

Miami-Dade County Public Schools

Miami Central Senior High School



2021-22 Schoolwide Improvement Plan

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Miami Central Senior High School

1781 NW 95TH ST, Miami, FL 33147

<http://miamicentral.dadeschools.net>

Demographics

Principal: **Raymond Sands**

Start Date for this Principal: 6/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (46%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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 Central Senior High School

1781 NW 95TH ST, Miami, FL 33147

<http://miamicentral.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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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. 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.

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

Provide the school's vision statement.

Miami Central High School's vision is to promote student achievement, provide an array of academic mediums that engage real world experiences and provide a conducive learning environment. Our aim is to cultivate a climate of positive change, eliminate low performance and institute a legacy of superior academic achievement through effective instructional programs. We strive to meet the needs of all students by offering Advanced Placement, Honors and Dual Enrollment classes as well as Intensive classes that are designed to challenge and support students with meeting their academic goals.

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
Sands, Raymond	Principal	Responsible for leading the school's staff and students with a clear vision. Collaborates with stakeholders to establish a positive and safe environment for all. Provides instructional data to school leaders to provide focus for student success. Promotes a school climate to provide high expectations and student engagement for all students. Manages the operation and organization of the school. Communicates with all stakeholders.
Megias, Robert	Other	Responsible for supporting principal in leading the school's staff and students with a clear vision. Communicates achievement data to promote academic success with all stakeholders . Supervises instruction and evaluates staff to provide support for student achievement. Creates master schedule for all students and staff to provide the best opportunities for academic success. Reviews academic information with guidance and families to support the graduation plan.
Parris, Quintera	Assistant Principal	Monitors student attendance and academic progress to provide purposeful conversations with families. Assist with disciplinary action to provide support for student behavior. Communicates with families to ensure student safety and promote student academic success. Evaluates teacher instruction to provide meaningful feedback to enhance student achievement. Participates in the development and implementation of school goals.
LaFrance, Renette	Assistant Principal	Monitors student attendance and academic progress to provide purposeful conversations with families. Assist with disciplinary action to provide support for student behavior. Communicates with families to ensure student safety and promote student academic success. Evaluates teacher instruction to provide meaningful feedback to enhance student achievement. Participates in the development and implementation of school goals.
Jackson, Andre	Assistant Principal	Monitors student attendance and academic progress to provide purposeful conversations with families. Assist with disciplinary action to provide support for student behavior. Communicates with families to ensure student safety and promote student academic success. Evaluates teacher instruction to provide meaningful feedback to enhance student achievement. Participates in the development and implementation of school goals.
Rolle, Lakesha	Reading Coach	Provides teachers with instructional strategies to promote student academic success through modeling research-based literacy instruction. Coaches and mentors teachers to review ELA data to make instructional decisions throughout all disciplines. Coordinates and assist with administration and analysis of district- required reading assessments.
White, Anthony	Dean	Manages school discipline (Grades 11th and 12th) to ensure a safe and productive learning environment for all students. Supports the Administration Team to meet all school goals.

Name	Position Title	Job Duties and Responsibilities
Shepard, Paulette	Dean	Manages school discipline (Grades 9th and 10th) to ensure a safe and productive learning environment for all students. Supports the Administration Team to meet all school goals.
English, Jamila	Math Coach	Provides teachers with instructional strategies to promote student academic success through modeling research-based literacy instruction. Coaches and mentors teachers to review rmath data to make instructional decisions throughout all disciplines. Coordinates and assist with administration and analysis of district- required reading assessments.
Troupe, Maurice	Other	Manages the school's athletic activities and programs to ensure an equitable, organized, and successful program for all student athletes. Assist Administration Team with school operational needs. Supports the Administration Team to meet all school goals.
Shotwell, Rhoshonda	Other	Manages all school activities to ensure a safe, purposeful and engaging school year for all students. Coordinates meetings and activities with Student Leaders and Class Sponsors. Supports the Administration Team to meet all school goals.
Watkins, Genesse	Other	Manages the school's assessment calendar to ensure a organized, productive and efficient testing cycle for all students. Assist Administration Team with coordinating Saturday Academy. Responsible for ensuring that Athletic business task are properly collected and submitted. Supports the Administration Team to meet all school goals.

