2013-2014 SCHOOL IMPROVEMENT PLAN

Miami Central Senior High School

1781 NW 95TH ST
Miami, FL 33147
305-696-4161
http://miamicentral.dadeschools.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
High School	Yes	86%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	99%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
D	D	C	D

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Miami Central Senior High Schl

Principal
Gregory Bethune M

School Advisory Council chair
Kenneth Pollock

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gregory Bethune	Principal
Ottolita Thompson	Vice Principal
LeNere Dawkins	Assistant Prinicpal
Jai Ingraham	Assistant Principal
Robert Megias	Assistant Principal
Yolanda Williams	Reading Coach
Olubukola Odi	Reading Coach
Zakia Garner	Math Coach
Anna Deroscar	Math Coach
Todd Space	Science Coach
Sasha Lopez	Graduation Coach
Kayla Edwards	Dean
Daryl Grice	Dean
Vernon Jackson	Dean
Mark Wilder	Dean
Kevin Ross	SCSI Coordinator
Roland Smith	Dean

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

G. Bethune - Principal
A. Carr - Teacher/UTD Steward
R. Shotwell - Teacher
S. Lopez - Graduation Coach
B. White - Trust Counselor
G. Watkins - Assessment Coordinator
T. Barber - Teacher
B. Legrant - Teacher
R. Melo - Treasurer
M. Hopkins - Personnel
S. Moise - Parent
A. Akinmulero - Parent
C. Yee - Parent
K. Pollock - Parent/EESAC Chairperson
T. Mungin - Parent
S. Ulysse - Parent
A. Walton - Parent
R. Jasmine - Student
D. Louidor-Brazel
W. Clark
D. Holsendolph

Involvement of the SAC in the development of the SIP

EESAC committee was integral to the development of the SIP. The draft was presented during a meeting. Based on those discussions and the feedback received the SIP was edited. EESAC will once again provided additional guidance when the final draft is posted.

Activities of the SAC for the upcoming school year

EESAC will meet at least once a month to discuss both instructional and organizational issues. These concerns are brought to the attention to the SBLT. EESAC will also fund various projects based on teacher or department solicitation.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gregory Bethune M

Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	Bachelor of Science Elementary Education, Masters Ed. Leadership
Performance Record	2013 - Miami Central Senior High 2012, 2011 - Brownsville Middle 2010, 2009, 2008 - Miami Jackson Senior High School

Jai Ingraham

Asst Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	Bachelor Social Science, Master Ed. Leadership
Performance Record	2012 Allapattah Middle

LeNere Dawkins

Asst Principal	Years as Administrator: 7	Years at Current School: 3

Credentials	Bachelor of Science, Business Administration, Master of Science, Master Ed. Leadership
Performance Record	2013, 2012 Miami Central 2011, 2010 Charles Drew Middle 2009, 2008, 2007 Miami Jackson Pending, C,D,D,F,D,D

Ottolita Thompson

Asst Principal	Years as Administrator: 4	Years at Current School: 3

Credentials	Bachelor of Computer Science, Masters Ed. Leadership, Juris Doctorate, Certification Math 6-12 and Ed. Leadership
Performance Record	2013, 2012 - Miami Central Senior High 2011, 2010, 2009, 2008, 2007 - Northwestern Senior High School School Grades: Pending, C, D, F, D, F

Robert Megias		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Bachelor English, Masters Ed. Leadership, Certification in English 6-12 and Ed. Leadership	
Performance Record	2013 - Miami Central Senior High School 2012 - Homestead Senior High 2011 - South Miami Senior High Pending, C, C	

Instructional Coaches

# of instructional coaches

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Yolanda Williams		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Reading Endorsed, Certification in English 5-9 and Ed. Leadership	
Performance Record	2013, 2012 - Miami Central Senior High 2011, 2010, 2009, 2008, 2007 - Miami Northwestern Senior High Pending, C, D, F, D, F	

Anna Deroscar		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2
Areas	Mathematics	
Credentials	Cert: Math 5-9, Cert: Ed. Leadership	
Performance Record	2013 - Miami Central 2012, 2011 - Brownsville Middle	

