

Miami-Dade County Public Schools

Miami Central Senior High School



2022-23 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: 6/16/2021

| | |
|--|--|
| 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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 | 2021-22: C (52%) 2018-19: C (47%) 2017-18: C (46%) |
| 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 | ATSI |
| * 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

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) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 9-12 | Yes | 100% |
| 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 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C | | C | C |

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| 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. |
| Parris, Quintera | 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. |
| Merius, Ricardo | 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. |
| Philogene, Marilynn | Math Coach | Provides teachers with instructional strategies to promote student academic success through modeling research-based instruction. Coaches and mentors teachers to review math data to make instructional decisions throughout all disciplines. Coordinates and assist with administration and analysis of district-required math assessments. |
| White, Anthony | 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. |
| Shepard, Paulette | Dean | Manages school discipline 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 |
|---------------------|---------------------|--|
| 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. |
| 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. |
| Watkins, Genesse | Other | Manages the school's assessment calendar to ensure an 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. |
| Martin, Taneka | 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. |

Demographic Information

Principal start date

Wednesday 6/16/2021, Raymond Sands

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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

73

Total number of students enrolled at the school

1,381

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

29

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 403 | 414 | 341 | 307 | 1465 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 | 231 | 208 | 185 | 763 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 | 104 | 84 | 48 | 362 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 47 | 45 | 24 | 144 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 102 | 36 | 105 | 282 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 232 | 207 | 149 | 0 | 588 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 209 | 232 | 162 | 2 | 605 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 230 | 189 | 140 | 112 | 671 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 238 | 276 | 219 | 107 | 840 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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 | 7 | 0 | 3 | 19 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 26 | 12 | 11 | 63 |

Date this data was collected or last updated

Monday 8/22/2022

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 | 374 | 365 | 341 | 361 | 1441 |
| Attendance below 90 percent | 0 | 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 | 0 | 51 | 170 | 155 | 86 | 462 |
| Course failure in Math | 0 | 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 | 0 | 141 | 143 | 123 | 153 | 560 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 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 | 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 | |

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 | 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 | | |
| 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 |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 27% | 54% | 51% | | | | 23% | 59% | 56% |
| ELA Learning Gains | 47% | | | | | | 38% | 54% | 51% |
| ELA Lowest 25th Percentile | 43% | | | | | | 40% | 48% | 42% |
| Math Achievement | 26% | 42% | 38% | | | | 28% | 54% | 51% |
| Math Learning Gains | 53% | | | | | | 43% | 52% | 48% |
| Math Lowest 25th Percentile | 66% | | | | | | 48% | 51% | 45% |
| Science Achievement | 57% | 41% | 40% | | | | 61% | 68% | 68% |
| Social Studies Achievement | 36% | 56% | 48% | | | | 47% | 76% | 73% |

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 |

| 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 |
| 2022 | | | | | |
| 2019 | 59% | 68% | -9% | 67% | -8% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 45% | 71% | -26% | 70% | -25% |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 26% | 63% | -37% | 61% | -35% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 28% | 54% | -26% | 57% | -29% |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 18 | 44 | 42 | 26 | 44 | 50 | 30 | 36 | | 83 | 45 |
| ELL | 12 | 40 | 40 | 16 | 50 | 59 | 46 | 15 | | 96 | 72 |
| BLK | 26 | 47 | 52 | 24 | 52 | 69 | 56 | 35 | | 94 | 79 |
| HSP | 32 | 48 | 24 | 32 | 62 | 55 | 62 | 39 | | 85 | 69 |
| WHT | 9 | | | 27 | | | | | | | |
| FRL | 27 | 47 | 44 | 26 | 54 | 66 | 56 | 37 | | 92 | 78 |
| 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 |

| 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 | 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 |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 51 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 40 |
| Total Points Earned for the Federal Index | 559 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 93% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 42 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 44 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |

| 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% | 0 |
| 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% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 52 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 50 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| 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% | 0 |
| 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% | 0 |
| White Students | |
| Federal Index - White Students | 18 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 1 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