Demographic Information

Principal start date

Thursday 6/17/2021, Raymond Sands

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.*

24

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.*

53

Total number of teacher positions allocated to the school

100

Total number of students enrolled at the school

1,460

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

29

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

10

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	374	365	341	361	1441
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	189	243	233	207	872
One or more suspensions	0	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	51	170	155	86	462
Course failure in Math	0	0	0	0	0	0	0	0	0	44	159	104	117	424
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	141	143	123	153	560
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	134	158	119	136	547
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	249	144	0	0	393

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	173	240	218	209	840

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	7	0	0	10	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	18	11	21	67

Date this data was collected or last updated

Wednesday 6/30/2021

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	0	409	382	359	310	1460
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	246	240	200	169	855
One or more suspensions	0	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	0	176	160	87	5	428
Course failure in Math	0	0	0	0	0	0	0	0	0	0	161	110	113	5	389
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	145	128	149	116	538
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	161	124	133	122	540

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	0	248	227	200	137	812

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	9	1	0	10	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	11	20	15	64

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				23%	59%	56%	24%	59%	56%
ELA Learning Gains				38%	54%	51%	39%	56%	53%
ELA Lowest 25th Percentile				40%	48%	42%	34%	51%	44%
Math Achievement				28%	54%	51%	26%	51%	51%
Math Learning Gains				43%	52%	48%	39%	50%	48%
Math Lowest 25th Percentile				48%	51%	45%	51%	51%	45%
Science Achievement				61%	68%	68%	58%	65%	67%
Social Studies Achievement				47%	76%	73%	44%	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	25%	55%	-30%	55%	-30%
Cohort Comparison						
10	2021					
	2019	20%	53%	-33%	53%	-33%
Cohort Comparison						
		-25%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	68%	-9%	67%	-8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	71%	-26%	70%	-25%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	63%	-37%	61%	-35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	28%	54%	-26%	57%	-29%

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 used to compile the data below was the District's Mid-Year Assessments for the following subject areas:

1. ELA- 9th and 10th Grades
2. Algebra 1
3. Geometry
4. Biology
5. U.S. History

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	24%	0
	Economically Disadvantaged	0	24%	0
	Students With Disabilities	0	10%	0
	English Language Learners	0	3.0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	43%	0
	Economically Disadvantaged	0	44%	0
	Students With Disabilities	0	24%	0
	English Language Learners	0	31%	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	27.0%	0
	Economically Disadvantaged	0	29.0%	0
	Students With Disabilities	0	7.0%	0
	English Language Learners	0	9.0%	0
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	0	18.0%	0
	Economically Disadvantaged	0	18.0%	0
	Students With Disabilities	0	17.0%	0
	English Language Learners	0	14.0%	0
		Number/% Proficiency	Fall	Winter
Biology	All Students	0	10.0%	0
	Economically Disadvantaged	0	11.0%	0
	Students With Disabilities	0	0.0%	0
	English Language Learners	0	9.0%	0
		Number/% Proficiency	Fall	Winter
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	51.0%	0
	Economically Disadvantaged	0	52.0%	0
	Students With Disabilities	0	26.0%	0
	English Language Learners	0	41.0%	0

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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
SWD	14	24	30	11	24	36	31	6		89	18
ELL	11	25	22	11	26	37	33	29		86	60
BLK	20	31	26	16	28	35	51	29		93	62
HSP	24	30	23	20	20	27	47	35		86	72
FRL	21	30	26	16	26	34	50	29		92	63

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	37	48	21	37	43	33	33		80	27
ELL	14	31	31	28	51	61	57	26		69	59
BLK	22	38	42	27	40	45	59	50		87	54
HSP	30	39	33	34	56	59	71	37		66	65
FRL	23	38	42	29	43	49	62	47		83	56
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	16	30	27	25	42	43	34	33		80	37
ELL	9	31	26	23	47	56	29	18		41	58
BLK	24	39	36	24	37	49	58	44		75	68
HSP	25	40	28	31	45	57	58	44		65	71
FRL	24	40	35	25	39	51	58	43		72	67

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	11
Percent Tested	78%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	36
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	39
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	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