Zekia Garner

Full-time / School-based	Years as Coach: 3	Years at Current School: 3

Areas	Mathematics
Credentials	Cert: Math 5-9 Cert: Ed. Leadership
Performance Record	2013, 2012 Miami Central 2011, 2010, 2009, 2008, 2007 Miami Northwestern Pending, C, D, F, D, F

Olubukola Odi

Full-time / School-based	Years as Coach: 1	Years at Current School: 11

Areas	Reading/Literacy
Credentials	Reading Endorsment
Performance Record	2013, 2012, 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2003 - Miami Central

Todd Space

Full-time / School-based	Years as Coach: 1	Years at Current School: 2

Areas	Science
Credentials	
Performance Record	2013 - Miami Central

Classroom Teachers

# of classroom teachers
120

 # receiving effective rating or higher
114, 95%

 # Highly Qualified Teachers
0%

 # certified in-field
, 0%

 # ESOL endorsed
13, 11%

 # reading endorsed
13, 11%

 # with advanced degrees
48, 40%

 # National Board Certified

1, 1%

 # first-year teachers

16, 13%

 # with 1-5 years of experience

34, 28%

 # with 6-14 years of experience

56, 47%

 # with 15 or more years of experience

19, 16%

Education Paraprofessionals

# of paraprofessionals

17

 # Highly Qualified

0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

-Continued partnership with TFA
-Regular Meetings between new treachers and the administration
-Newly hired teachers will participate in MINT Program
-New teacher will be partnered with veteran teacher/support staff

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 observation. 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

-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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

-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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

-Effective, active, involved, and resolute leadership team that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvement efforts.
-Alignment of policies and procedures across classroom, grade, building, district, and state levels.
-Ongoing efficient facilitation and accurate use of problem-solving process to support planning, implementing, and evaluating effectiveness of services.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic:
-FAIR
-Oral Reading Fluency Measures
-Baseline Assessments
-Progress Reports
-Interim Assessments
-State/Local Math and Science Assessments (EOC)
-FCAT
-Student Grades
-School Site Assessments

Behavior:
-Student Case Management System
-Detentions
-Suspensions
-Referrals (SCAM)
-Team Climate Surveys
-Attendance

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

-Training for all administrators in the RtI problem solving at Tiers 1, 2, and 3, while using the Tier 1,2,3 Problem Solving Worksheet and Intervention Plan.
-Provide support for school staff to understand basic RtI principles and procedures; and provide a network of ongoing support for RtI organized via the feeder patterns.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 90

Saturday Success Academy

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Coaches and Administration

Strategy: Before or After School Program

Minutes added to school year: 60

After School Tutoring

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Coaches and Administration

Strategy: Summer Program

Minutes added to school year: 180

Spring Break Academy

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Coaches and Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Gregory Bethune	Principal
Ottolita Thompson	Vice Principal
Robert Megias	Assistant Principal
Yolanda Williams	Reading Coach
Olubukola Odi	Reading Coach

Name	Title
Zakia Garner	Math Coach
Anna Deroscar	Math Coach
Todd Space	Science Coach
Sasha Lopez	Graduation Coach
Susan Templeton	Writing Teacher
Genessee Watkins	Assessment Coordinator
Kristen Boxleitner	ELL Teacher
Deshawn Smith	SPED Educator
Anais Young	Fine Arts Teacher
Janelle Penha	City Year
Bessie Legrant	Media Specialist

How the school-based LLT functions

The LLT will meet monthly to dis-aggregate FAIR, Interim, and EOC data, identify areas of weaknesses, and develop an action plan to create activities that will serve to address individual student needs.

