

Miami-Dade County Public Schools

# Miami Carol City Senior High



2021-22 Schoolwide Improvement Plan

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## Miami Carol City Senior High

3301 MIAMI GARDENS DR, Miami Gardens, FL 33056

<http://mccsh.dadeschools.net/>

### Demographics

**Principal: Kenneth Williams**

Start Date for this Principal: 7/21/2021

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>9-12  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2020-21 Title I School</b>  | Yes  |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: C (46%)<br>2017-18: C (41%)<br>2016-17: D (39%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   |  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

### School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Miami Carol City Senior High

3301 MIAMI GARDENS DR, Miami Gardens, FL 33056

<http://mccsh.dadeschools.net/>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| High School<br>9-12                              | Yes                    | 93%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 99%  |

### School Grades History

| Year  | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade |         | C       | C       | C       |

### School Board Approval

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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>.

### 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. 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: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name                | Position Title         | Job Duties and Responsibilities   |
|---------------------|------------------------|---|
| Jean Charles, Serge | Science Coach          | Instructional Science Coach and member of the School Improvement Team (SIP)<br>Develop the instructional capacity of all members of the Science department by supporting teachers with instructional lesson planning and strategic data analysis. Plans, models, and co-teach effective lessons with teachers. Assist teachers with classroom organization, identifying standards-based instructional materials, and learning activities that support learning targets and objectives.  |
| Anderson, Tanicia   | Reading Coach          | ELA/ Reading Coach and member of SIP team. Supports teachers with effective delivery of instruction utilizing the Framework for Effective Instruction through common planning, modeling, coaching cycles, and strategies to maximize student engagement and academic instruction.   |
| McCleod, Renee      | Administrative Support | Athletics Director and member of SIP Team<br>Assist instructional coaches and administration with identifying and supporting student athletes to ensure that they are on target to meet grade-level academic expectations.  |
| Cooper, Bonita      | Graduation Coach       | Graduation Coach and member of the School Improvement Planning Team<br>Support school improvement goals by providing seniors with guidance in the form of coaching to mitigate issues with preparing for graduation requirements in preparation for post-secondary education and/or entry into the workforce.   |
| Edwards, Amanda     | School Counselor       | Guidance Counselor and member of the School Improvement Planning Team<br>Support school improvement goals by serving as a liaison for the student services department. Ensure that the school-wide master schedule is aligned to school improvement goals and student needs. Provide students with guidance to mitigate issues associated with academic matriculation in preparation for graduation.  |
| Delgado, Karen      | Assistant Principal    | Vice Principal and member of the School Improvement Planning Team<br>Serve as the instructional leader for the math and science departments. Manage the instructional needs of both departments by aligning the support of instructional coaches to the school improvement plan. Lead the student services department with meeting annual graduation and acceleration goals, and with the development of the school-wide master schedule. Demonstrate student learning as a priority by leading data analysis, monitoring the development and implementation of instructional lesson plans, and developing emerging instructional leaders. Support organizational leadership goals through effective decision making, leadership development, school management, and communication. |

| Name              | Position Title         | Job Duties and Responsibilities   |
|-------------------|------------------------|---|
| Williams, Kenneth | Principal              | <p>Principal and Instructional/Operational Leader</p> <p>Provide instructional leadership services for the administrative team, student services team, and all instructional members to support the acceleration of learning across all content areas in alignment with school improvement goals. Provide operational leadership services for the administrative team, security, student activities, technology, and custodial teams to support infrastructure needs in alignment with established school improvement goals. Demonstrate student learning as a priority by leading data analysis, monitoring the development and implementation of instructional lesson plans, and developing emerging instructional leaders. Support organizational leadership goals through effective decision making, leadership development, school management, and communication.</p>                        |
| Jackson, Nikeyta  | Assistant Principal    | <p>Nikeyta C. Jackson, Assistant Principal (Unable to add as of today)</p> <p>Assistant Principal and lead facilitator for the School Improvement Planning Team</p> <p>Serve as the administrative and instructional leader for the English Language Arts, Reading, CTE/Business, iPrep, Advanced Placement, and Foreign Languages departments. Manage the instructional needs of assigned departments by aligning support of instructional coaches to the school improvement plan. Develop and lead school-wide academic intervention programming. Demonstrate student learning as a priority by leading data analysis, monitoring the development and implementation of instructional lesson plans, and developing emerging instructional leaders. Support organizational leadership goals through effective decision making, leadership development, school management, and communication.</p> |
| King, Kebony      | Administrative Support | <p>Kebony King, Assistant Principal</p> <p>Assistant Principal and member of the School Improvement Planning Team</p> <p>Serve as the administrative and instructional leader for the Social Sciences, Fine Arts, Vocational departments. Manage the instructional needs of assigned departments by aligning support of instructional coaches and department chairs to the school improvement plan. Serve as the administrative leader for operational areas including plant operations/ maintenance, the Critical Incidence Response Team (CIRT), and attendance services by aligning support and initiatives to the school improvement plan.</p>  |