2022 Data Findings:

1. U.S. History students achieved 31% in 2021 as compared to 36% in 2022. A 5-percentage point increase.
2. Math students achieved 17% in 2021 as compared to 26% in 2022. A 9-percentage point increase.
3. Biology students achieved 49% in 2021 as compared to 57% in 2022. A 8-percentage point increase.
4. ELA students achieved 21% in 2021 as compared to 27% in 2022. A 6-percentage point increase.
5. In 2021, SWD students achieved 6% in SS as compared to 36% in 2022. A 30-percentage point increase.
6. In 2021, ELL students achieved 11% in Math as compared to 16% in 2022. A 5-percentage point increase.
7. In 2021, BLK students achieved 16% in Math as compared to 24% in 2022. A 8-percentage point increase.
8. In 2021, HSP students achieved 24% in ELA as compared to 32% in 2022. A 8-percentage point increase.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 Data Findings:

1. At 18%, our White students did not meet the ESSA Federal Index threshold of 41%. Considering that all other subgroups made an increase, it is evident that we must monitor and support these students closely to ensure adequate progress.
2. With proficiency as the focus, we will continue to work towards increasing student achievement in all tested areas; however, one area of greatest concern is U.S. History (36%). U.S. History achievement levels are well below pre-pandemic percentage (2019-47%). With a guided plan and focus, we hope to regain and even surpass our pre-pandemic percentage.

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 was the lack of consistent development of instructional frameworks that were implemented with fidelity, specifically in area of U.S. History. Administration will need to maintain consistent support during common planning and provide specific feedback from walkthroughs and/or classroom visits.
2. Excessive student absences and truancy. Utilizing an Attendance Action Plan, the Leadership Team will closely monitor student attendance and initiate incentives to celebrate students with perfect or improved attendance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

1. Although U.S. History overall proficiency did not meet our initial goal, our SWD students made exceptional gains in U.S. History scoring 6% in 2021 to 36% in 2022, achieving a 30-percentage point increase.
2. Biology showed the most improvement in the proficiency category, achieving 57% in 2022 as compared to 49% in 2021. A 8-percentage point increase.

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

Some of the contributing factors were consistent coaching for teachers in need (Coaching Cycles), Data Chats with teachers on a quarterly basis, consistent student checks for understanding, and interventions that were targeted, data-driven, and started at the onset of the school-year (September instead of November).

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

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

1. Progress monitoring strategies to improve student learning and guide instructional next steps for B.E.S.T. Standards and the Next Generation Sunshine State Standards (specifically for U.S. History).
2. Progress monitoring strategies and Intervention specifically catered to ESSA White Subgroup of student population.
3. Attendance strategies to ensure that students are present consistently and actively engaged in school.
4. Leadership Development focused on building teacher capacity through specific feedback strategies that enhance instructional practices and improve student learning.

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 B.E.S.T. Standards and NGSSS. 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 aligned to the B.E.S.T. Standards and NGSSS.

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 Interventionist to provide targeted intervention for our Level 2 students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus Description and**

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

After conducting the data review, our school will implement the Targeted Element of Attendance. This Area of Focus was selected based on the SIP Attendance Survey indicating that 50% of the student body had attendance below 90% with nearly 36% of the student body scoring a Level 1 in both ELA and Math on the FSA/EOC test. We understand the need to be strategic with our attendance initiatives and build connections with families and the community paramount for a greater, improved Miami Central.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Strategic Attendance Incentives, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5 percentage points by June 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will work closely with the Attendance Review Committee to connect with families with attendance concerns, identify the key factors impeding school attendance, and create an Attendance Action Plan to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward and/or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance for students school-wide. Teachers will monitor their daily attendance and submit any corrections to the Attendance Clerk for corrections. To ensure we are on track to meeting the outcome above, this data will be discussed during weekly Attendance Review Committee meetings, and during data chats with teachers and students. Parental contact will be made when needed.