Major initiatives of the LLT

-Stop, Drop, and Read Program-30 minute weekly sustained school wide reading.
-4 Star Scholar Portfolio Project-An effort to have our incoming begin to build a portfolio, which will require a community project, 10 read books, 100 new vocabulary added, and 1000 written words each year.
-Book Club
-Increase parental involvement in Literacy Night
-Increase PBS usage
-Continue to push our Writing Across the Curriculum (W.A.T.C.H.) Program

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

-Reading Strategies PD during Opening of Schools
-Reading Coaches will collaborate with Department Heads over content area classes to assure that the appropriate literacy support is being provided.
-Infusion of Reading Strategies will be a School Wide initiative.
-Administrative walkthroughs will focus on the infusion of these strategies in the classrooms.
-Data Chats will be conducted with students to assure that students have ownership over their data.
-Data Chats will be conducted with teachers to discuss instructional plans that will be implemented for remediation of areas of deficiency.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 to work experience and internships. Additionally, all freshman students are enrolled into a Freshman Foundations class. The purpose of the class is to prepare students for career development and post-secondary endeavors.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 schedule to continue to assist the student in their progression, as well as to direct the student when questions arise.

Strategies for improving student readiness for the public postsecondary level

Miami Central has developed a professional relationship with a local university (FIU) where Central teachers become accredited by the university. This, in turn, affords our students the chance to take college level classes, which will result in college credits. In addition, Central has a Graduation Coach, which provides guidance to all of our students in the areas of: admissions, course offerings, scholarship opportunities, and testing information. Students are also given the chance for course recovery via or E2020 online program.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	33%	20%	No	39%
American Indian				
Asian				
Black/African American	32%	19%	No	39%
Hispanic	35%	23%	No	42%
White				
English language learners	19%	24%	Yes	27%
Students with disabilities	25%	24%	No	33%
Economically disadvantaged	33%	22%	No	40%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	14%	27%
Students scoring at or above Achievement Level 4	43	0%	6%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	393	48%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	101	53%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	53%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		19%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	127	45%	60%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	218	57%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	34%	51%	Yes	41%
American Indian				
Asian				
Black/African American	35%	49%	Yes	42%
Hispanic	32%	52%	Yes	39%
White				
English language learners	38%	50%	Yes	45%
Students with disabilities	32%	50%	Yes	39%
Economically disadvantaged	34%		No	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	591	79%	85%
Students in lowest 25% making learning gains (EOC)		84%	90%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	48	17%	25%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	178	45%	50%
Students scoring at or above Achievement Level 4	57	14%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	31%	40%
Students scoring at or above Achievement Level 4	26	0%	5%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	34%	40%
Students scoring at or above Achievement Level 4	23	6%	10%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	503	28%	35%
Passing rate (%) for students who take CTE-STEM industry certification exams		71%	85%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	548	29%	35%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	503	28%	35%
Passing rate (%) for students who take CTE industry certification exams		71%	85%
CTE program concentrators			
CTE teachers holding appropriate industry certifications		100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	279	73%	80%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	108	65%	71%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	221	67%	78%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Miami Central Senior High School will involve the parents in an organized, ongoing and timely manner by providing vital school information via meetings and workshops (ie 9th Grade Orientation, Open House, Literacy Night, EESAC, PTA)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Literacy Night (Baseline Year)	N/A	N/A%	45%
Open House (Baseline Year)	N/A	N/A%	60%
PTA (Baseline Year)	N/A	N/A%	15%
9th Grade Orientation	N/A	N/A%	75%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Given last year's 4-year graduation rate, 5-year graduation rate, and at-risk graduation rates for both 4-year and 5-year respectively, and, considering initiatives that were developed for the 910 and 1011 cohorts last year, 80% of students in the 1011 co

G2. Increase overall student success

G3. Based on the data from the 2013 administration of the Grade 8- FCAT 2.0 Mathematics exam, less than 20 % of the current 9th grade student scored at grade level. The goal of the 2014 administration of the Algebra 1 and EOC exam is to have 70 % of student

G4. Based on the data from the 2013 administration of the Algebra 1 EOC exam, 61% of the current 10th grade students scored at grade level. The goal of the 2014 administration of the Geometry EOC exam is to have 70 % of student preform at or above grade lev

G5. Given the performance on the 2013 Biology EOC as well as performance from this year's current 10th graders (most of whom are currently enrolled in Biology) on last year's Algebra 1 EOC and FCAT 2.0 Reading, 50% of students will score at level 3 and 12% wi

G6. To increase overall student reading proficiency to 30%.