### Demographic Information

#### Principal start date

Wednesday 7/21/2021, Kenneth Williams

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5



**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

39

**Total number of teacher positions allocated to the school**

65

**Total number of students enrolled at the school**

824

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

16

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

### Demographic Data

## Early Warning Systems

### 2021-22

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

| Indicator  | Grade Level |   |   |   |   |   |   |   |   |     |     |     |     | Total |
|--|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  |       |
| Number of students enrolled                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 268 | 253 | 222 | 193 | 936   |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 128 | 126 | 106 | 106 | 466   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1   | 0   | 0   | 0   | 1     |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29  | 95  | 63  | 55  | 242   |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67  | 110 | 85  | 51  | 313   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80  | 98  | 81  | 81  | 340   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79  | 92  | 66  | 79  | 316   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 195 | 0   | 0   | 0   | 195   |

**The number of students with two or more early warning indicators:**

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |     |     |     |     | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 159 | 113 | 115 | 500   |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0  | 0  | 7  | 8     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 9  | 8  | 34    |

**Date this data was collected or last updated**

Thursday 7/22/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

| Indicator                                     | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled                   |             |       |
| Attendance below 90 percent                   |             |       |
| One or more suspensions                       |             |       |
| Course failure in ELA                         |             |       |
| Course failure in Math                        |             |       |
| Level 1 on 2019 statewide FSA ELA assessment  |             |       |
| Level 1 on 2019 statewide FSA Math assessment |             |       |

**The number of students with two or more early warning indicators:**

| Indicator                            | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators |             |       |

**The number of students identified as retainees:**

| Indicator                           | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year     |             |       |
| Students retained two or more times |             |       |

**2020-21 - Updated****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  |       |
| Number of students enrolled                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 296 | 253 | 214 | 194 | 957   |
| Attendance below 90 percent                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 | 112 | 105 | 96  | 442   |
| One or more suspensions                       | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
| Course failure in ELA                         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 97  | 68  | 51  | 9   | 225   |
| Course failure in Math                        | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 114 | 90  | 49  | 5   | 258   |
| Level 1 on 2019 statewide FSA ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 83  | 77  | 72  | 333   |
| Level 1 on 2019 statewide FSA Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 93  | 69  | 77  | 83  | 322   |

**The number of students with two or more early warning indicators:**

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |     |     |     |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 162 | 120 | 112 | 89 | 483   |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |    |    |    | Total |    |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|-------|----|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 |       | 12 |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     | 7  |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 9  | 6  | 7     | 33 |

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component      | 2021   |          |       | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             |        |          |       | 28%    | 59%      | 56%   | 21%    | 59%      | 56%   |
| ELA Learning Gains          |        |          |       | 43%    | 54%      | 51%   | 42%    | 56%      | 53%   |
| ELA Lowest 25th Percentile  |        |          |       | 36%    | 48%      | 42%   | 39%    | 51%      | 44%   |
| Math Achievement            |        |          |       | 20%    | 54%      | 51%   | 22%    | 51%      | 51%   |
| Math Learning Gains         |        |          |       | 30%    | 52%      | 48%   | 29%    | 50%      | 48%   |
| Math Lowest 25th Percentile |        |          |       | 39%    | 51%      | 45%   | 31%    | 51%      | 45%   |
| Science Achievement         |        |          |       | 49%    | 68%      | 68%   | 47%    | 65%      | 67%   |
| Social Studies Achievement  |        |          |       | 55%    | 76%      | 73%   | 54%    | 73%      | 71%   |

**Grade Level Data Review - State Assessments**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 28%    | 55%      | -27%                       | 55%   | -27%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 10                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 24%    | 53%      | -29%                       | 53%   | -29%                    |
| Cohort Comparison |      | -28%   |          |                            |       |                         |

| MATH  |      |        |          |                            |       |                         |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE |      |        |          |                               |       |                            |
|---------|------|--------|----------|-------------------------------|-------|----------------------------|
| Grade   | Year | School | District | School-District<br>Comparison | State | School-State<br>Comparison |

| BIOLOGY EOC |        |          |                             |       |                          |
|-------------|--------|----------|-----------------------------|-------|--------------------------|
| Year        | School | District | School<br>Minus<br>District | State | School<br>Minus<br>State |
| 2021        |        |          |                             |       |                          |
| 2019        | 47%    | 68%      | -21%                        | 67%   | -20%                     |

| CIVICS EOC |        |          |                             |       |                          |
|------------|--------|----------|-----------------------------|-------|--------------------------|
| Year       | School | District | School<br>Minus<br>District | State | School<br>Minus<br>State |
| 2021       |        |          |                             |       |                          |
| 2019       |        |          |                             |       |                          |

| HISTORY EOC |        |          |                             |       |                          |
|-------------|--------|----------|-----------------------------|-------|--------------------------|
| Year        | School | District | School<br>Minus<br>District | State | School<br>Minus<br>State |
| 2021        |        |          |                             |       |                          |
| 2019        | 54%    | 71%      | -17%                        | 70%   | -16%                     |

| ALGEBRA EOC |        |          |                             |       |                          |
|-------------|--------|----------|-----------------------------|-------|--------------------------|
| Year        | School | District | School<br>Minus<br>District | State | School<br>Minus<br>State |
| 2021        |        |          |                             |       |                          |
| 2019        | 25%    | 63%      | -38%                        | 61%   | -36%                     |

| GEOMETRY EOC |        |          |                             |       |                          |
|--------------|--------|----------|-----------------------------|-------|--------------------------|
| Year         | School | District | School<br>Minus<br>District | State | School<br>Minus<br>State |
| 2021         |        |          |                             |       |                          |
| 2019         | 15%    | 54%      | -39%                        | 57%   | -42%                     |