2019 Data Findings:

1. ELL Geometry students achieved 14% as compared to Non-ELL students' 33%. A 19-percentage point difference.
2. Math Lowest 25% Learning Gains decreased by 3-percentage points from 51% in 2018 to 48% in 2019.
3. ELA District MYA Assessment results concluded that 9th Grade SWD students achieved 5.4% as compared to 9th Grade Non-SWD students' 22%. A 13.6-percentage point difference.
4. The percent of 10th grade students achieving Probability of Literacy Success on the Fair's AP-3 Assessment increased by 11-percentage points from 20% in 2018 to 31% in 2019.
5. U.S. History EOC achievement has increased 15-percentage points over a 3-year period from 2017 to 2019.
6. Biology EOC achievement has increased 7-percentage points over a 3-year period from 2017 to 2019.

2021 Data Findings:

1. U.S. History students achieved 45% in 2019 as compared to 30% in 2021. A 15-percentage point difference.
2. Algebra 1 students achieved 25% in 2019 as compared to 12% in 2021. A 13-percentage point difference.
3. Geometry students achieved 28% in 2019 as compared to 18% in 2021. A 10-percentage point difference.
4. Biology students achieved 60% in 2019 as compared to 51% in 2021. A 9-percentage point difference.
5. ELA Grade 10 students achieved 20% in 2019 as compared to 20% in 2021. A zero percentage point difference.
6. ELA Grade 9 students achieved 25% in 2019 as compared to 19% in 2021. A 6-percentage point difference.

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

2019 Data Findings:

1. At 37%, our SWD students continue to fall below the ESSA Federal Index threshold of 41%.
2. Algebra 1 L25 Learning Gains dropped 3-percentage points from 41% to 38%.
3. With the exception of ELA L25s, the ELA achievement and overall Learning Gains data has remained stagnant over the last three years, increasing or decreasing between 1-2 percentage points.

2021 Data Findings:

1. Algebra 1 and U.S. History had the greatest decreases out of all of the subject areas.

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

1. Some contributing factors that led to this need for improvement is the lack of consistent use of student engagement strategies and utilizing the Common Planning sessions for teachers to

collaborate and develop instructional frameworks that they implement with fidelity.

2. To reach our goals of improvement, teachers will need to utilize student engagement strategies that allow the teacher to gauge students' progress during the lesson, in real-time.
3. We also need to have more support during Common Planning; specifically, coaching teachers on establishing and implementing instructional frameworks that cater to the learning styles and needs of their individual students.
4. Administration will need to conduct regular weekly walk-throughs to monitor the implementation of the engagement and collaborative planning strategies.

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

1. Despite falling below the ESSA Federal Index threshold of 41%, SWD L25 ELA students made the greatest progress out of all of the subgroups in 2019, achieving a 21-percentage points increase from 27% in 2018 to 48% in 2019.
2. ELA L25s showed the most improvement in 2019 in the proficiency category, achieving a 6-percentage points increase from 34% in 2018 to 40% in 2019.

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

1. Some of the contributing factors were consistent coaching for teachers in need (Coaching Cycles), Data Chats with teachers on a quarterly basis, and interventions that were targeted and data-driven.
2. To address the needs of our L25s, we created the "Rocket Challenge" mentorship program where L25 students in ELA and Math were paired up with Leadership Team members and Teacher Leaders. These students received the academic and social-emotional support needed to improve their attendance, behavior and grades.

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

The following strategies will need to be implemented to accelerate learning:

1. Student engagement strategies to improve students' emotional, physical and cognitive engagement.
2. Collaborative Planning strategies will need to be implemented to ensure that lessons and instructional delivery is structured, standard-based, and data-driven.
3. Equity and Diversity strategies to ensure that the voices of all Stakeholders are included in all aspects of the school's goals of improvement: culturally and academically.
4. Leadership Development strategies to sustain and empower our school leaders and aspiring leaders with the tools needed to better serve our school and the families.

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.

Teachers will participate in professional development on student engagement and effective instruction. In addition, in collaborative planning, Transformation Coaches will provide further support and collaborate with teachers to ensure that lessons are embedded with high student engagement activities, and lesson plans reflect an effective instructional framework.

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

1. Transformation Coaches will provide coaching support through coaching cycles for teachers who need improvement in the aforementioned strategies.