Goals Detail

G1. Given last year's 4-year graduation rate, 5-year graduation rate, and at-risk graduation rates for both 4-year and 5-year respectively, and, considering initiatives that were developed for the 910 and 1011 cohorts last year, 80% of students in the 1011 co

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- Graduation Coach

Targeted Barriers to Achieving the Goal

- Barrier #1 (applies to 4-year, 5-year, and at-risk rates): Delayed course recovery for students needing to meet specific credit requirements.

- Barrier #2 (applies to 4-year, at-risk, and 5-year rates): High number of students beginning 11th/ 12th grade without having met testing requirements (FCAT 2.0 Reading) required for graduation.

Plan to Monitor Progress Toward the Goal

-Status updates for each student at least every 4 weeks. -Progress monitoring on FLVS. -Number of students needing to be promoted to the correct grade level diminishes over time each year

Person or Persons Responsible

Coach/Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

G2. Increase overall student success

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Instructors struggle with components of the gradual release model, specifically the transitions and timing of the I do; We do; and You do portions of the lesson and the overall release of responsibility to the students.

Plan to Monitor Progress Toward the Goal

Progress will be analyzed via assessment results

Person or Persons Responsible
Coaches, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:

G3. Based on the data from the 2013 administration of the Grade 8- FCAT 2.0 Mathematics exam, less than 20 % of the current 9th grade student scored at grade level. The goal of the 2014 administration of the Algebra 1 and EOC exam is to have 70 % of student

Targets Supported
- Algebra 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Based upon 8th grade FCAT Mathematics results, current algebra students lack the basic foundational skills of pre-algebra.

Plan to Monitor Progress Toward the Goal

Disaggregate the formalized data and implement data chats with instructors and students with fidelity

Person or Persons Responsible
Coaches/Teachers/Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:

G4. Based on the data from the 2013 administration of the Algebra 1 EOC exam, 61% of the current 10th grade students scored at grade level. The goal of the 2014 administration of the Geometry EOC exam is to have 70 % of student preform at or above grade lev

Targets Supported
- Geometry EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Maintaining/ increasing the proficiency of student achieving proficiency on the Algebra 1 EOC.

Plan to Monitor Progress Toward the Goal

Disaggregate the formalized data and implement data chats with instructors and students with fidelity

Person or Persons Responsible
Coaches/Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:

G5. Given the performance on the 2013 Biology EOC as well as performance from this year's current 10th graders (most of whom are currently enrolled in Biology) on last year's Algebra 1 EOC and FCAT 2.0 Reading, 50% of students will score at level 3 and 12% wi

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Inconsistencies in pacing between Biology and Research courses.

Plan to Monitor Progress Toward the Goal

Chapter assessments, lab reports, interims, EOC.

Person or Persons Responsible
Coach/Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:

G6. To increase overall student reading proficiency to 30%.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- The area of deficiency for students making learning gains, as well as for our Black, Hispanic, and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

- The area of deficiency for the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to Fiction and Non-Fiction text.

- The area of deficiency for students scoring at Achievement Level 3 & 4, as noted on the 2013 FCAT 2.0 administration was Reporting Category 1: Vocabulary due to limited exposure to vocabulary acquisition skills.

- Anticipated barriers for students scoring at Achievement Levels 4,5,6 as noted on the FAA administration are inconsistencies with delivery of direct explicit instruction.

- Anticipated barriers for students scoring at Achievement Levels 7 as noted on the FAA administration are inconsistencies and ineffective use of Unique Learning Systems, supplemental material to teach SSS Access Points to increase rigor and lack of high complexity reading materials and opportunities to demonstrate higher order thinking skills.

- The area of deficiency for students in the lowest 25%, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

Plan to Monitor Progress Toward the Goal

Formative Assessments – McDougal Littell Literature Series Quizzes/Tests and Interim Assessments
Summative Assessments – Results for the 2014 FCAT 2.0Barrier(s)

Person or Persons Responsible
The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule:
Ongoing

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. Given last year's 4-year graduation rate, 5-year graduation rate, and at-risk graduation rates for both 4-year and 5-year respectively, and, considering initiatives that were developed for the 910 and 1011 cohorts last year, 80% of students in the 1011 co

G1.B1 Barrier #1 (applies to 4-year, 5-year, and at-risk rates): Delayed course recovery for students needing to meet specific credit requirements.