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tool that will be used to compile the data below is Mid-Year assessment data in addition to unit assessments for biology and US history. This data was collected from the SIP 21-22 Academic Programs dashboard in Power Bi.

| Grade 9                  |                               |      |        |        |
|--------------------------|-------------------------------|------|--------|--------|
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| English Language<br>Arts | All Students                  |      | 23     |        |
|                          | Economically<br>Disadvantaged |      | 23     |        |
|                          | Students With<br>Disabilities |      | 0      |        |
|                          | English Language<br>Learners  |      | 13     |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Mathematics              | All Students                  |      | 37     |        |
|                          | Economically<br>Disadvantaged |      | 35     |        |
|                          | Students With<br>Disabilities |      | 11     |        |
|                          | English Language<br>Learners  |      | 17     |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Biology                  | All Students                  |      |        |        |
|                          | Economically<br>Disadvantaged |      |        |        |
|                          | Students With<br>Disabilities |      |        |        |
|                          | English Language<br>Learners  |      |        |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| US History               | All Students                  |      |        |        |
|                          | Economically<br>Disadvantaged |      |        |        |
|                          | Students With<br>Disabilities |      |        |        |
|                          | English Language<br>Learners  |      |        |        |
|                          |                               |      |        |        |

| Grade 10                 |                               |      |        |        |
|--------------------------|-------------------------------|------|--------|--------|
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| English Language<br>Arts | All Students                  |      | 27     |        |
|                          | Economically<br>Disadvantaged |      | 26     |        |
|                          | Students With<br>Disabilities |      | 0      |        |
|                          | English Language<br>Learners  |      | 0      |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Mathematics              | All Students                  |      | 22     |        |
|                          | Economically<br>Disadvantaged |      | 21     |        |
|                          | Students With<br>Disabilities |      | 7      |        |
|                          | English Language<br>Learners  |      | 11     |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Biology                  | All Students                  |      | 6      |        |
|                          | Economically<br>Disadvantaged |      | 4      |        |
|                          | Students With<br>Disabilities |      | 0      |        |
|                          | English Language<br>Learners  |      | 0      |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| US History               | All Students                  |      |        |        |
|                          | Economically<br>Disadvantaged |      |        |        |
|                          | Students With<br>Disabilities |      |        |        |
|                          | English Language<br>Learners  |      |        |        |
|                          |                               |      |        |        |

| Grade 11              |   |      |                      |        |
|-----------------------|---|------|----------------------|--------|
| English Language Arts | Number/% Proficiency  | Fall | Winter               | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |                      |        |
| Mathematics           | Number/% Proficiency  | Fall | Winter               | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |                      |        |
| Biology               | Number/% Proficiency  | Fall | Winter               | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |                      |        |
| US History            | Number/% Proficiency  | Fall | Winter               | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      | 57<br>57<br>25<br>67 |        |

| Grade 12                 |  |      |        |        |
|--------------------------|--|------|--------|--------|
|                          | Number/%<br>Proficiency  | Fall | Winter | Spring |
| English Language<br>Arts | All Students   |      |        |        |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |      |        |        |
|                          | Number/%<br>Proficiency  | Fall | Winter | Spring |
| Mathematics              | All Students   |      |        |        |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |      |        |        |
|                          | Number/%<br>Proficiency  | Fall | Winter | Spring |
| Biology                  | All Students   |      |        |        |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |      |        |        |
|                          | Number/%<br>Proficiency  | Fall | Winter | Spring |
| US History               | All Students   |      |        |        |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |      |        |        |

## Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |             |           |                   |              |            |                    |             |            |              |                         |                           |
|---|-------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|---------------------------|
| Subgroups                                 | ELA<br>Ach. | ELA<br>LG | ELA<br>LG<br>L25% | Math<br>Ach. | Math<br>LG | Math<br>LG<br>L25% | Sci<br>Ach. | SS<br>Ach. | MS<br>Accel. | Grad<br>Rate<br>2019-20 | C & C<br>Accel<br>2019-20 |
| SWD                                       | 7           | 3         |                   |              | 17         | 30                 | 6           | 6          |              | 88                      | 36                        |
| ELL                                       | 5           | 23        | 22                | 3            | 14         | 15                 | 14          | 23         |              | 82                      | 43                        |
| BLK                                       | 17          | 19        | 20                | 9            | 13         | 27                 | 21          | 31         |              | 96                      | 59                        |
| HSP                                       | 20          | 27        | 21                | 6            | 14         | 20                 | 26          | 35         |              | 87                      | 53                        |
| MUL                                       | 14          | 16        |                   | 11           | 16         |                    |             |            |              |                         |                           |



| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| FRL                                       | 17       | 20     | 18          | 8         | 14      | 25           | 23       | 31      |           | 93                | 59                  |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD                                       | 9        | 28     | 23          | 5         | 19      | 25           | 26       | 30      |           | 67                | 33                  |
| ELL                                       | 19       | 48     | 35          | 13        | 27      | 36           | 33       | 32      |           | 70                |                     |
| BLK                                       | 27       | 41     | 35          | 21        | 31      | 45           | 51       | 56      |           | 88                | 76                  |
| HSP                                       | 29       | 49     | 39          | 14        | 26      | 27           | 44       | 52      |           | 63                | 82                  |
| FRL                                       | 27       | 42     | 36          | 20        | 29      | 38           | 48       | 55      |           | 84                | 76                  |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       | 7        | 26     | 26          | 5         | 21      | 28           | 25       | 21      |           | 82                | 22                  |
| ELL                                       |          | 13     | 13          | 13        | 28      |              |          |         |           | 50                | 40                  |
| BLK                                       | 21       | 43     | 40          | 19        | 27      | 32           | 45       | 53      |           | 80                | 51                  |
| HSP                                       | 20       | 36     | 32          | 30        | 36      | 29           | 54       | 57      |           | 67                | 48                  |
| FRL                                       | 20       | 41     | 40          | 21        | 29      | 31           | 46       | 53      |           | 79                | 52                  |

