Miami Carol City Senior High

2022-23 Schoolwide Improvement Plan

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Miami Carol City Senior High

3301 MIAMI GARDENS DR, Miami Gardens, FL 33056

http://mccsh.dadeschools.net/

Demographics

Principal: Kenneth Williams

Start Date for this Principal: 7/21/2021

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 (43%) 2018-19: C (46%) 2017-18: C (41%)
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	TSI
* 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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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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Williams, Kenneth	Principal	Principal and Instructional/Operational Leader Provide instructional leadership services for the administrative team, student services team, and all instructional members to support the acceleration of learning across all content areas in alignment with school improvement goals. Provide operational leadership services for the administrative team, security, student activities, technology, and custodial teams to support infrastructure needs in alignment with established school improvement goals. Demonstrate student learning as a priority by leading data analysis, monitoring the development and implementation of instructional lesson plans, and developing emerging instructional leaders. Support organizational leadership goals through effective decision making, leadership development, school management, and communication.
Jackson, Nikeyta	Assistant Principal	Nikeyta C. Jackson, Assistant Principal Assistant Principal and lead facilitator for the School Improvement Planning Team. Serve as the administrative and instructional leader for the English Language Arts, Reading, and Foreign Languages departments. Serve as the administrative leader and liaison for Title I, the EESAC (Educational Excellence School Advisory Committee) and PTSA (Parent, Teacher, Student, Association). Manage the instructional needs of assigned departments by aligning support of instructional coaches to the school improvement plan. Develop and lead school-wide academic intervention programming. Demonstrate student learning as a priority by leading data analysis, monitoring the development and implementation of instructional lesson plans, and developing emerging instructional leaders. Support organizational leadership goals through effective decision making, leadership development, school management, and communication.
King, Kebony	Assistant Principal	Kebony King, Assistant Principal Assistant Principal and member of the School Improvement Planning Team Serves as the administrative and instructional leader for the Social Sciences and Fine Arts departments. Manages the instructional needs of assigned departments by aligning support of instructional coaches and department chairs to the school improvement plan. Serves as the administrative leader for operational areas including plant operations/maintenance, the Critical Incidence Response Team (CIRT), and attendance services by aligning support and initiatives to the school improvement plan.
Cooper, Bonita	Graduation Coach	Graduation Coach and Student Services Department Chair Support school improvement goals by providing seniors with guidance in the form of coaching to mitigate issues with preparing for graduation requirements in preparation for post-secondary education and/or entry into the workforce.
Delgado, Karen	Assistant Principal	Vice Principal Serves as the instructional leader for the Math, Science, CTE, Special Education, and Student Services departments. Manages the instructional needs

Name	Position Title	Job Duties and Responsibilities
		of the Math and Science departments by aligning the support of the Science Instructional Coach and Math Department Chair to the school improvement plan. Leads the Student Services department with meeting annual graduation and acceleration goals, and with the development of the school-wide master schedule. Demonstrate student learning as a priority by monitoring the development and implementation of instructional lesson plans. Support organizational leadership goals through effective customer service practices, decision making, leadership development, school management, and communication.

Demographic Information

Principal start date

Wednesday 7/21/2021, Kenneth Williams

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.*

1

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.*

11

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

887

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

16

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

6

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	257	215	225	190	887
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	105	142	166	109	522
One or more suspensions	0	0	0	0	0	0	0	0	0	94	102	112	24	332
Course failure in ELA	0	0	0	0	0	0	0	0	0	18	29	89	9	145
Course failure in Math	0	0	0	0	0	0	0	0	0	40	72	60	51	223
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	135	141	145	0	421
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	125	156	166	5	452
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	150	98	132	78	458

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	152	174	219	55	600

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	2	0	0	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	6	12	6	35

Date this data was collected or last updated

Wednesday 8/31/2022

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	268	253	222	193	936
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	128	126	106	106	466
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	95	63	55	242
Course failure in Math	0	0	0	0	0	0	0	0	0	67	110	85	51	313
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	80	98	81	81	340
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	79	92	66	79	316
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	195	0	0	0	195

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

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

The number of students identified as retainees:

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

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	268	253	222	193	936
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	128	126	106	106	466
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	95	63	55	242
Course failure in Math	0	0	0	0	0	0	0	0	0	67	110	85	51	313
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	80	98	81	81	340
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	79	92	66	79	316
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	195	0	0	0	195

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

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

The number of students identified as retainees:

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

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	20%	54%	51%				28%	59%	56%
ELA Learning Gains	37%						43%	54%	51%
ELA Lowest 25th Percentile	39%						36%	48%	42%
Math Achievement	14%	42%	38%				20%	54%	51%
Math Learning Gains	38%						30%	52%	48%
Math Lowest 25th Percentile	65%						39%	51%	45%
Science Achievement	31%	41%	40%				49%	68%	68%
Social Studies Achievement	47%	56%	48%				55%	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	47%	68%	-21%	67%	-20%