G1.B1.S1 Increase timely enrollment in night school/FLVS for credit recovery.

Action Step 1

Guidance counselors will pull a credit history for all retained students and identify what courses need to be completed in order to promote students to the appropriate grade level according to the Pupil Progression Plan. Counselors will recommend night school or virtual school courses that students can take during the school year to work toward promotion.

Person or Persons Responsible

Graduation Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

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

-Status updates for each student at least every 4 weeks. -Monitoring of progress toward course completion on FLVS

Person or Persons Responsible

Graduation Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Status Report

Plan to Monitor Effectiveness of G1.B1.S1

Consider number and percentage of students in each graduation cohort being promoted at the end of each semester (given Adult Ed. and FLVS credit transfer)

Person or Persons Responsible

Coach/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

G1.B2 Barrier #2 (applies to 4-year, at-risk, and 5-year rates): High number of students beginning 11th/12th grade without having met testing requirements (FCAT 2.0 Reading) required for graduation.

G1.B2.S1 Monitor student progress in enrolled courses each quarter to ensure students are on-track to receive course credit.

Action Step 1

-Guidance counselors will monitor student progress reports, looking for academic grades that will yield at least 10 points per full-credit course and at least 5 points per half-credit course. -Counselors will advise students that receive a grade of D or F on any progress reports as well as students that receive a D or F in any core course during the first quarter.

Person or Persons Responsible

Graduation Coach/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Via monthly status reports

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

-Counselor meeting logs. -Follow-up/interviews with sample set of students

Person or Persons Responsible

Coach/ Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

-Consider number and percentage of students improving grades from Ds and Fs to Cs or better from quarter 1 to quarter 2 and between all academic quarters thereafter

Person or Persons Responsible

Coach/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

G2. Increase overall student success

G2.B1 Instructors struggle with components of the gradual release model, specifically the transitions and timing of the I do; We do; and You do portions of the lesson and the overall release of responsibility to the students.

G2.B1.S1 1. Utilize process charts during the "we do" and "you do" portions of the lesson.

Action Step 1

Provide Professional Development on the implementation of the gradual release model and process charts to guide instruction. ? How to monitor for fidelity: Progress monitor the implementation of Bell to Bell instruction with fidelity ? How to monitor for effectiveness: Review lesson plan structure and implementation of instructional practices during common planning sessions. ? How to monitor progress - Assessment(s): Disaggregate the formalized data and implement data chats with instructors and students with fidelity.

Person or Persons Responsible

Math Coach/Instructor

Target Dates or Schedule

Ongoing

Evidence of Completion

Via observation of teacher usage

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Via walkthroughs we will look for evidence of usage.

Person or Persons Responsible

Coaches, Administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

observation reports

Plan to Monitor Effectiveness of G2.B1.S1

Will monitor for the effectiveness of the training via assessment results.

Person or Persons Responsible

Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Based on the data from the 2013 administration of the Grade 8- FCAT 2.0 Mathematics exam, less than 20 % of the current 9th grade student scored at grade level. The goal of the 2014 administration of the Algebra 1 and EOC exam is to have 70 % of student

G3.B1 Based upon 8th grade FCAT Mathematics results, current algebra students lack the basic foundational skills of pre-algebra.

G3.B1.S1 Implement rigorous instructional plans to meet the academic needs of students based upon the Florida sunshine state standards for Algebra 1.

Action Step 1

Implement the use of achievement level descriptors to ensure the expected target student developmental levels are being addressed during instruction.