Person responsible for monitoring outcome:

Raymond Sands (pr7251@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, as well as home visits, counseling and referrals to outside agencies. In additions, incentives for students with perfect attendance and improved attendance will be utilized to celebrate students' positive attendance habits.

being
implemented
for this Area
of Focus.

Rationale for
Evidence-
based

Strategy:

Explain the

rationale for

selecting

this specific

strategy.

Describe the

resources/

criteria used

for selecting

this

strategy.

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will foster a school culture that rewards accountability and increases the school's daily student attendance rate. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Aug. 31- Oct. 14-- Administrators will check Attendance Reports weekly to monitor students' attendance for excessive absences and tardiness, implement interventions (e.g., refer to counselor, parent conference, attendance contract, refer to social services, etc) and track attendance intervention progress via iAttend.

Person

Responsible

Renette LaFrance (renettelafrance@dadeschools.net)

Aug. 31- Oct. 14-- Resume the work of the Attendance Review Committee to identify, intervene and reduce student absenteeism to school.

Person

Responsible

Anthony White (anthonywhite@dadeschools.net)

Sept. 23- Oct.7-- The Leadership Team will implement an incentive program that celebrates students' perfect attendance or improved attendance quarterly to foster positive attendance habits.

Person

Responsible

Rhoshonda Shotwell (rhosho76@dadeschools.net)

Sept. 16- Oct.7--The Leadership Team will mentor cohorts of students with a history of absenteeism and pair them up with Leadership Team members and Student Support staff. This will serve as a means to provide additional support and monitoring of the students' academic progress, attendance and behavior on a bi-weekly basis.

Person

Responsible

Paulette Shepard (315481@dadeschools.net)

Oct. 31- Dec. 14— Attendance Review Committee (ARC) will continue meet bi-weekly to identify students in need of attendance support/services and reduce student absenteeism to school.

Person

Responsible

Anthony White (anthonywhite@dadeschools.net)

Nov. 10- Dec. 14—Leadership Team will facilitate at least two “Rocket Stars” Attendance Incentives for students with perfect attendance and improved attendance for the quarter to celebrate positive attendance habits.

Person Responsible Genesse Watkins (gwatkins@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the data review, our school will implement the Targeted Element of Standards-aligned Instruction. This Area of Focus was selected based on the State of Florida transitioning from Common Core (Florida Standards) to the B.E.S.T. Standards as well as the need to increase U.S. History achievement levels to pre-pandemic percentages. According to our school climate surveys, 75% of our students believed that teachers gave them meaningful work to learn. The correlation between meaningful student work and student achievement is critical. When students buy into the lessons, this promotes engagement and academic success. During the Spring 2022 FSA/EOC, we saw an increase in student proficiency across all core areas. 2020-2021 FSA ELA the proficiency score was 21% and on the 2021-2022 FSA ELA the proficiency score was 27%. This is a 6 percentage point increase. The 2020-2021 Math EOC proficiency score was 17% and in 2021-2022 the Math proficiency score was 26%. This was a 9 percentage point increase. 2020-2021 the Social Studies EOC proficiency score was 31% and in 2021-2022 the proficiency score was 36%. This increased by 5 percentage points. To maintain and increase our student proficiency, teachers need to continue receiving professional development opportunities on Standards-aligned instruction (e.g. B.E.S.T Standards and Next Generation Sunshine State Standards). We must continue to implement and provide professional standards-based instruction to improve learning. We will train our teachers to utilize B.E.S.T. and Next Generation Sunshine State Standards (NGSSS) Standards resources and implement researched-based strategies that enhance student achievement.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Ongoing Progress Monitoring, then our proficiency will increase by a minimum of 5 percentage points in ELA and Math accountability areas as evidenced by the 2023 State Assessments; Additionally, if we successfully implement U.S. History NGSSS, then our proficiency will increase by a minimum of 10 percentage points in U.S. History as evidenced by the 2023 State Assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Transformation Coaches (TC) and Administration will hold weekly Collaborative Planning Sessions to provide teachers support with the successful implementation on the B.E.S.T Standards and NGSSS (U.S. History). TCs will also hold Teacher and Coach Collaboration sessions as an additional resource to support teachers with B.E.S.T. Standards. 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 B.E.S.T. and NGSSS standards alignment as well as conduct weekly Administrative Walk-throughs to monitor the progress and execution. Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Raymond Sands (pr7251@dadeschools.net)

