team will develop subject area lesson plans and power-points to ensure that teachers are using the allotted time effectively and providing effective instruction from bell-to-bell.

#### Person Responsible

Paulette Shepard

#### Schedule

Weekly, from 10/12/2017 to 6/7/2018

#### Evidence of Completion

The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations.

### Action Step 3 5

The lesson plans and the power-points will have time segments which focus on the transition between the instructional block.

#### **Person Responsible**

Paulette Shepard

#### **Schedule**

Weekly, from 10/12/2017 to 6/7/2018

#### ***Evidence of Completion***

The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations.

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administrative walk throughs will be conducted and feedback provided, and the framework will be posted in the classrooms.

#### **Person Responsible**

Lammar Campbell-Lindsay

#### **Schedule**

Daily, from 10/12/2017 to 6/7/2018

#### ***Evidence of Completion***

The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations.

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Administrative walk throughs will be conducted and feedback provided, and the framework will be posted in the classrooms.

**Person Responsible**

Lammar Campbell-Lindsay

**Schedule**

Biweekly, from 10/12/2017 to 6/7/2018

***Evidence of Completion***

The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations, as well as student performance on daily end products.

**G3.** If core instruction in science is improved, then student achievement will increase. 1

G096904

**G3.B4** Teachers are having difficulty in cultivating engaged students via engaging lessons. 2

B260681

**G3.B4.S1** Utilize higher order questioning to increase student engagement and accountability talk. 4

S276074

### Strategy Rationale

- Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage.
- Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data.
- Evidence of growth based on graded DI activities.

### Action Step 1 5

Teachers will attend an in-house Professional Development on the effective use of Bloom's Taxonomy and Higher Order Thinking (HOT) questions.

#### Person Responsible

Jamila English

#### Schedule

On 10/31/2017

#### Evidence of Completion

By October 31st, 2017, the teachers lesson plans will include higher order thinking (HOT) questions and time allotted for accountability talk strategies.

### Action Step 2 5

Teachers will have coaching cycles and re-training on accountability talk strategies, Turn and Talk technique (TLC 2.0)

#### Person Responsible

Jamila English

#### Schedule

Weekly, from 10/12/2017 to 10/31/2017

#### Evidence of Completion

By October 31st, 2017, coaching cycles for Biology and Research teachers will reflect "Turn and Talk (TLC 2.0)" techniques as evident by the coaching cycle logs.

### Action Step 3 5

Teacher will be trained on the use of Claim, Evidence, Reasoning (C-E-R)

#### **Person Responsible**

Jamila English

#### **Schedule**

Weekly, from 10/19/2017 to 10/31/2017

#### ***Evidence of Completion***

By October 31st, 2017, Common planning meetings will be used to administer professional development on Bloom's Taxonomy and H.O.T questions, "Turn and Talk," Accountability talk, and C-E-R strategies as evident by the common planning agendas.

### Action Step 4 5

During common planning, lesson plans will be reviewed to ensure HOT questions and Turn and Talk (TLC 2.0) strategies are included.

#### **Person Responsible**

Shella St Juste

#### **Schedule**

Weekly, from 10/12/2017 to 6/7/2018

#### ***Evidence of Completion***

By October 31st, 2017, the teachers lesson plans will include higher order thinking (HOT) questions and time allotted for accountability talk strategies.



**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Administrative Walk Through/Observation

**Person Responsible**

Shella St Juste

**Schedule**

Daily, from 10/12/2017 to 10/31/2017

**Evidence of Completion**

(1) By October 31st, 2017, Common planning meetings will be used to administer professional development on Bloom's Taxonomy and H.O.T questions, "Turn and Talk," Accountability talk, and C-E-R strategies as evident by the common planning agendas. (2) By October 31st, 2017, coaching cycles for Biology and Research teachers will reflect "Turn and Talk (TLC 2.0)" techniques as evident by the coaching cycle logs. (3) By October 31st, 2017, the teachers lesson plans will include higher order thinking (HOT) questions and time allotted for accountability talk strategies.

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Administrative Walk Through/Observation

**Person Responsible**

Shella St Juste

**Schedule**

Daily, from 10/12/2017 to 10/31/2017

**Evidence of Completion**

(1) By October 31st, 2017, Common planning meetings will be used to administer professional development on Bloom's Taxonomy and H.O.T questions, "Turn and Talk," Accountability talk, and C-E-R strategies as evident by the common planning agendas. (2) By October 31st, 2017, coaching cycles for Biology and Research teachers will reflect "Turn and Talk (TLC 2.0)" techniques as evident by the coaching cycle logs. (3) By October 31st, 2017, the teachers lesson plans will include higher order thinking (HOT) questions and time allotted for accountability talk strategies.