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	54%	71%	-17%	70%	-16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	63%	-38%	61%	-36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	54%	-39%	57%	-42%

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	6	23	24	9	35	61	24	11		72	38
ELL	9	44	38	16	42	50	13	18		94	19
BLK	20	37	43	13	38	72	32	49		92	58
HSP	20	36	37	20	38	47	28	32		85	32
MUL	21	36			43		25				
FRL	19	37	40	14	38	65	30	48		90	51
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	7	3			17	30	6	6		88	36
ELL	5	23	22	3	14	15	14	23		82	43
BLK	17	19	20	9	13	27	21	31		96	59
HSP	20	27	21	6	14	20	26	35		87	53

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
MUL	14	16		11	16						
FRL	17	20	18	8	14	25	23	31		93	59
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	28	23	5	19	25	26	30		67	33
ELL	19	48	35	13	27	36	33	32		70	
BLK	27	41	35	21	31	45	51	56		88	76
HSP	29	49	39	14	26	27	44	52		63	82
FRL	27	42	36	20	29	38	48	55		84	76

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)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	45
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
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?

Based on end-of-year Summative Assessment results for the 2021-2022 school year, our General Education student population demonstrated low proficiency rates across most content areas. Students demonstrated 20% proficiency in ELA which is a three percent increase; 14% proficiency in Math which is an increase of six percentage points; and 31% proficiency which is a nine percent increase with the exception of U.S. History achievement where 47% of students demonstrated proficiency which is a 15% increase from the 2020-2021 end of year summative assessment. Additional trends of increased growth were demonstrated by students as evidenced by learning gains. In ELA 37% of students demonstrated growth while 38% of students demonstrated growth in Math.

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

Reflecting on the 2022 state assessments and changes in statewide assessment protocols, ELA and Math achievement demonstrate the greatest need for improvement. Explicit, standards-based instruction and differentiated instruction focusing on proficiency must take place in all classes to impact overall student proficiency. In 2019 28% of students demonstrated proficiency in ELA and 20% of students demonstrated proficiency in math. Both areas trended downward in 2020-2021 with slight increases in 2021-2022 as evidenced by end of year results.

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

Key conditions contributing to this need for improvement include the correlation of students experiencing multiple Early Warning Indicators including course failure, suspensions, and attendance. Amongst the 9th grade class, 152 students or 59.1% of students had two or more indicators. Amongst the 10th grade class, 174 students or 80.9% of students had two or more indicators. These numbers include students with disabilities where only 6% of students with disabilities demonstrated proficiency in ELA and 9% in Math. The overall percentages also include 16% of ELL students demonstrating proficiency in Math and 9% in ELA. Teacher retention is also a contributing factor with 16 teachers not returning to MCCSH. Limited attendance during Saturday Success Academy, Winter Break Academy and Spring Break academy are other contributing factors that led to areas of improvement. New actions including the development and implementation of school-wide literacy strategies (Active Word Walls, Foldables, Cornell Notes, and research-based vocabulary strategies), Reading, Math, and Science enrichment/ intervention opportunities for bubble and proficient students and strategic support from instructional coaches across all content areas.

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

U.S. History achievement increased 15 percentage points from 32% in 2020-2021 to 47% in 2021-2022. Math L25 learning gains increased 40 percentage points from 25% in 2020-2021 to 65% in 2021-2022.

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

We believe that US History MYA content is driven by memory and recall questions. ELL reading strategies focusing on foundational reading skills such as recalling information and using graphic organizers likely aided in this sub-group's ability to demonstrate improvements in this area. Additionally, the consistent use of reading and language acquisition programs aided in the number of students moving toward higher ESOL performance levels. New actions that contributed to the improvements include a streamlined and strategic reading intervention program that was implemented across all grade levels. The intervention program addressed multiple student subgroups including bubble students who needed additional test taking strategies to assist them across content areas. Intervention was provided by instructional coaches and trained interventionists.

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

In order to accelerate learning at Miami Carol City, teacher leadership teams and the professional learning team must increase collaboration and the sharing of research-based best practices, improve protocols for differentiated and data-driven instruction, use instructional models such as the gradual release model to support standards-based instruction, instructional repetition, and grading practices. School-wide strategies including Stop, Drop, and Read must be implemented and consistently monitored. Instructional coaches will implement model classrooms to support teacher development. To support math, project-based learning, real world activities and collaboration increased between Math and Science will take place. Administration must attend collaborative planning sessions, provide guidance and support for teacher leaders, implement customer service practices, and ensure that a student-centered learning environment is established in every classroom.