Person or Persons Responsible

Teachers/Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Math Coaches

Participants:

Teachers/Coaches

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Utilizing the instructional focus, lesson plans, and student products to monitor the alignment of the instruction to meet mastery of content

   Person or Persons Responsible

   Coaches/Administration

   Target Dates or Schedule

   Ongoing

   Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

To determine the effectiveness of grade level instruction, academic coaches will monitor data to ensure that student progression remains on target with respect to the content focus categories and the algebra 1 curriculum

   Person or Persons Responsible

   Coaches/Administration

   Target Dates or Schedule

   Ongoing

   Evidence of Completion

G4. Based on the data from the 2013 administration of the Algebra 1 EOC exam, 61% of the current 10th grade students scored at grade level. The goal of the 2014 administration of the Geometry EOC exam is to have 70 % of student preform at or above grade lev

G4.B1 Maintaining/ increasing the proficiency of student achieving proficiency on the Algebra 1 EOC.

G4.B1.S1 Implement rigorous instructional plans to meet the academic needs of students based upon the Florida sunshine state standards for Geometry

Action Step 1

Implement the use of achievement level descriptors to ensure the expected target student developmental levels are being addressed during instruction.

Person or Persons Responsible

Coaches/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Math Coaches

Participants:

Coaches/Administration

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Utilizing the instructional focus, lesson plans, and student products to monitor the alignment of the instruction to meet mastery of content

Person or Persons Responsible

Coaches/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

To determine the effectiveness of grade level instruction, academic coaches will monitor data to ensure that student progression remains on target with respect to the content focus categories and the geometry curriculum

Person or Persons Responsible

Coaches/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

G5. Given the performance on the 2013 Biology EOC as well as performance from this year's current 10th graders (most of whom are currently enrolled in Biology) on last year's Algebra 1 EOC and FCAT 2.0 Reading, 50% of students will score at level 3 and 12% wi

G5.B1 Inconsistencies in pacing between Biology and Research courses.

G5.B1.S1 Ensure alignment between content delivered in Biology courses and research experiential activities that reinforce same content.

Action Step 1

1. Facilitate opportunities during common planning for teachers to adjust scope and sequence of content delivery (Biology and Research) to ensure that pacing of coverage is similar

Person or Persons Responsible

Coaches/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Science Coach

Participants:

Coaches/Administration

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

Coaching observations/administrative walk-throughs

Person or Persons Responsible

Coach/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

1. Student performance on Biology formative assessments (concept quizzes, chapter/unit tests, district interims). 2. Student work products in Research course (e.g. lab reports, etc.) show evidence of deep understanding of key Biology concepts. 3. Student class responses are anchored in key biological concepts and demonstrate deep understanding of and ability to apply concepts

Person or Persons Responsible

Coaches/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

G6. To increase overall student reading proficiency to 30%.

G6.B1 The area of deficiency for students making learning gains, as well as for our Black, Hispanic, and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G6.B1.S1 1. Collaboratively planning with the Social Studies department to ensure students are being exposed to grade level information text. In addition, and example could be creating an Informational text day (Example Thursday) that the students are being exposed on a weekly basis to informational text within the Literacy classrooms. The strategy that is used targets vocabulary.

Action Step 1

-Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine2. Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students. -Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid. -Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson. -Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. -Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Reading Coaches

Participants:

The LLT along with administrators will monitor the implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Bi-weekly assessment data reports

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

G6.B2 The area of deficiency for the SWD subgroup, as noted on the 2013 FCAT 2.0 administration was Reporting Category 3: Literary Analysis: Fiction and Nonfiction due to limited exposure to Fiction and Non-Fiction text.

G6.B2.S1 Teachers will teach unfamiliar words used in a text prior to the reading experience. Instructors will provide students with student friendly definitions of unfamiliar words, use these words in a sentence and engage in discourse about the words so that students have the opportunity to determine the connotation and denotation of words. Students will be provided with multiple opportunities to use the new word in the written and spoken form. Additionally, teachers will explicitly teach root analysis. Instructor will teach the most commonly used roots and affixes. The learner will be given the opportunity to practice analyzing words to determine their definitions. Teachers will also instruct students on how to use context clues such as words in a sentence, captions, illustrations and title to help students determine the meaning of unfamiliar words.

Action Step 1

-Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students. -Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid. -Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson. -Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. -Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G6.B2.S1

bi-weekly assessment data reports

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

G6.B4 Anticipated barriers for students scoring at Achievement Levels 4,5,6 as noted on the FAA administration are inconsistencies with delivery of direct explicit instruction.