**G4.** If core instruction in US History is improved, then student achievement will increase. 1

 G096905

**G4.B3** Instructional delivery is lacking in opportunities for student engagement and interaction. 2

 B260684

**G4.B3.S1** Instructional delivery is lacking in opportunities for student engagement and interaction. 4

 S276077

### Strategy Rationale

Based off of classroom visit:

- Students were copying information from a PowerPoint presentation into a chart.
- The PowerPoint slides contained all the information that needed to be added to chart
- Teachers were not connecting students' knowledge and experiences to the content

### Action Step 1 5

Administration will share plan of action with the teachers.

#### Person Responsible

Maurice Troupe

#### Schedule

On 10/16/2017

#### Evidence of Completion

Common planning agenda

### Action Step 2 5

Transformation Coach and CSS will collaborate to decide how to support teachers, beyond the weekly visit provided by the CSS.

#### Person Responsible

Andre Jackson

#### Schedule

On 10/18/2017

#### Evidence of Completion

Plan created by CSS and Coach on how to support going forward.

**Action Step 3** 5

Teachers will create lesson plans that include aligned and rigorous questions from bell to bell. Teachers will include responses to those questions in the lesson plan as well. (Essential Questions/ Progress monitoring questions and answer responses).

**Person Responsible**

Andre Jackson

**Schedule**

Weekly, from 10/12/2017 to 6/7/2018

***Evidence of Completion***

Lesson plans that show evidence of progress monitoring and higher order questions, as well as teacher sample responses

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Administrative Walk Through/Observation

**Person Responsible**

Maurice Troupe

**Schedule**

Daily, from 10/12/2017 to 10/31/2017

***Evidence of Completion***

-Look fors will include: a weekly review of lessons during collaborative planning to ensure that teachers are embedding multiple levels of questions and responses within their lesson plan. instructional delivery to observe teachers using the questions in all components of the lesson -student engagement to ensure that students are being challenged with multi leveled questions and collaborating in meaningful activities that require students to demonstrate understanding to the different question types. this will be completed by October 31st, 2017.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Administrative Walk Through/Observation

**Person Responsible**

Maurice Troupe

**Schedule**

Daily, from 10/12/2017 to 10/31/2017

***Evidence of Completion***

-Look fors will include: a weekly review of lessons during collaborative planning to ensure that teachers are embedding multiple levels of questions and responses within their lessons plans instructional delivery to observe teachers using the questions in all components of the lesson -student engagement to ensure that students are being challenged with multi-leveled questions and collaborating in meaningful activities that require students to demonstrate understanding to the different question types. this will be completed by October 31st, 2017.

**G5.** If ongoing support and services in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System is maintained, then student achievement will increase. 1

G096906

**G5.B1** Number of students with more than fifteen absences per year 2

B260685

**G5.B1.S1** Monitor student attendance with fidelity in an effort to increase overall student attendance and academic progress. 4

S276078

### Strategy Rationale

To increase overall student attendance and academic progress.

### Action Step 1 5

Teachers will receive and review daily attendance bulletin

#### Person Responsible

Anthony White

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Daily Attendance Bulletin

### Action Step 2 5

City Year will meet with the dean daily to review attendance and call home.

#### Person Responsible

Anthony White

#### Schedule

Daily, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

Annotated call sheets

**Action Step 3** 5

CIS will complete home visits on truant students that can't be contacted.

**Person Responsible**

Anthony White

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Home visit documentation

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Teachers updating attendance daily