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  |     |
| OVERALL Federal Index – All Students  | 31  |
| OVERALL Federal Index Below 41% All Students                                    | YES |
| Total Number of Subgroups Missing the Target                                    | 6   |
| Progress of English Language Learners in Achieving English Language Proficiency | 37  |
| Total Points Earned for the Federal Index                                       | 345 |
| Total Components for the Federal Index  | 11  |
| Percent Tested  | 90% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 19  |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       |     |

| English Language Learners  |     |
|--|-----|
| Federal Index - English Language Learners                                      | 26  |
| English Language Learners Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       |     |
| Native American Students   |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        |     |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  |     |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 31  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% |     |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 31  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               |     |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 14  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%            |     |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students                                      |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?              | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%       |     |
| White Students   |     |
| Federal Index - White Students   |     |
| White Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years White Students Subgroup Below 32%                  |     |

| Economically Disadvantaged Students  |     |
|--|-----|
| Federal Index - Economically Disadvantaged Students                                | 31  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% |     |

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Based on MYA assessment results for the 2020-2021 school year, our General Education population outperformed our ELL and ESE student subgroups significantly in all subjects areas including 9th-grade math by 20 percentage points, 9th-grade English-language Arts by 10 percentage points, 10th grade English Language Arts by 27 percentage points and 10th-grade math by 11 percentage points with the exception of U.S. History where ELL students outperformed General Education students by 10 percentage points. A comparative analysis of the FSA data from 2019 to 2021 shows an overall decrease in all areas. Overall proficiency in ELA decreased from 28% to 17% this is an 11 percentage point decrease. ELA learning gains were at 20% and ELA L25 learning gains were at 19% during the 2020-2021 academic year compared to 43% and 36% respectively on the 2018-2019 academic year. Overall math proficiency declined from 20% in 2019 to 8% in 2021. This is a 12 percentage point decrease. Math learning gains were at 14% and L25 learning gains were at 25% during the 2020-2021 academic year compared to 30% and 39% respectively on the 2018-2019 academic year. Science had a 27 percentage point decrease from 49% proficient in 2019 to 22% proficient in 2021. Social studies showed a 23 percentage point decrease from 55% in 2019 to 32% in 2021. The graduation rate of the school has increased from 85% in the 2018-2019 academic year to 93% in the 2020-2021 academic year.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

While achievement gaps exist between our student sub-groups, the area of greatest need involves the strengthening of grade-level literacy instruction and remediation in all content areas to address critical thinking skills, low proficiency rates, and minimal learning gains in all accountability areas. The content area that demonstrates the greatest need for improvement is Algebra. During the 2018-2019 academic year 22% of students were proficient in Algebra. Algebra proficiency decreased to 7% in the 2020-2021 academic year. Learning Gains is another area of concern as indicated by data from the 2020-2021 FSA.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Key conditions contributing to this need for improvement include the correlation of low attendance rates for students performing below grade level and the specific specialized learning needs of student sub-groups. Additional factors contributing to this need for improvement may include limited foundational skills needed to attain grade-level success coupled with varying levels of instructional support provided for ELL, ESE, and general education teachers. Data-driven instructional support lead by administration and instructional coaches for all teachers is needed to facilitate improvements in all content areas. Additional collaborative efforts including planning and professional learning are

also needed to bridge instructional gaps for ELL and ESE teachers who support nearly 18 percent of students respectively. Strategic extended learning opportunities will be introduced to address concerns with learning gains in both ELA and Math.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

US history MYA scores for ELL groups were significantly higher when compared to the General Ed group. The average correct score for ELL students was 67% whereas the Gen Ed group scored 54% avg. correct score.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

We believe that US History MYA content is driven by memory and recall questions. ELL reading strategies focusing on foundational reading skills such as recalling information and using graphic organizers likely aided in this sub-group's ability to demonstrate improvements in this area. Additionally, the consistent use of reading and language acquisition programs aided in the number of students moving toward higher ESOL performance levels.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning at Miami Carol City, teacher leadership teams must increase collaboration and the sharing of research-based best practices, improve protocols for differentiated and data-driven instruction, and use instructional models such as the gradual release model to support standards-based instruction, instructional repetition, and grading practices.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Learning Communities extending across content areas, collaborative and cross-curricular planning, student engagement, technology acquisition skills, standards-based instruction, and literacy practices are examples of professional development opportunities that will be provided at Miami Carol City Senior High during the 2021-2022 school year. These professional learning opportunities will facilitate accelerated learning experiences for all students and instructional personnel.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that will be provided for teachers/students include the strategic use of resources and instructional practices to support the social-emotional needs of students. This will support students and teachers as we work to mitigate concerns around learning loss and aid students with acclimating to social environments given current health and safety mandates. Additional academic support and monitoring will be provided for all students participating in athletics and clubs.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Student Engagement**