Evidence-based

Within the Targeted Element of Standards-aligned instruction, our school will focus on the evidence-based strategy of Ongoing Progress Monitoring. The implementation of Ongoing

Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Progress Monitoring will capture real-time student feedback and lesson mastery and provide students an opportunity to actively engage in their learning. Implementation of the B.E.S.T and NGSSS standards will be monitored during Administrative Walk-throughs and bi-weekly lesson plan reviews.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Providing Ongoing Progress Monitoring and support on the B.E.S.T. and NGSS Standards allow teachers to get a deeper understanding of the standards. Also, teachers will understand how to monitor and develop students in English, Mathematics and U.S. History, preparing students for college and beyond.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Aug. 31- Sept. 14 -- Provide Professional Development to familiarize teachers with the B.E.S.T. Standards. Teachers will learn how to plan with the End in Mind, stacking of the benchmarks, and how to use the Vertical Progression Chart to plan high quality lessons.

Person Responsible Lakesha Rolle (larolle@dadeschools.net)

Aug. 31- Oct. 14 --In collaborative planning, the Transformation Coach/Administrator will ensure that the teachers fully understand the standards/benchmarks by reading and analyzing the benchmark clarifications: Spiral Standards, Vertical Progression for scaffolding and differentiated instruction, Items Specifications, and Planning Cards. As a result, lessons will be aligned to the benchmark.

Person Responsible Marilynn Philogene (258464@dadeschools.net)

Aug. 31- Oct. 14-- Teachers will develop lesson plans that incorporate B.E.S.T. Standards/NGSSS aligned with their activities to enhance student engagement. Teachers will assess students' knowledge and adjust (as needed) lesson plans for student feedback, collaboration and accountability.

Person Responsible Lakesha Rolle (larolle@dadeschools.net)

Sept. 19- Sept. 30-- Data Chats will be conducted in the classroom with individual students to identify their strengths and weaknesses based on the B.E.S.T. Standards/NGSSS. Based on Data Chat results, Teachers will set goals for forthcoming assessments and plan standards remediation if needed.

Person Responsible Marilynn Philogene (258464@dadeschools.net)

Oct. 31- Dec. 14 — In collaborative planning (ELA), teachers will continue using the B.E.S.T. Standards Handbook to stack the benchmarks and use the Spiraled Standards of Vertical Progression to scaffold instruction and ensure that lessons are aligned.

Person Responsible Lakesha Rolle (larolle@dadeschools.net)

Oct. 31- Dec. 14— Teachers will continue planning with the "End in Mind", creating Daily Learning Targets aligned to the benchmark, and utilizing Exit Slips that lead to the mastery of the culminating end product.

Person Responsible Taneka Martin (293763@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

After conducting the data review, our school will implement the Targeted Element of Transformational Leadership. This Area of Focus was selected based on the School SIP survey which indicated that only 58% of teachers agreed that "My administration sets high standards for teaching, learning, and improvement at my school site by providing feedback on instructional delivery". Additionally, only 37% of teachers responding agreed that administration set high standards by providing feedback on lesson planning. To build teacher capacity and foster an environment of improvement, feedback must be specific and relatable to the needs of the teacher. By establishing systems for monitoring and providing feedback (walkthrough tool), we will provide teachers the support needed to improve instructional delivery and lesson planning.