**Person Responsible**

Anthony White

**Schedule**

Daily, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Attendance Report

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Monthly Attendance Reports

**Person Responsible**

Anthony White

**Schedule**

Monthly, from 8/21/2017 to 6/7/2018








***Evidence of Completion***

Decreased absences

## IV. Implementation Timeline



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G4.B3.S1.A1  A371468	Administration will share plan of action with the teachers.	Troupe, Maurice	10/16/2017	Common planning agenda	10/16/2017 one-time
G4.B3.S1.A2  A371469	Transformation Coach and CSS will collaborate to decide how to support teachers, beyond the weekly...	Jackson, Andre	10/18/2017	Plan created by CSS and Coach on how to support going forward.	10/18/2017 one-time
G1.B2.S1.A2  A371423	Administrator/Coach debriefs with individual teachers to provide clarity on the action plan,...	Megias, Robert	10/13/2017	-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. - Evidence of growth based on graded DI activities.	10/26/2017 biweekly
G1.B2.S1.A6  A371427	Professional Development: Using Data to Drive Instruction	Jackson, Andre	10/27/2017	Sign-in sheet, Agenda, Post Exercise	10/27/2017 one-time
G3.B4.S1.MA1  M399726	Administrative Walk Through/ Observation	St Juste, Shella	10/12/2017	(1) By October 31st, 2017, Common planning meetings will be used to administer professional development on Bloom's Taxonomy and H.O.T questions, "Turn and Talk," Accountability talk, and C-E-R strategies as evident by the common planning agendas. (2) By October 31st, 2017, coaching cycles for Biology and Research teachers will reflect "Turn and Talk (TLC 2.0)" techniques as evident by the coaching cycle logs. (3) By October 31st, 2017, the teachers lesson plans will include higher order thinking (HOT) questions and time allotted for accountability talk strategies.	10/31/2017 daily
G3.B4.S1.MA1  M399727	Administrative Walk Through/ Observation	St Juste, Shella	10/12/2017	(1) By October 31st, 2017, Common planning meetings will be used to administer professional development on Bloom's Taxonomy and H.O.T questions, "Turn and Talk," Accountability talk, and C-E-R strategies as evident by the common planning agendas. (2) By October 31st, 2017, coaching cycles for Biology and Research teachers will reflect "Turn and Talk (TLC 2.0)" techniques as evident by the coaching cycle logs. (3) By October 31st, 2017, the teachers lesson plans will include higher order thinking (HOT) questions and time allotted for accountability talk strategies.	10/31/2017 daily
G3.B4.S1.A1  A371455	Teachers will attend an in-house Professional Development on the effective use of Bloom's Taxonomy...	English, Jamila	10/13/2017	By October 31st, 2017, the teachers lesson plans will include higher order thinking (HOT) questions and time allotted for accountability talk strategies.	10/31/2017 one-time

**Dade - 7251 - Miami Central Senior High Schl - 2017-18 SIP**  
*Miami Central Senior High School*







Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.A2  A371456	Teachers will have coaching cycles and re-training on accountability talk strategies, Turn and Talk...	English, Jamila	10/12/2017	By October 31st, 2017, coaching cycles for Biology and Research teachers will reflect "Turn and Talk (TLC 2.0)" techniques as evident by the coaching cycle logs.	10/31/2017 weekly
G3.B4.S1.A3  A371457	Teacher will be trained on the use of Claim, Evidence, Reasoning (C-E-R)	English, Jamila	10/19/2017	By October 31st, 2017, Common planning meetings will be used to administer professional development on Bloom's Taxonomy and H.O.T questions, "Turn and Talk," Accountability talk, and C-E-R strategies as evident by the common planning agendas.	10/31/2017 weekly
G4.B3.S1.MA1  M399734	Administrative Walk Through/ Observation	Troupe, Maurice	10/12/2017	-Look fors will include: a weekly review of lessons during collaborative planning to ensure that teachers are embedding multiple levels of questions and responses within their lessons plans instructional delivery to observe teachers using the questions in all components of the lesson -student engagement to ensure that students are being challenged with multi-leveled questions and collaborating in meaningful activities that require students to demonstrate understanding to the different question types. this will be completed by October 31st, 2017.	10/31/2017 daily
G4.B3.S1.MA1  M399735	Administrative Walk Through/ Observation	Troupe, Maurice	10/12/2017	-Look fors will include: a weekly review of lessons during collaborative planning to ensure that teachers are embedding multiple levels of questions and responses within their lesson plan. instructional delivery to observe teachers using the questions in all components of the lesson -student engagement to ensure that students are being challenged with multi leveled questions and collaborating in meaningful activities that require students to demonstrate understanding to the different question types. this will be completed by October 31st, 2017.	10/31/2017 daily
G1.MA1  M399710	Walkthroughs/Data review of Mid Year Assessment	Megias, Robert	10/16/2017	-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. - Evidence of growth based on graded DI activities. -Mid-year assessment results.	6/7/2018 quarterly
G2.MA1  M399719	Administrative walk throughs will be conducted and feedback provided, and the framework will be...	Campbell-Lindsay, Lammar	10/12/2017	Mid year assessment data	6/7/2018 quarterly
G3.MA1  M399728	Administrative Walk Through/ Observation/Mid-year Assessment Results	St Juste, Shella	10/12/2017	Mid-Year Assessment Results	6/7/2018 quarterly