|   |   |
|---|---|
| <b>Area of Focus Description and Rationale:</b>   | This area was identified as a critical need due to the fact that the 2019-2020 School Climate Survey indicated that 53% of students agree that teachers make learning fun and interesting. This percentage slightly decreased to 48% on the 2020-2021 School Climate Survey. The data collected over the two academic years illustrates the trend that half of our student population finds learning fun and interesting. Our 2021 FSA/EOC data indicates that there is an overall decline in proficiency in all content areas. Overall math proficiency declined from 20% in 2019 to 8% in 2021. Science had a 27 percentage point decrease from 49% proficient in 2019 to 22% proficient in 2021. Social studies showed a 23 percentage point decrease from 55% in 2019 to 32% in 2021. Reflecting on the 2021 FSA/EOC data and student feedback as evident in the climate survey, there needs to be an instructional focus on supporting our teachers in implementing student engagement strategies. This will support students in finding relevance in what they are learning and will likely increase student achievement. |
| <b>Measurable Outcome:</b>                        | The 2021-2022 School Climate Survey should show that 55% of the students agree with this statement: My teachers make learning fun and engaging. Intermittent student surveys will be utilized to determine the rate of student engagement throughout the school year with a school-wide goal of 70% or more. The proficiency goals for the 2021-22 schools year are as follows, ELA 30%, Algebra 25%, Biology 30%, Geometry 25%, US History 60%, acceleration 60%, and graduation 92%.  |
| <b>Monitoring:</b>                                | Administrators will support coaches in developing a professional development plan aligned to student engagement. This plan will be shared with teachers so that they are aware of the vision for increasing student achievement. Administrators will also monitor coaching cycles, planning for the implementation of strategies during collaborative planning, and execution of strategies during classroom walkthroughs.  |
| <b>Person responsible for monitoring outcome:</b> | Kenneth Williams (208973@dadeschools.net)   |
| <b>Evidence-based Strategy:</b>                   | The evidence-based strategy to support student engagement include discussion protocols such as accountable talk and peer-to-peer feedback. Teachers will also receive training in Socratic seminars, cold calling, and student presentations.   |
| <b>Rationale for Evidence-based Strategy:</b>     | Data results from the student climate survey revealed that only 24% of students strongly agree that their teachers let them know how well they are performing on assignments. Additionally, 14% of students strongly agreed that their teachers wanted them to learn. This highlights the need for a focus on student engagement. Accountable talk and cold calling systems will support teachers in eliciting a variety of responses from students and ensure that consistent checks for understandings are implemented throughout the lesson. Socratic seminars also support multiple learning styles and encourage students to think critically about learning using collaboration and evidence to support assertions.   |

**Action Steps to Implement**

Instructional coaches will lead schoolwide or departmentalized professional development sessions on engagement strategies such as accountable talk, Socratic discussions, and cold calling. This will provide opportunities for the leadership team to communicate school-wide engagement strategies that will be established during the 2021- 2021 academic year. Collaborative Planning sessions will begin the week of August 30, 2021.

**Person Responsible** Serge Jean Charles (sjcharles@dadeschools.net)

During collaborative planning, instructional coaches will model how to use incorporate engagement strategies in lesson plans. Teachers will then practice the process of incorporating engagement strategies and receive feedback from instructional coaches and administrators. Teachers that need additional support may engage in a coaching cycle or a co-teaching experience with an instructional coach to support effective implementation of the practice. This action step will occur throughout the 2021-2022 academic year. Collaborative Planning sessions will begin the week of August 30, 2021.

**Person Responsible** Tanicia Anderson (284727@dadeschools.net)

Teachers will be invited to engage in learning walks within and across departments. This will provide teachers with the opportunity to observe colleagues who are effective in executing the strategy and create a space for collaboration across the school. Learning walks will begin the week of September 20, 2021.

**Person Responsible** Karen Delgado (karendelgado@dadeschools.net)

Conduct schoolwide student surveys to gather data on their opinions of their learning experience at Carol City Senior. This survey will also capture their preferred learning style and methods that teachers can engage learners. The initial student survey will be administered on October 4, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

Administration will survey staff members to identify which types of student engagement strategies teachers are in using within their classrooms. Based on model the effective implementation of student engagement strategies as part of all faculty and departmental meetings to provide teachers with consistent, hands on training. This training will begin November 1, 2021 and will end December 17, 2021.

**Person Responsible** Nikeyta Jackson (missncjackson@dadeschools.net)

Teachers will be provided with flexible professional learning experiences to be held after school and led by innovative teachers across all content areas. The primary focus of each training will revolve around improving instruction with at least two sessions focusing on improvements through enhanced student engagement strategies. The professional learning experiences will begin on November 17, 2021 and will end on December 15, 2021.

**Person Responsible** Nikeyta Jackson (missncjackson@dadeschools.net)

The Social Worker and Student Activities Coordinator will work with the Mental Health Team, student leaders, and other interested students to develop student-led SEL activities to strengthen student engagement in academics and minimize instructional distractions. The SEL planning and implementation period will begin January 31, 2022 and end on April 29, 2022

**Person Responsible** Kebony King (kebonyking@dadeschools.net)

Instructional Coaches will conduct Lesson Studies as a professional growth activity for selected teachers within their respective departments focused on the integration of student engagement strategies during whole group explicit instruction. Lesson Study cycles will begin on January 31, 2022 and end on April 29, 2022.