G6.B4.S1 Purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. In addition, create and monitor the end products in all content areas that require analytical writing which synthesizes information from multiple sources and addresses all components of the writing process.

Action Step 1

1. Instructors should increase instructional time with primary and secondary sources, newspaper and magazine articles, essays, and speeches. 2. Increase explicit teaching of comprehension strategies (activating relevant prior knowledge, generating questions or thinking aloud, attending to and uncovering text structure, drawing inferences, constructing visual representations, summarizing) along with lots of opportunities for guided and independent practice. 3. Instructions should focus on helping students develop their claim and the important details that support each major concept. 4. Readers need to understand the manner in which these major concepts and supporting ideas are organized 5. Students need to be able to identify the concepts in the selection, synthesize details from within and across text to draw conclusions, develop claims and build strong arguments. 6. Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students. 7. 8. Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid. 9. Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson. 10. Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. 11. Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Facilitator:

Reading Coaches

Participants:

The LLT along with administrators will monitor the implementation of identified strategies.

Plan to Monitor Fidelity of Implementation of G6.B4.S1

-Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson. -Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. -Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G6.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

G6.B5 Anticipated barriers for students scoring at Achievement Levels 7 as noted on the FAA administration are inconsistencies and ineffective use of Unique Learning Systems, supplemental material to teach SSS Access Points to increase rigor and lack of high complexity reading materials and opportunities to demonstrate higher order thinking skills.

G6.B5.S1 1. Conduct professional development on the use of Unique Learning Systems and its impact on differentiated Instruction within the classroom.

Action Step 1

1. Conduct professional development on the use of Unique Learning Systems and its impact on differentiated Instruction within the classroom. 2. Increase and monitor the effective use of Unique Learning System in Special diploma classes. 3. Utilize teacher modeled reading and think aloud to provide positive demonstration of proper fluency, synthesis, and higher order thinking questions. 4. Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G6.B5.S1

bi-weekly assessment data reports

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies

Target Dates or Schedule

Ongoing

Evidence of Completion

G6.B6 The area of deficiency for students in the lowest 25%, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G6.B6.S1 Collaboratively planning with the Social Studies department to ensure students are being exposed to grade level information text. In addition, and example could be creating an Informational text day (Example Thursday) that the students are being exposed on a weekly basis to informational text within the Literacy classrooms. The strategy that is used targets vocabulary.

Action Step 1

1. Instructors should increase instructional time with primary and secondary sources, newspaper and magazine articles, essays, and speeches. 2. Increase explicit teaching of comprehension strategies (activating relevant prior knowledge, generating questions or thinking aloud, attending to and uncovering text structure, drawing inferences, constructing visual representations, summarizing) along with lots of opportunities for guided and independent practice. 3. Instructions should focus on helping students develop their claim and the important details that support each major concept. 4. Readers need to understand the manner in which these major concepts and supporting ideas are organized 5. Students need to be able to identify the concepts in the selection, synthesize details from within and across text to draw conclusions, develop claims and build strong arguments. 6. Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students. 7. 8. Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid. 9. Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson. 10. Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. 11.Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G6.B6.S1

bi-weekly assessment data reports

Person or Persons Responsible

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 CHESS (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
N/A
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
N/A
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.
Supplemental Academic Instruction (SAI)
Miami Central Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
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
Housing Programs
N/A
Head Start
N/A
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. 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
Job Training
N/A
Other
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.
• HCiOS 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.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department. HCiOS 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Based on the data from the 2013 administration of the Grade 8- FCAT 2.0 Mathematics exam, less than 20 % of the current 9th grade student scored at grade level. The goal of the 2014 administration of the Algebra 1 and EOC exam is to have 70 % of student

G3.B1 Based upon 8th grade FCAT Mathematics results, current algebra students lack the basic foundational skills of pre-algebra.

G3.B1.S1 Implement rigorous instructional plans to meet the academic needs of students based upon the Florida sunshine state standards for Algebra 1.

PD Opportunity 1

Implement the use of achievement level descriptors to ensure the expected target student developmental levels are being addressed during instruction.