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

Professional learning at MCCSH will be transformed this school-year beginning with the appointment of a PD Liaison who will assist with the coordination of school-wide professional learning opportunities to further support the school-wide literacy plan. The PLST has been reestablished to include instructional leaders across all content areas who are willing and have the time to support professional learning goals. Professional learning will take place at every faculty meeting and the second faculty meeting of each month will focus on professional learning versus the dissemination of information. Additionally, novice teachers have been paired with veteran teachers to support mentoring. Specific professional learning activities will focus on school-wide student-centered practices such as CER (Claim, Evidence, and Reasoning), technology integration, student collaboration and engagement, and explicit instruction.

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

Additional services that will be provided for teachers/students include the strategic use of resources and instructional practices to support the social-emotional needs of students. Weekly Differentiation will serve as a Tier 1 intervention in all ELA, Reading, and Math classes. Saturday Success Academy will serve as a Tier 2 Intervention for ELA and Math beginning in January. During school intervention in ELA and Math will serve as a Tier 3 Intervention which started on August 29, 2022. Monthly professional development provided by the Professional Learning Support Team started August 15, 2022.

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the end of year ELA assessment results, out of 232 9th grade students, 47 students scored at level 3 or higher and 24 students scored level 2.2; out of 204 10th grade students 38 students scored at level 3 or higher, 35 students scored 19 level 2.2, and 95 students scored within the level 1 range. On the end of year Math assessments, 73 9th grade students scored level 3 or higher and 27 additional students scored level 2.2. On the 10th grade Math assessment, 38 students scored level 3 of higher, 9 additional students scored level 2.2, and 96 students scored within the level 1 range. According to the data, if we increase student proficiency based upon the number of students performing at level 2.2 or higher, we place ourselves within the range necessary to improve our school grade from a C to a B (We are aware that school grades will not be released this year. However, we are maintaining our goal of reaching B status or higher.). We will focus on differentiation to uplift the ESSA student subgroups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the successful implementation of the Evidence-Based Practice of Differentiation leading to improved instruction, an additional 15% of the overall student body will demonstrate grade level proficiency or above in the area of ELA, an additional 20% in the area of mathematics, an additional 15% in Science, and an additional 10% in U.S. History on the 2022-2023 state summative assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will support instructional coaches and the PLST team in developing a need based professional development plan to support a student-centered learning environment focused on differentiation to support the ESSA student subgroups. Data analysis of progress monitoring assessments of all learners with specific emphasis on bubble and proficient students will be reviewed monthly to observe progress. We will create class and grade-level trackers to monitor progress monitoring and other formative assessments. Data will be consistently reviewed during Administrative, Instructional Leadership Team, and Professional Learning Support Team meetings. This plan will include the use of PD points and incentives to support instructional staff members to connect strategies to achievement. Administrators will also monitor coaching cycles, planning for the implementation of strategies during collaborative planning, and the execution of strategies during classroom walkthroughs. Extended learning opportunities will be offered to ESSA student subgroups to further close academic proficiency gaps.
Person responsible for monitoring outcome:	Nikeyta Jackson (missncjackson@dadeschools.net)
Evidence-based Strategy: Describe the evidence-	Within the Targeted Element of addressing ESSA Student Subgroups, our school will focus on the evidence-based strategy of differentiation via professional development offerings provided by our Professional Learning Support Team. 80% of our student body and 100% of ESSA student subgroups will receive differentiation in content area instruction. Differentiation will assist with accelerating proficiency for students performing

based strategy being implemented for this Area of Focus.	above and below grade-level. Differentiation will occur weekly in all in content area classes with the goal of students demonstrating grade-level proficiency or higher by May 2023. The Professional Learning Support Team will build the instructional capacity of all instructional team members in preparation for effective differentiation across content areas. The PLST team will support 100% of teachers with monthly professional learning experiences with goal of improving grade-level proficiency by May 2023.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Data results from the student climate survey revealed that only 33% of students agreed with the statement "My teachers make me want to learn." This highlights the need to address instructional strategies to support a student-centered learning environment in order to propel student success. Differentiation will ensure that teachers consistently analyze formative and summative assessment results and prepare for the individual needs of learners in each class.

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.

8/15 The principal will engage instructional personnel in professional learning centered on school-wide summative assessments results from the 2021-2022 school-year. As a result, teachers will develop a better understanding of the ESSA student subgroups and begin to make connections from other professional learning experiences. This shift in practice, will lead teachers to an increased understanding of our student subgroups and how we will work as a school to align practices designed to improve student proficiency.