**Person Responsible** Nikeyta Jackson (missncjackson@dadeschools.net)



**#2. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Based on the data reviewed, our overall English Language Arts proficiency decreased from 22 percentage points during the 2018-2019 academic year to 20 percentage points during the 2020-2021 academic year. Our algebra proficiency has also declined over the last three academic years from 22 percentage points during the 2018-2019 academic year to 7 percentage points during the 2020 - 2021 academic year. This indicates a 15% decrease. We selected standards alignment as the instructional practice focus for the 2021-2022 academic year as we believe the implementation of standards-aligned instruction will provide students with the opportunity to practice content that meets the expectations of the state. Standards-aligned instruction will also mitigate issues with learning loss revealed through learning gains on the 2020-2021 FSA Assessment. On the 2020-2021 FSA ELA assessment, learning gains were at 20% and ELA L25 learning gains were at 19% compared to 43% and 36% respectively on the 2019-2020 FSA assessment. On the 2020-2021 FSA Math assessments, learning gains were at 14% and L25 learning gains were at 25% compared to 30% and 39% respectively on the 2019-2020 assessment.

**Measurable Outcome:**

The proficiency goals for the 2021-22 schools year are as follows, ELA 30%, Algebra 25%, Biology 30%, Geometry 25%, US History 60%, acceleration 60%, and graduation 92%. If teachers provide students instruction that is standards-aligned then student achievement for the 2021-22 school year will reflect the goals in each category. Progress towards the goals mentioned will be monitored using topic and unit assessments for all content areas.

**Monitoring:**

The principal and assistant principals will coordinate with instructional coaches to ensure that all content areas develop a collaborative planning calendar for each quarter. The first quarter calendar will be developed and submitted by Friday, August 27, 2021. The Leadership Team will actively participate in collaborative planning to provide timely feedback to teachers. The administrative team will conduct weekly walkthroughs to ensure standards-aligned instruction is executed in our classrooms. Administrators will review lesson plans weekly to ensure students are being provided with standards-aligned instruction.

**Person responsible for monitoring outcome:**

Tanicia Anderson (284727@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of standards-aligned instruction. The strategies that will be used to support the effective implementation of standards-aligned instruction will be the use of resources such as item specs, pacing guides, and content focus reports. The Gradual Release of Responsibility instructional framework will also be used to support teachers planning with the end in mind. The principal and assistant principal will utilize a feedback protocol to ensure that coaches receive feedback regarding the support teachers receive during collaborative planning.

**Rationale for Evidence-based Strategy:**

Due to expected learning loss and a need to improve teachers' capacity to plan standards-aligned lessons our leadership team determined that strategically implementing standards-aligned instruction will lead to an increase in student achievement in all content areas. This practice will also ensure that teachers provide students with the level of rigor and content that students will be expected to show mastery on the FSA/EOC.

**Action Steps to Implement**

Instructional coaches will collaborate to develop Collaborative Planning calendars for each content area. This will be shared with teachers and administrators via Schoology every Friday beginning September 10,

2021.

**Person Responsible** Tanicia Anderson (284727@dadeschools.net)

During collaborative planning, instructional coaches will model the process of creating lesson plans that are standards-aligned. Teachers will then complete lesson plans using the process modeled. Instructional coaches will provide weekly feedback to teachers to ensure that lesson materials are aligned to standards. This action step will begin on September 10, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

The leadership team will conduct classroom walkthroughs to identify teachers that need support in the implementation of standards-aligned lessons that follow the Gradual Release of Responsibility Framework. This action step will begin on September 17, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

Instructional coaches will implement coaching cycles for teachers that need support in planning and executing standards-aligned instruction and the Gradual Release of Responsibility Framework. This action step will begin on September 10, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

Through the school-site Professional Learning Community, teachers will be provided opportunities to participate in Lesson Studies focused on standards-based instruction. During the planning phase of the Lesson Study, teachers will decide on a set of standards to center instruction around and engage in collaborative discussions, activities, and planning to determine instructional methods to teach the standard. Planning for Lesson Studies will be held through Collaborative Planning during the week of November 29, 2021. Lesson Study cycles will be held from December 6-15, 2021.

**Person Responsible** Nikeyta Jackson (missncjackson@dadeschools.net)

Teachers will be provided with flexible professional learning experiences to be held after school and led by innovative teachers across all content areas. The primary focus of each training will revolve around improving instruction with at least two sessions focusing on academic achievement through the development of standards-based end-products. The professional learning experiences will be held weekly beginning the week of November 1 and end the week of December 13, 2021.

**Person Responsible** Nikeyta Jackson (missncjackson@dadeschools.net)

A new action step that will be implemented is the use of Lesson Studies aligned to the integration of standards-based differentiated instruction. These lesson studies will be facilitated by our instructional coaches focusing on the use of differentiated instruction to meet the needs of all students. Lesson Study cycles will be conducted from January 30, 2022 to April 29, 2022.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

Another step that will be implemented is providing our interventionists with professional development focused on standards-based instruction to strengthen intervention outcomes. This professional development initiative will be supported by the instructional coaches. Additionally, interventionists will maintain student work folders that will be used to track student progress. The professional learning experiences and intervention period will begin on January 31, 2022 and end April 29, 2022.