Facilitator

Math Coaches

Participants

Teachers/Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

G4. Based on the data from the 2013 administration of the Algebra 1 EOC exam, 61% of the current 10th grade students scored at grade level. The goal of the 2014 administration of the Geometry EOC exam is to have 70 % of student preform at or above grade lev

G4.B1 Maintaining/ increasing the proficiency of student achieving proficiency on the Algebra 1 EOC.

G4.B1.S1 Implement rigorous instructional plans to meet the academic needs of students based upon the Florida sunshine state standards for Geometry

PD Opportunity 1

Implement the use of achievement level descriptors to ensure the expected target student developmental levels are being addressed during instruction.

Facilitator

Math Coaches

Participants

Coaches/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

G5. Given the performance on the 2013 Biology EOC as well as performance from this year's current 10th graders (most of whom are currently enrolled in Biology) on last year's Algebra 1 EOC and FCAT 2.0 Reading, 50% of students will score at level 3 and 12% wi

G5.B1 Inconsistencies in pacing between Biology and Research courses.

G5.B1.S1 Ensure alignment between content delivered in Biology courses and research experiential activities that reinforce same content.

PD Opportunity 1

1. Facilitate opportunities during common planning for teachers to adjust scope and sequence of content delivery (Biology and Research) to ensure that pacing of coverage is similar

Facilitator

Science Coach

Participants

Coaches/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

G6. To increase overall student reading proficiency to 30%.

G6.B1 The area of deficiency for students making learning gains, as well as for our Black, Hispanic, and ELL subgroups, as noted on the 2013 FCAT 2.0 administration was Reporting Category 4: Informational Text/Research Process due to limited exposure to informational text.

G6.B1.S1 1. Collaboratively planning with the Social Studies department to ensure students are being exposed to grade level information text. In addition, and example could be creating an Informational text day (Example Thursday) that the students are being exposed on a weekly basis to informational text within the Literacy classrooms. The strategy that is used targets vocabulary.

PD Opportunity 1

-Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine2. Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students. -Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid. -Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson. -Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. -Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

Facilitator

Reading Coaches

Participants

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

G6.B4 Anticipated barriers for students scoring at Achievement Levels 4,5,6 as noted on the FAA administration are inconsistencies with delivery of direct explicit instruction.

G6.B4.S1 Purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. In addition, create and monitor the end products in all content areas that require analytical writing which synthesizes information from multiple sources and addresses all components of the writing process.

PD Opportunity 1

1. Instructors should increase instructional time with primary and secondary sources, newspaper and magazine articles, essays, and speeches. 2. Increase explicit teaching of comprehension strategies (activating relevant prior knowledge, generating questions or thinking aloud, attending to and uncovering text structure, drawing inferences, constructing visual representations, summarizing) along with lots of opportunities for guided and independent practice. 3. Instructions should focus on helping students develop their claim and the important details that support each major concept. 4. Readers need to understand the manner in which these major concepts and supporting ideas are organized 5. Students need to be able to identify the concepts in the selection, synthesize details from within and across text to draw conclusions, develop claims and build strong arguments. 6. Analyze and monitor student data using appropriate screening, diagnostic, progress monitoring, and outcome measures for both Reading and Writing to examine trends, set goals and targets for the year, and differentiate instruction to meet the various needs of students. 7. 8. Analyze, maintain and monitor a solid and effective data system to track student progress, provide progress monitoring to ensure student needs are met and inventions/enrichment groups are targeted and fluid. 9. Implement and monitor that Instructional Routines are in place that set the purpose of instruction follows the model of explicit instruction demonstrating gradual release, small group instruction and closure of the lesson. 10. Utilize and monitor planning protocols to provide all core areas with time for comprehensive lesson planning that includes: purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments and end products that are aligned to the learning objective. 11. Create and monitor end products in all content areas require analytical writing that synthesizes information from multiple sources and addresses all components of the writing process.

Facilitator

Reading Coaches

Participants

The LLT along with administrators will monitor the implementation of identified strategies.

Target Dates or Schedule

Ongoing

Evidence of Completion

Appendix 2: Budget to Support School Improvement Goals