2. The Leadership Team will continue to utilize adequate data to monitor, evaluate and continuously improve accountability.
3. We will continue to develop and utilize our partnership with City Year to provide targeted intervention for our Level 2 students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Engagement. This Area of Focus was selected based on the Early Warning Indicators(EWI) demonstrating that 855 students out of 1460 (more than half) have been flagged for having Attendance below 90%. Consequently, EWI data also indicates that 29% of students school-wide failed an English course and 27% of students failed a Math course. During the Spring 2021 FSA/EOC, we also saw significant decreases in student proficiency across all core areas. The direct correlation between student attendance and achievement is critical. Students who attend school regularly have proven to achieve at a higher rate than those students with irregular attendance. It is evident that we must make learning engaging so students are motivated to show up and learn. We will train our teachers to utilize resources and implement strategies that get students excited and invested in their learning. Our aim is three-fold: Engage students physically, emotionally and cognitively in their learning.
Measurable Outcome:	If we successfully implement Student Engagement, then our proficiency will increase by a minimum of 10 percentage points in all accountability areas as evidenced by the 2022 State Assessments.
Monitoring:	Transformation Coaches (TC) will hold weekly Collaborative Planning Sessions to provide teachers support with the successful implementation of Student Engagement. TCs will also hold Teacher and Coach Collaboration sessions as an additional resource to support teachers with Student Engagement. The Leadership Team will conduct internal Instructional Reviews, quarterly Data Chats, and adjust targeted groups as needed. Administrators will review bi-weekly lesson plans for evidence of Student Engagement strategies as well as conduct weekly Administrative Walk-throughs to monitor the progress and execution of Student Engagement. Data Analysis of formative assessments will be reviewed monthly to observe progress.
Person responsible for monitoring outcome:	Raymond Sands (pr7251@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Interactive Learning Environments. The implementation of Interactive Learning Environments will motivate students to learn, capture real-time student feedback and lesson mastery, and provide students an opportunity to actively engage in their learning. Interactive Learning Environments will be monitored during Administrative Walk-throughs and bi-weekly lesson plan reviews.
Rationale for Evidence-based Strategy:	Interactive Learning Environments allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of pre-requisite skills, academic vocabulary, and instructional/metacognitive processes. Based on the student feedback acquired from the implementation of Interactive Learning Environments, teachers will be able to determine if students are making adequate progress within the lesson, need remediation, or have mastered the lesson.

Action Steps to Implement

9/9—9/10: Transformation Coaches will provide a professional development to teachers on Interactive Learning Environments. Resources that will be reviewed include the following: technology-based activities (Nearpod, Quizizz, Kahoot, Gizmos), collaborative learning activities, hands on activities/experiments, and accountable talk activities.

Person Responsible Lakesha Rolle (larolle@dadeschools.net)

9/13—10/11: Teachers will develop lesson plans that incorporate Interactive Learning Environment activities to enhance student engagement. As a result, teachers will have instructional activities that enhance student learning and provide opportunities for student feedback, collaboration and accountability.

Person Responsible Renette LaFrance (renettelafrance@dadeschools.net)

9/13—10/11: Transformation Coaches will provide support to teachers during Common Planning to enhance and support the ongoing implementation of Interactive Learning Environments. As a result, teachers will obtain an Interactive Learning Environment resource bank to utilize and have opportunities to collaborate with their peers to build capacity and discuss solutions for challenges that may have surfaced during a lesson.

Person Responsible Quintera Parris (qparris@dadeschools.net)

9/13-10/11: Administration will conduct weekly walk-throughs to assess the progress and effectiveness of Interactive Learning Environments and determine any potential next steps.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

11/3—11/12: During Collaborative Planning, Transformational Coaches will provide a professional development to teachers on Cold Calling strategies. As a result, teachers will receive the support needed to enhance their understanding of Cold Calling and learn how to incorporate it into their lessons.

Person Responsible Lakesha Rolle (larolle@dadeschools.net)

11/15—12/17: Teachers will develop lesson plans that incorporate Cold Calling strategies to enhance student engagement. As a result, lesson execution will promote equity, encourage engagement, and ensure accountability.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

1/31—4/29: During Collaborative Planning, Transformational Coaches and CSS will continue to model Engagement Strategies and make it one of the "Look Fors"during lesson demonstrations. As a result, teachers will receive the support needed to enhance their understanding of the targeted Engagement Strategies and learn how to incorporate it into their lessons.