Measurable Outcome:**State the specific**

measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Specific Teacher Feedback/Walkthroughs, a majority of our teachers will feel that they receive specific feedback that improves their instructional delivery and lesson planning. The percentage of teachers who feel that they get the feedback and support that they need should increase by at least 20 percentage points during the 2022-2023 school year.

Monitoring:**Describe how this**

Area of Focus will be monitored for the desired outcome.

The Administrative Team will create a walkthrough calendar/schedule to ensure that walkthroughs are happening on a daily basis. The Administrative Team, with the assistance of the Leadership Team, will create a walkthrough tool that aligns with the Framework of Effective Teaching and provides opportunity to send specific feedback to the teachers as a follow-up. Administrators will monitor the feedback provided, debrief with teachers and determine teachers' needs for improvement and or support (e.g. coaching cycles).

Person responsible for monitoring outcome:

Raymond Sands (pr7251@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Transformational Leadership, our school will focus on the evidence-based strategy of Specific Teacher Feedback/Walkthroughs. The implementation of Specific Teacher Feedback/Walkthroughs will ensure that we are being deliberate and efficient with how we approach and execute teacher feedback and walkthroughs as well as building teacher capacity.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

strategy.

Establishing and providing Specific Teacher Feedback/Walkthroughs ensures that teachers are equipped with the support and guidance to increase student achievement and improve upon their individual teacher practices. In addition to gathering artifacts and providing immediate feedback, utilizing a Walkthrough Tool also assist the Leadership Team with planning next steps for each teacher's individual needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

September 7-- The Administrative Team will develop and utilize a Feedback Walkthrough Tool to document evidence of effective teaching and areas of growth. As a result, teachers will receive specific feedback that aligns to Effective Framework of Instruction and will assist with guiding their next steps for improvement.

**Person
Responsible** Quintera Parris (qparris@dadeschools.net)

August 31- Oct. 14-- Utilizing the Feedback Walkthrough Tool, Administrators will conduct weekly walkthroughs and assess which teachers need instructional assistance. As a result, recommendations will be given to Transformation Coaches to conduct Coaching Cycles.

**Person
Responsible** Taneka Martin (293763@dadeschools.net)

Sept. 1- Oct. 14-- Based on weekly Feedback Walkthrough Tool, Administration, with the assistance of the Leadership Team, will plan for teacher support via Coaching Cycles and/or Job-embedded PDs.

**Person
Responsible** Quintera Parris (qparris@dadeschools.net)

August 31- Sept. 8 -- Administration, with the assistance of the Leadership Team, will assign mentors to new teachers and follow-up with teachers to provide support and guidance for ongoing professional growth. This extra layer of support will aid in supporting new teachers and ensuring their successful first year.

**Person
Responsible** Rhoshonda Shotwell (rhosho76@dadeschools.net)

Oct. 31- Dec. 14-- In collaborative planning, the coach will provide Professional Development on Explicit Corrective Feedback so that teachers are providing students with feedback that will assist them in improving their skills.

**Person
Responsible** Lakesha Rolle (larolle@dadeschools.net)

Oct. 31- Dec. 14—In collaborative planning, administrators and teachers will analyze students' work samples with particular "Look Fors" such as standards alignment, annotations, check for understanding, graphic organizers, higher-order questions, writing process, and explicit corrective feedback.