**Dade - 7251 - Miami Central Senior High Schl - 2017-18 SIP**  
Miami Central Senior High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1  M399736	Administrative Walk Through/ Observation	Troupe, Maurice	10/12/2017	-Mid Year Assessment Data	6/7/2018 quarterly
G5.MA1  M399745	Increased Attendance Overall	Sands, Raymond	6/7/2018	Attendance	6/7/2018 annually
G1.B2.S1.MA1  M399708	Administrative Walk Through/ Observation	Megias, Robert	10/16/2017	-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. - Evidence of growth based on graded DI activities.	6/7/2018 daily
G1.B2.S1.MA1  M399709	Administrative Walk Through/ Observations	Megias, Robert	10/16/2017	-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. - Evidence of growth based on graded DI activities.	6/7/2018 daily
G1.B2.S1.A1  A371422	Coaches have flipped the common planning framework to begin with the development of differentiated...	Megias, Robert	10/10/2017	-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. - Evidence of growth based on graded DI activities.	6/7/2018 weekly
G1.B2.S1.A3  A371424	Administrator/Teacher one-on-one data breakdowns to assure subgroups are appropriately identified.	Megias, Robert	10/16/2017	-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. - Evidence of growth based on graded DI activities.	6/7/2018 monthly
G1.B2.S1.A4  A371425	Coaches will provide support via modeling of differentiated instruction and a focus on explicit...	Megias, Robert	10/16/2017	-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and	6/7/2018 weekly

**Dade - 7251 - Miami Central Senior High Schl - 2017-18 SIP**  
*Miami Central Senior High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. - Evidence of growth based on graded DI activities.	
G1.B2.S1.A5  A371426	Identify model DI teacher for future classroom visits.	Megias, Robert	11/10/2017	-Administrative walk through will continue throughout the coaching cycle to observe specifically for teacher development as it pertains to DI and data usage. -Look fors will include: current/relative posted data, posted groupings that are relevant to the data, unique and individualized activities identified within the lesson plan, execution of DI lesson with fidelity, lessons that are relevant to the students needs as identified by the data. - Evidence of growth based on graded DI activities.	6/7/2018 one-time
G2.B4.S1.MA1  M399717	Administrative walk throughs will be conducted and feedback provided, and the framework will be...	Campbell-Lindsay, Lammar	10/12/2017	The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations, as well as student performance on daily end products.	6/7/2018 biweekly
G2.B4.S1.MA1  M399718	Administrative walk throughs will be conducted and feedback provided, and the framework will be...	Campbell-Lindsay, Lammar	10/12/2017	The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations.	6/7/2018 daily
G2.B4.S1.A1  A371436	During the common planning sessions, the mathematics coach and the mathematics teachers will use...	Shepard, Paulette	10/12/2017	The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations.	6/7/2018 weekly
G2.B4.S1.A2  A371437	The team will develop subject area lesson plans and power-points to ensure that teachers are using...	Shepard, Paulette	10/12/2017	The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations.	6/7/2018 weekly
G2.B4.S1.A3  A371438	The lesson plans and the power-points will have time segments which focus on the transition between...	Shepard, Paulette	10/12/2017	The evidence that will demonstrate the achievement of the goal will be found in the lesson plans and the team-developed power-point presentations.	6/7/2018 weekly
G3.B4.S1.A4  A371458	During common planning, lesson plans will be reviewed to ensure HOT questions and Turn and Talk...	St Juste, Shella	10/12/2017	By October 31st, 2017, the teachers lesson plans will include higher order thinking (HOT) questions and time allotted for accountability talk strategies.	6/7/2018 weekly
G4.B3.S1.A3  A371470	Teachers will create lesson plans that include aligned and rigorous questions from bell to bell....	Jackson, Andre	10/12/2017	Lesson plans that show evidence of progress monitoring and higher order questions, as well as teacher sample responses	6/7/2018 weekly
G5.B1.S1.MA1  M399737	Monthly Attendance Reports	White, Anthony	8/21/2017	Decreased absences	6/7/2018 monthly
G5.B1.S1.MA1  M399738	Teachers updating attendance daily	White, Anthony	8/21/2017	Attendance Report	6/7/2018 daily
G5.B1.S1.A1  A371471	Teachers will receive and review daily attendance bulletin	White, Anthony	8/21/2017	Daily Attendance Bulletin	6/7/2018 daily