Person Responsible Lakesha Rolle (larolle@dadeschools.net)

1/31—4/29: Ensure the school-supported Technology-based interactive programs (Imagine Learning, Achieve 3000, Read 180, USA Test Prep, IXL Math, Chalk Talk and Science Gizmos) are implemented with fidelity to enhance the learning of our students in the low-performing subgroups.

Person Responsible Quintera Parris (qparris@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Collaborative Planning is a broad concept that can yield the highest benefit to our school. Instructional coaching, differentiation, standard aligned instruction, and professional learning are all areas that can be targeted in collaborative planning. After conducting the data review, our school will implement the Targeted Element of Collaborative Planning. This Area of Focus was selected based on the findings demonstrating that the Proficiency for all core accountability areas decreased between 9 to 15 percentage points, with the exception of ELA which decreased 2 percentage points during the 2021 school year. To recover from this setback, we must establish clear, standards-aligned instruction that meets the needs of all students and is delivered effectively and efficiently. Instructional coaching, differentiation, lesson demonstrations and professional learning are all areas that we will target in Collaborative Planning to build teacher capacity and improve student achievement.

Measurable Outcome:

If we successfully implement Collaborative Planning, then our proficiency will increase by a minimum of 10 percentage points in all accountability areas as evidenced by the 2022 State Assessments.

Monitoring:

Transformational Coaches (TC) will hold weekly Collaborative Planning Sessions to provide teachers support with the successful development of standards-aligned lessons, differentiated instruction, data driven decision making, and the facilitation of student Data Chats. The Leadership Team will conduct quarterly Data Chats with teachers to ensure that goals are being realized and adjust targeted groups as needed. Administrators will monitor the progress of Collaborative Planning on a weekly basis to ensure that it is being executed with fidelity. Data Analysis of formative assessments will be reviewed monthly to observe progress and plan next steps.

Person responsible for monitoring outcome:

Raymond Sands (pr7251@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of Establishing and Implementing Instructional Frameworks. The implementation of Establishing and Implementing Instructional Frameworks will ensure that we are maximizing learning for all students. Establishing and Implementing Instructional Frameworks will be monitored during Administrative Walk-throughs and bi-weekly lesson plan reviews.

Rationale for Evidence-based Strategy:

Establishing and Implementing Instructional Frameworks ensures that teachers are utilizing an instructional framework for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. Separating the content period into blocks of time, amplifies learning for all students. During Collaborative Planning, teachers will develop lessons that include the following: opening routine, whole group, small group and closing activity to ensure bell to bell instruction and the needs of all student learners.

Action Steps to Implement

8/30—9/3: During Collaborative Planning, Transformational Coaches will assist teachers with disaggregating their students' data and planning next steps for creating student groups and scheduling and selecting the protocol for Student Data Chats.

Person Responsible

Lakesha Rolle (larolle@dadeschools.net)

9/8—9/10: During Collaborative Planning, Transformational Coaches will assist teachers with disaggregating their students' data. Teachers will also create student groups and schedule dates for Student Data Chats.

Person Responsible [no one identified]

9/13-10/11: Transformational Coaches will work collaboratively with teachers to provide support with creating lesson plans that reflect the implemented framework and establishing a system for Ongoing Progress Monitoring(OPM), Visible Data and Data Tracking within the classroom.

Person Responsible Renette LaFrance (renettelafrance@dadeschools.net)

9/3-10/11: Administration will monitor the effective implementation of the established framework and determine any potential next steps.

Person Responsible Raymond Sands (pr7251@dadeschools.net)

11/10—11/19: During Collaborative Planning, Transformational Coaches will provide a refresher on explicit instruction within the Gradual Release of Responsibility Model (particularly during “I Do”) to ensure release is productive and successful. As a result, instructional delivery will be concise and clear, and students are able to transition to the release portion of the lesson (“You Do”) seamlessly.

Person Responsible Renette LaFrance (renettelafrance@dadeschools.net)

11/22—12/17: Administration will conduct weekly walk-throughs to assess the progress and effectiveness of explicit instruction within GRRM for the “I Do” portion of the lesson and determine any potential next steps.