Person Responsible Marilynn Philogene (258464@dadeschools.net)

#4. ESSA Subgroup specifically relating to White**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

After reviewing our school's data for the ESSA, it was determined that our White Subgroup Students (consisting of 15 students) fell below the 41% threshold with only 18% of this subgroup making adequate progress. This is the first time this subgroup did not excel the threshold. This is a crucial concern as all other subgroups made adequate progress and were above the 41% threshold. It is our aim at Miami Central to ensure that all students are given the support and resources needed to achieve. To support our White Subgroup Students, Leadership Team will identify the students and create a monitoring system specific to track the progress of this subgroup. We believe with close progress monitoring, support and mentoring, student achievement for this subgroup is attainable.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement Ongoing Progress Monitoring for our White Subgroup, then proficiency will increase by a minimum of 10 percentage points for our White ESSA Subgroup as evidenced by the 2023 State Assessments.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Administrative Team will create a monitoring system to track the progress of our White Subgroup Students. The Administrative Team, with the assistance of the Leadership Team, will monitor White Subgroup Students' academics, assessments, and attendance progress on a monthly basis. Based on the White subgroup's progress, Leadership Team will determine needs and next steps for continual improvement.

Person responsible for monitoring outcome:

Raymond Sands (pr7251@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted ESSA White Subgroup, our school will focus on the evidence-based strategy of Ongoing Progress Monitoring. The implementation of Ongoing Progress Monitoring will ensure that we are being intentional and strategic with the support that we are providing our ESSA White Subgroup Students and making the instructional adjustments needed for improvement.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

The implementation of Progress Monitoring via a tracker (to include: academic, assessment and attendance status) will provide a means to actively monitor, improve learning and provide intervention/support as needed. The goal is to ensure that our White subgroup students are making adequate progress and receiving the assistance needed.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 31--The Administrative Team will identify White ESSA Subgroup Students and analyze academic and attendance data for each student. At the next Faculty meeting, Administrative Team will provide an overview of SIP Goals, including data of White ESSA Subgroup Students and plans for improvement.

Person Responsible Quintera Parris (qparris@dadeschools.net)

September 9-- The Administrative Team will create a Tracker exclusively to monitor White ESSA Subgroup Students monthly. As a result, intervention and support will be determined based on real-time data and consistent progress monitoring.

Person Responsible Ricardo Merius (merius@dadeschools.net)

September 14-October 14--Transformational Coaches, with the Leadership Team, will plan targeted intervention and support for White ESSA Subgroup Students (e.g. Saturday Academy, After-school tutoring). Students will receive additional support needed to work towards proficiency and achievement.

Person Responsible Genesse Watkins (gwatkins@dadeschools.net)

September 12-October 7--The Leadership Team will create a mentoring program that pairs the White ESSA Subgroup Students with Leadership Team members and Student Support staff. This will serve as a means to provide additional support and monitoring of the students' academic progress, attendance and behavior on a bi-weekly basis.

Person Responsible Rhoshonda Shotwell (rhosho76@dadeschools.net)

By Nov. 10 —The Leadership Team members will meet with their assigned ESSA White Subgroup student to discuss their academic and social (attendance and behavior) progress during the first quarter and provide recommendations (tutoring, counseling, etc.) for improvement and/or continued success.

Person Responsible Quintera Parris (qparris@dadeschools.net)

Nov. 31- Dec. 14— The Leadership Team will meet bi-weekly to discuss the academic and social (attendance and behavior) progress of ESSA White Subgroup. Based on feedback, next steps for support and improvement will be implemented to ensure ongoing progress monitoring.

Person Responsible Raymond Sands (pr7251@dadeschools.net)

By Nov. 10 —The Leadership Team members will meet with their assigned ESSA White Subgroup student to discuss their academic and social (attendance and behavior) progress during the first quarter and provide recommendations (tutoring, counseling, etc.) for improvement and/or continued success.

Person Responsible Quintera Parris (qparris@dadeschools.net)

Nov. 31- Dec. 14— The Leadership Team will meet bi-weekly to discuss the academic and social (attendance and behavior) progress of ESSA White Subgroup. Based on feedback, next steps for support and improvement will be implemented to ensure ongoing progress monitoring.

Person Responsible Raymond Sands (pr7251@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 a 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, Rockets Alumni Career Fair, Athletic Signing Day, Literacy Week, Pie Day, Autism Awareness 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 school culture and environment.

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.