**Dade - 7251 - Miami Central Senior High Schl - 2017-18 SIP**  
*Miami Central Senior High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A2  A371472	City Year will meet with the dean daily to review attendance and call home.	White, Anthony	8/21/2017	Annotated call sheets	6/7/2018 daily
G5.B1.S1.A3  A371473	CIS will complete home visits on truant students that can't be contacted.	White, Anthony	8/21/2017	Home visit documentation	6/7/2018 weekly

## V. Professional Development Opportunities

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

**G1.** If core instruction in literacy is improved, then student achievement will increase.

**G1.B2** Data dis-aggregation for effective planning and instruction is inconsistent, which is preventing teachers from effectively implementing differentiated instruction.

**G1.B2.S1** Focus coaching cycles on the development of purposeful and unique activities to re-mediate and enrich instruction via small group.

### PD Opportunity 1

Professional Development: Using Data to Drive Instruction

#### Facilitator

N. Clare and L. Rolle

#### Participants

Literacy Department

#### Schedule

On 10/27/2017

**G3.** If core instruction in science is improved, then student achievement will increase.

**G3.B4** Teachers are having difficulty in cultivating engaged students via engaging lessons.

**G3.B4.S1** Utilize higher order questioning to increase student engagement and accountability talk.

### PD Opportunity 1

Teachers will attend an in-house Professional Development on the effective use of Bloom's Taxonomy and Higher Order Thinking (HOT) questions.

#### Facilitator

K. Cobb

#### Participants

Science Department

#### Schedule

On 10/31/2017

## 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	Coaches have flipped the common planning framework to begin with the development of differentiated instruction.	\$0.00
2	G1.B2.S1.A2	Administrator/Coach debriefs with individual teachers to provide clarity on the action plan, expectations and next steps.	\$0.00
3	G1.B2.S1.A3	Administrator/Teacher one-on-one data breakdowns to assure subgroups are appropriately identified.	\$0.00
4	G1.B2.S1.A4	Coaches will provide support via modeling of differentiated instruction and a focus on explicit instruction within the teacher-led station. (10/16 - 11/2)	\$0.00
5	G1.B2.S1.A5	Identify model DI teacher for future classroom visits.	\$0.00
6	G1.B2.S1.A6	Professional Development: Using Data to Drive Instruction	\$0.00
7	G2.B4.S1.A1	During the common planning sessions, the mathematics coach and the mathematics teachers will use the time to develop instructional plans which include the established framework components, address content mastery, pacing and transitions.	\$0.00
8	G2.B4.S1.A2	The team will develop subject area lesson plans and power-points to ensure that teachers are using the allotted time effectively and providing effective instruction from bell-to-bell.	\$0.00
9	G2.B4.S1.A3	The lesson plans and the power-points will have time segments which focus on the transition between the instructional block.	\$0.00
10	G3.B4.S1.A1	Teachers will attend an in-house Professional Development on the effective use of Bloom's Taxonomy and Higher Order Thinking (HOT) questions.	\$0.00
11	G3.B4.S1.A2	Teachers will have coaching cycles and re-training on accountability talk strategies, Turn and Talk technique (TLC 2.0)	\$0.00
12	G3.B4.S1.A3	Teacher will be trained on the use of Claim, Evidence, Reasoning (C-E-R)	\$0.00
13	G3.B4.S1.A4	During common planning, lesson plans will be reviewed to ensure HOT questions and Turn and Talk (TLC 2.0) strategies are included.	\$0.00
14	G4.B3.S1.A1	Administration will share plan of action with the teachers.	\$0.00
15	G4.B3.S1.A2	Transformation Coach and CSS will collaborate to decide how to support teachers, beyond the weekly visit provided by the CSS.	\$0.00
16	G4.B3.S1.A3	Teachers will create lesson plans that include aligned and rigorous questions from bell to bell. Teachers will include responses to those questions in the lesson plan as well. (Essential Questions/ Progress monitoring questions and answer responses).	\$0.00
17	G5.B1.S1.A1	Teachers will receive and review daily attendance bulletin	\$0.00
18	G5.B1.S1.A2	City Year will meet with the dean daily to review attendance and call home.	\$0.00
19	G5.B1.S1.A3	CIS will complete home visits on truant students that can't be contacted.	\$0.00
Total:			\$0.00