Person Responsible [no one identified]

1/31—2/18: During Common Planning, disaggregate data of Topic Tests, MYA, and Reading Inventory; specifically drilling down to analyze low performing sub-groups. SLT will use outcomes to plan targeted intervention catered to the students' individual needs.

Person Responsible Quintera Parris (qparris@dadeschools.net)

1/31—4/28: Continue Collaborative Planning to build teachers' capacity, enhance students' learning, and build upon teachers' knowledge of the Framework of Effective Instruction. As a result, teachers will have support with implementing targeted instructional activities that enhance student learning.

Person Responsible Renette LaFrance (renettelafrance@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	After conducting the data review, our school will implement the Targeted Element of Equity and Diversity. This Area of Focus was selected based on the School Climate survey and SIP survey indicating that 31% of teachers do not feel that their ideas are listened to and considered. Additionally, 37% of students felt that what they learn in class does not help them outside of school. At Miami Central Senior High, it is our goal to foster a culture of inclusiveness and shared values. By putting Equity and Diversity at the forefront, we will work to achieve this goal.
Measurable Outcome:	If we successfully implement the Targeted Element of Equity and Diversity, nearly all of our teachers and students will feel heard and valued as stakeholders in our school community. The percentage of students and teachers who feel that they get the help that they need and feel that their ideas are heard and considered should increase by at least 10% during the 2021-2022 school year.
Monitoring:	The Leadership Team will also establish clear expectations to all Stakeholders on the various options for voicing concerns, seeking assistance or providing ideas for consideration. The Leadership Team will work closely with Student Leaders (Student Council, Club Presidents, Class Leaders, etc.) to solicit feedback and establish an open communication around the Targeted Focus of Equity and Diversity. Opportunities to seek teacher feedback and conduct temperature checks of support will be established during times set aside at Faculty Meetings, Common Plannings and Staff Needs Assessment surveys. In addition, Leadership Team will create opportunities to solicit parent feedback during EESAC meetings, PTSA meetings, and parent surveys. The Leadership Team will discuss any feedback (concerns or suggestions) provided by Stakeholders during the weekly Leadership Team meeting and determine next steps if applicable.
Person responsible for monitoring outcome:	Raymond Sands (pr7251@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Equity and Diversity, our school will focus on the evidence-based strategy of Stakeholder Voice. The implementation of Stakeholder Voice will show that the concerns, expertise, and ideas of all of our Stakeholders are valued. As a result, Stakeholders' sense of value and belonging to the school increases, which creates buy-in and investment into the overall success of the school.
Rationale for Evidence-based Strategy:	Stakeholder Voice will have a positive impact on our school culture. It's important that all Stakeholders feel valued and appreciated. The Leadership Team will use this aim to ensure equity and diversity within our school by creating avenues (e.g. Student Council, Faculty Meetings, EESAC) for Stakeholders to participate and engage with the Leadership Team in fostering a positive school culture and environment.

Action Steps to Implement

8/31—9/22: Leadership Team will meet with all Stakeholder entities (Staff, Students, and Parents) to provide an orientation and overview of school procedures, expectations, and aims for improvement. This will ensure that all Stakeholders are on one accord.

Person Responsible [no one identified]

9/13—9/17: Utilizing a Google Doc form, solicit feedback from all Stakeholders on school culture: concerns, ideas, and celebrating successes. This will result in Leadership Team having all Stakeholders' input on the activities designed to foster positive school culture and celebrate student and staff successes.

Person Responsible Genesse Watkins (g Watkins@dadeschools.net)

9/20—10/8: Based on feedback from Stakeholders, conduct students and staff celebratory incentives to promote positive school culture and recognize members of the school community. As a result, positive images of Miami Central Senior High successes will be consistently seen on school website and social media platforms.

Person Responsible Rhoshonda Shotwell (rhosho76@dadeschools.net)

10/11: Leadership Team will solicit feedback from all Stakeholders. As a result, the Leadership team will be able to ascertain the strategy's successful implementation and determine next steps for improvement.