**Person Responsible** [no one identified]

**#3. Leadership specifically relating to Teacher Recruitment and Retention**

**Area of Focus Description and Rationale:** The 2019-2020 School Climate Survey results revealed that 67% of teachers disagreed with the statement, "I feel staff morale is high at my school." These data results indicate concerns with school culture and staff morale. This is important to address as a positive school community will support increase buy-in from teachers and staff and have a positive impact on student achievement.

**Measurable Outcome:** If school administration effectively implements social-emotional, wellness, and leadership activities for staff, morale will increase by at least 50 percentage points on the 2021-2022 school climate survey. Intermittent staff surveys will be provided to monitor the impact of wellness and leadership activities.

**Monitoring:** Administration will ensure that the monthly calendar reflects activities to support the redevelopment of school culture to build rapport among the staff. The initial staff survey will be disseminated on Monday, September 30, 2021. Survey results will be discussed during weekly leadership team meetings.

**Person responsible for monitoring outcome:** Kenneth Williams (208973@dadeschools.net)

**Evidence-based Strategy:** Team building activities and staff Chief Pride awards will be implemented during each faculty and department meeting. These strategies will be implemented to facilitate positive and trusting relationships between administration and teachers/staff.

**Rationale for Evidence-based Strategy:** These activities will improve administrative-teacher, peer-to-peer, and overall school culture connections. Staff morale and a sense of community is important to increase the effectiveness of the rigorous work needed to address school improvement efforts.

**Action Steps to Implement**

Create a school-culture committee to provide opportunities for staff members to engage/support one another. This committee will be responsible for the development and implementation of specific activities to engage staff. The Activities Director in collaboration with administration, department chairs, and instructional coaches will be responsible for this action step. The committee will be created by September 20, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

Administration will create and share a monthly newsletter via social media to spotlight teacher and department successes. The initial newsletter will be shared on Monday, October 4, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

The administrative team will present monthly staff awards and staff incentives during faculty meetings. The first staff award and incentive will be shared on Friday, September 17, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

The administrative team will Invite emerging teacher-leaders to participate in leadership activities by pairing them with novice teachers with less than 3 years of instructional experience. Emerging leaders will serve as mentors to our novice teachers. The first teacher-leadership meeting will be held on Monday, September 27, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

The administrative team will meet with all teachers under three years to conduct a progress monitoring check and ensure that all teachers are making adequate progress towards becoming a highly effective instructional staff member. Teachers that require additional support will receive ongoing support from their respective administrator and their assigned mentor. This teacher support element will begin the week of November 1 and end on December 10, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

The administrative team will meet with the School Culture Committee to plan phase three activities focusing on additional team building and individual capacity building through the offering of strategically designed team building activities and leadership opportunities. The School Culture Committee will meet and plan on November 2, 2021. The activities will be embedded within faculty meetings beginning on November 9, 2021 and ending on December 14, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

Additional steps that could be taken to improve results with this strategy/intervention includes creating a student committee to collaborate with staff to implement social-emotional learning (SEL) school-wide. This activity will begin February 1, 2022 and end on April 29, 2022. The administrative team will be responsible for monitoring this activity.

**Person Responsible** Kebony King (kebonyking@dadeschools.net)

The instructional coaches will use Powerbi reports to identify low performing sub-groups and work the mental health team to further integrate SEL into lessons for the teachers of those sub-groups thereby adding an additional layer of support aligned to social-emotional learning while supporting the retention of teachers. This activity will begin February 1, 2022 and end on April 29, 2022. The administrative team will be responsible for monitoring this activity.

**Person Responsible** Nikeyta Jackson (missncjackson@dadeschools.net)

**#4. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Based on the SIP Dashboard on Power Bi 39% of students had 31 or more absences during the 2020-2021 academic year as compared to 20% during the 2019- 2020 academic year. Their attendance affected their performance in core subjects and on the state assessments. Due to this fact, the school leadership team will implement steps that will support/ensure students are frequently attending school. This will ensure that students are receiving daily instruction that will support an increase in student achievement.

**Measurable Outcome:** In the 2021-2022 school year, the number of students not meeting the attendance threshold of at least 90% will be reduced by half from the prior year. The school will also work towards a daily attendance goal of 90%.

**Monitoring:** Administration will use daily reports and teacher communications to track and monitor individual attendance progress and identify students in need of intervention.

**Person responsible for monitoring outcome:** Serge Jean Charles (sjcharles@dadeschools.net)

**Evidence-based Strategy:** The evidence-based strategy that is selected to alleviate the concerns of student attendance is implementing a school-wide positive behavior support system that tracks and incentivizes attendance. School wide attendance will be monitored daily and attendance data for specific students will be monitored weekly to identify trends and prevent excessive absences. The positive behavior support system that will be implemented is Class Dojo. Students will be awarded points for attendance as well as being prepared and on time. Students will be able to use points to redeem items relevant to their age group.

**Rationale for Evidence-based Strategy:** During the 2020-2021 school-year, 50% or 466 out of 936 enrolled students had an average attendance rate below the 90th percentile. Rewarding students for positive attendance trends will highlight the value of small input actions that students can take that will lead to academic and personal success. A school-wide incentive system will encourage students to demonstrate pride in themselves and their school community. Positive attendance trends also provide teachers with consistent student data that will support teachers in developing instructional materials that will support all learners.