Person Responsible Anthony White (anthonywhite@dadeschools.net)

11/1—12/17: Continue to conduct students and staff celebratory incentives to promote positive school culture and recognize members of the school community. As a result, positive images of Miami Central Senior High successes will be consistently seen on school website and social media platforms.

Person Responsible Rhoshonda Shotwell (rhosho76@dadeschools.net)

11/4—12/17: Leadership Team will meet with all Stakeholder entities (Staff, Students, and Parents) to provide updates on the SIP and solicit feedback for continued improvement during Faculty, EESAC, PTSA and Student Council meetings. This will ensure that all Stakeholders are informed and included in the improvement process.

Person Responsible Quintera Parris (qparris@dadeschools.net)

1/31—4/29: Continue meetings with all Stakeholders (Faculty Meetings, Leadership Team, EESAC, Parent Meetings, and Student Grade Level Meetings) to maintain open communication, solicit feedback and drive continuous improvement-academically and culturally. This will ensure that all Stakeholders are informed and included in the improvement process.

Person Responsible Raymond Sands (pr7251@dadeschools.net)

2/16: SLT will facilitate an Assessment Night to provide parents information on their child's upcoming State assessments and requirements. SLT will ensure that meeting announcements are disseminated in three languages and accessible to all parents. As a result, parents are empowered and informed regarding their child's needs and school-wide expectation.

Person Responsible Genesse Watkins (g Watkins@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: After conducting the data review, our school will implement the Targeted Element of Leadership Development. This Area of Focus was selected based on the School Climate survey and SIP survey indicating that only 57% of teachers felt the Principal was receptive to constructive criticism. Leadership Development is an investment that our school wants to continue to make. Developing not only the position but the person. Great gains have been made but there is still substantial room for growth. By being intentional with the Leadership Development of our Leadership Team and potential leaders, we will gain additional skills to support our teachers and build relationships that foster sustainability and growth for all stakeholders.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, nearly all of our teachers will feel supported and that Leadership is receptive of constructive criticism. Opportunities to seek teacher feedback and conduct temperature checks of support will be established during times set aside at Faculty Meetings, Common Plannings and Staff Needs Assessment surveys. The percentage of teachers who feel that Leadership is supportive and receptive to constructive criticism would increase by at least 15% during the 2021-2022 school year.

Monitoring: The Leadership Team will establish opportunities during the LT meetings or Team Building activities to discuss evidence-based studies, engage in professional learning opportunities, and hold accountability talks to fully execute Leadership Development. Each LT member will be responsible for sharing research-based information pertaining to Leadership Development, taking ownership of the LT's leadership aims and reflecting on their individual leadership development progress.

Person responsible for monitoring outcome: Raymond Sands (pr7251@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Leadership Development, our school will focus on the evidence-based strategy of Servant Leadership. The implementation of Servant Leadership will ensure that we are fostering characteristics of stewardship, growth, community, listening, awareness, and selflessness as leaders.

Rationale for Evidence-based Strategy: Servant leadership encompasses all of our goals and aims for our Leadership Team. It summarizes who we aspire to be. Servant Leadership however, starts with self reflection and accountability. This strategy puts our Leadership Team in position to service our school while remaining selfless. This strategy is at the peak of evidence based leadership theories.

Action Steps to Implement

9/1— 9/10: Conduct team building activity with Leadership Team and introduce Servant Leadership aims and expectations for this school year.

Person Responsible [no one identified]

9/17— 10/11: Establish Leadership Team book study on Servant Leadership. Create a book study calendar and assign LT members days to lead chapter discussions and self-reflections on Servant Leadership.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

9/17— 10/11: Create opportunities for Leadership Team members to model Servant Leadership lessons learned throughout the duration of the book study.

Person Responsible Quintera Parris (qparris@dadeschools.net)

10/15: Survey Leadership Team to determine successfulness of Servant Leadership aims and plan next steps for improvement.

Person Responsible Paulette Shepard (315481@dadeschools.net)

11/5—12/17: Continue to create opportunities for Leadership Team members to model Servant Leadership lessons learned throughout the duration of the book study and through scenario-styled leadership situations.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

12/11: Leadership Team will facilitate a Servant Leadership/Beautification Project that will bring all Stakeholders together for a common goal of enhancing the overall aesthetics of the school and fostering a positive school culture.

Person Responsible Rhoshonda Shotwell (rhosho76@dadeschools.net)

1/31—4/29: Continue to create opportunities for Leadership Team members to discuss, analyze and model Servant Leadership lessons learned throughout the duration of the book study and through scenario-styled leadership situations.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

1/31—4/29: Continue to create opportunities for Leadership Team members to discuss, analyze and model Servant Leadership lessons learned throughout the duration of the book study and through scenario-styled leadership situations.

Person Responsible Andre Jackson (a1jackson@dadeschools.net)

1/31—4/29: Continue to seek out and develop aspiring teacher leaders within the school community by collaborating, sharing best leadership practices, and creating opportunities for job shadowing.

Person Responsible Renette LaFrance (renettelafrance@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.

School-wide Discipline

School Discipline is paramount in ensuring that all students are afforded the opportunity to flourish academically and socially in a safe and supportive environment. Miami Central Senior High Leadership Team and Staff have been working diligently and proactively to meet this goal. As result of this concerted effort, we continue to see a decrease in discipline incidents as reported by Safe Schools for Alex and PowerBi:

Safe School for Alex (2019-2020)

- 1. Miami Central Senior High School reported 3.0 incidents per 100 students. This rate is LESS than the Statewide high school rate of 3.3 incidents per 100 students.**
- 2. Miami Central Senior High School's total Reported Suspensions* per 100 Students Compared to the Statewide Rate was significantly lower—2.8% as compared to the State's 13.5 %.**

PowerBi (2020-2021)

- 1. The Miami Central Senior High's School-wide referral incidents decreased by two percentage points from 12% in 2020 to 10% in 2021.**

Action Steps for Continued Improvement:

- 1. Hired additional Dean of Students— An additional Dean was hired to support the school's discipline goals and support the Leadership Team with fostering a positive school culture that promotes inclusivity and kindness.**
- 2. A school-wide discipline plan was created to provide guidance to all stakeholders regarding the discipline expectations and those responsible for executed the school's discipline goals.**
- 3. On August 20, 2021, the school's Discipline Plan was reviewed with the Faculty during the Opening of School's meeting. An electronic copy of the presentation was also disseminated to the staff.**
- 4. In September, the School-wide Discipline Plan will be reviewed with students and parents during the Grade Level Orientations and Open House respectively.**
- 5. The Leadership Team will meet weekly to discuss school-wide discipline concerns and or improvements and plan for any next steps needed.**

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.

At Miami Central Senior High we pride ourselves on building relationships with our staff, students and parents. We value the importance of educating the whole child and make every effort to foster an school environment that is supportive, safe and welcoming. We work diligently to ensure that our students' social-emotional needs are met by keeping our staff informed on the latest data and research regarding mental health. We also have implemented systems to address students' social-emotional needs. To ensure that all stakeholders are abreast of upcoming activities, student/staff achievements or pertinent information, we communicate utilizing SchoolMessenger, email, website and social media. We love celebrating our Rockets and highlighting all of the great things happening at Miami Central Senior High. Building positive relationships with School Spirit and Homecoming Week, Academic Signing Day, Athletic Signing Day, Literacy Week, Pie Day, and Culture Day/Haitian Flag Day. We are grateful for our partnerships with community entities to provide our students with opportunities to accelerate their academic goals, foster their career aspirations, and launch their athletic dreams. Through professional development and team-building, we will continue to cultivate and grow a positive school culture and environment at Miami Central Senior High for years to come.

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

To build a positive culture and environment, all stakeholders within the school must take an active role in bringing the goal to fruition. At Miami Central Senior High, the Principal leads the charge by setting the tone and modeling positive school culture, keeping a pulse on the school's culture and environment needs, and overseeing all initiatives that have been implemented. The Vice Principal and Assistant Principals facilitate and support the Principal with the execution of positive culture and environment. The Instructional Coaches, Deans, Activities Director, Test Coordinator, Athletic Director help the Administration Team with facilitating all culture and environment initiatives as well as promotion. The Teachers help with soliciting participation and providing feedback when requested. The Counselors assist Administration with addressing student concerns in a timely manner. Ultimately, to promote a positive school culture and environment, all stakeholders must be active participants in the ongoing process of improvement.

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: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00