**Action Steps to Implement**

Create an attendance committee to develop the school-wide attendance incentives plan. The plan will include information on how data will be tracked using Class Dojo, appropriate incentives by grade level, how and when teachers will be trained on the incentive system, how will students be informed of the incentive plan and redeem items. The attendance committee and plan will be implemented by Monday, September 13, 2021.

**Person Responsible** Kenneth Williams (208973@dadeschools.net)

The attendance committee will meet weekly to identify students experiencing chronic absences and to evaluate the effectiveness of the incentive plan. Modifications to the incentive plan will be made based on any concerns that may arise. This action step will be ongoing throughout the 2021- 2022 academic year.

**Person Responsible** Serge Jean Charles (sjcharles@dadeschools.net)

The attendance committee will post a weekly truancy list to the staff Schoology account so that teachers and staff can be aware of students with chronic absences. Through positive student-teacher relationships, teachers can act as a support system for students. Members of the attendance committee will conduct

home visits and parent conferences to problem solve concerns that might be impacting student attendance. This action step will be ongoing throughout the 2021- 2022 academic year.

**Person Responsible** Amanda Edwards (aedwards22@dadeschools.net)

Homeroom teachers will call parents of absent students and update the attendance database. Teachers will automatically contact the parent(s) of any student who has missed two days of instruction or who has been early released more than one time in a five day period.

**Person Responsible** Karen Delgado (karendelgado@dadeschools.net)

To assist teachers with managing a variety of classroom infractions, the Discipline Committee will develop a poster series focusing on school-wide expectations for the following areas: Classroom, Office Areas, Restrooms, Hallways, Gym, and Auditorium to share and disseminate to all instructional personnel. The team will also be provided opportunities to share best practices during faculty and department meetings, and they will also share best practices via email and shared folders. The development of this activity will begin on November 15, 2021 and will be implemented school-wide on November 30, 2021.

**Person Responsible** Nikeyta Jackson (missncjackson@dadeschools.net)

The Attendance Committee will use the Early Warning Indicators Report to identify students that have three or more Early Warning Indicators that include attendance. Team members will conduct data chats with each student focusing on attendance, academics, and behavior. Together, the team will create and implement support plans for each identified student. The EWI Meetings will begin on November 11, 2021 and end on November 23, 2021.

**Person Responsible** Karen Delgado (karendelgado@dadeschools.net)

The Attendance Review Committee (ARC) and the newly hired Social Worker will conduct home visits and offer wrap-around support services including mental health and community support as needed. These action steps will run concurrently and begin on February 1, 2022 and end on April 29, 2022. Action steps will be monitored by the administrative team

**Person Responsible** Kebony King (kebonyking@dadeschools.net)

Student Services staff members will conduct needs assessments based on Early Warning Indicator Reports (EWI) for students in all grade-levels to increase student and parent engagement in preparation for graduation. These action steps will run concurrently and begin on February 1, 2022 and end on April 29, 2022. Action steps will be monitored by the administrative team

**Person Responsible** Kebony King (kebonyking@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to SafeSchoolsforAlex.org, Miami Carol City Senior High had 31 total incidents during the 2019-2020 school year. 17 of those incidents were reported to law enforcement. Miami Carol City Senior averaged 3.4 incidents per 100 students compared to a state average of 3.3 incidents per 100 students.**

**The implementation of social-emotional lessons with the support of in-house mental health counselors will provide students with knowledge about themselves and strategies for managing internal and external issues. Mental health referrals will be utilized to support the growing needs of exceptional learners who demonstrate the need for additional support. This support will create a pathway to minimize tier 3 behavioral incidents and support the development of a safer school culture.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Miami Carol City Senior addresses building a positive school culture by celebrating the success of students and staff through social media and school announcements. Staff accomplishments are also highlighted through the use of the Chief of the Month award and parking space. School culture is also highlighted by celebrating student micro-achievements which increases the number of students celebrated for making academic and personal progress. Teachers will be encouraged to use a monitoring system, such as Class Dojo, to award points and recognize the many ways in which students are attempting to be model students. In addition, each subject area and/or department will use a physical board to post the top students as indicated by the monitoring system throughout the school to increase visibility and awareness. We will also engage students in a mindset of success through competitive and collaborative rewards. Students will be able to participate in school-spirited activities as they show growth and proficiency in targeted areas.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The principal and administrative staff members will lead the school in creating and promoting a positive school culture and environment. The principal will lead as "Celebrity in Chief" by consistently highlighting/promoting positivity via school announcements and social media campaigns. The administrative staff members will assist the principal by analyzing staff and student survey results and consistently

communicating with staff members to reveal best practices, teachers who are making significant connections with students, and students who are making tremendous progress.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

|        |        |   |             |
|--------|--------|---|-------------|
| 1      | III.A. | Areas of Focus: Instructional Practice: Student Engagement            | \$0.00      |
| 2      | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | \$0.00      |
| 3      | III.A. | Areas of Focus: Leadership: Teacher Recruitment and Retention         | \$0.00      |
| 4      | III.A. | Areas of Focus: Culture & Environment: Student Attendance             | \$0.00      |
| Total: |        |   | \$93,193.00 |