Person Responsible	Kenneth Williams (208973@dadeschools.net)

8/12 and 8/15 The PLST Team will provide a series of Professional Learning sessions focused on school-wide instructional strategies that will assist teachers with developing differentiated activities at multiple levels while supporting a student-centered learning environment. This shift in practice, increase teacher knowledge and usage of active word walls, text dependent writing, and multiple vocabulary acquisition strategies to strengthen differentiation which are instructional strategies that can be used to support instructional practices in all content areas.

Person Responsible	Nikeyta Jackson (missncjackson@dadeschools.net)

8/22-10/14 Instructional Coaches will facilitate collaborative planning sessions with teachers to provide professional learning on differentiation, assist with the formation of differentiated instructional groups based on assessment results, and develop differentiated instructional plans for ESSA student subgroups across classes and content areas. This shift in practice, will lead to increased teacher understanding of differentiation and assist instructional coaches with planning and implementing differentiated lessons with teachers.

Person Responsible	Kenneth Williams (208973@dadeschools.net)

8/22-10/14 Teachers will collaborate with instructional coaches and one another to develop data trackers to monitor assessment results and to support whole group student data chats as well as individual student data chats. Teachers will adjust differentiated groups as necessary based on progress monitoring results. This shift in practice, will lead to more data based instructional decision making and analysis of ongoing progress monitoring results to improve the development of differentiated lessons.

Person Responsible Kenneth Williams (208973@dadeschools.net)

9/13-10/14 Extended learning opportunities such as before and after school tutoring and interventions as well as SAT/ACT Boot Camp and FSA Boot Camp will be provided to further support ESSA student subgroups. This shift in practice, will lead to increased student access to small group, differentiated instruction outside of the general classroom setting with the goal of increasing student proficiency.

Person Responsible Nikeyta Jackson (missncjackson@dadeschools.net)

10/31-11/10 The Principal will conduct data chats with instructional coaches to disaggregate assessment results from the first grading period. This shift in practice will ensure that instructional leaders are aware of learning outcomes within each department as they assist with supporting school-wide instructional practices.

Person Responsible Kenneth Williams (208973@dadeschools.net)

10/31-11/10 The Student Services Department will continue to collaborate with the Literacy Department, including the department administrator and teachers to increase opportunities for 11th and 12th grade Intensive Reading Retake students to participate in graduation assessments. During this meeting, both teams will analyze student rosters, waivers, and academic needs. This shift in practice will lead to increased accessibility to the Student Services Team and decrease the number of students not meeting Literacy graduation requirements.

Person Responsible Karen Delgado (karendelgado@dadeschools.net)

10/31-11/10 The Literacy Department Teachers will conduct data chats with 9th and 10th grade students to review AP1 assessment results. Teachers will also realign differentiated instruction groups and practices to meet the needs of students across each class period. This shift in practice will lead to increased knowledge and accountability among students who otherwise may disregard required assessments. This shift in practice will also allow teachers to embrace flexible grouping and other instructional practices in alignment with assessment data and teacher observation. The area administrator will monitor teacher progress on a weekly basis.

Person Responsible Nikeyta Jackson (missncjackson@dadeschools.net)

10/31-11/10 The Math and Science Department Teachers will conduct data chats with 9th and 10th grade students to review topic assessment results. Teachers will also realign differentiated instruction groups and practices to meet the needs of students across each class period. This shift in practice will lead to increased knowledge and accountability among students who otherwise may disregard required assessments. This shift in practice will also allow teachers to embrace flexible grouping and other instructional practices in alignment with assessment data and teacher observation.

Person Responsible Karen Delgado (karendelgado@dadeschools.net)

10/31-12/16 The Instructional Coach and Curriculum Support Specialist will provide direct support in the form of planning and coaching cycles to support academic transitions of course material and instruction in the ESOL through English and Developmental ESOL courses. This shift in practice will lead to improved

academic systems and instructional rigor to support ESOL students. The area administrator will monitor the progress of the teacher and the support provided by the instructional coach and curriculum support.

Person Responsible   Nikeyta Jackson (missncjackson@dadeschools.net)

10/31-12/16 The Instructional Coach and Curriculum Support for Math and Science will collaborate with one another to increase the use of ESOL instructional strategies to fully integrate ESOL students into academic structures within Math and Science classes. This shift in practice will lead to improved academic outcomes and access for ESOL students. The area administrator will monitor the progress of teachers and ESOL students.

Person Responsible   Karen Delgado (karendelgado@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 reviewed, our overall ELA proficiency increased by 3 percentage points during the 2021-2022 academic year. Our Math proficiency increased by 6 percentage points during the 2021-2022 academic year. Our Science achievement increased by 9 percentage points and Social Studies achievement increased by 15 percentage points. Each assessed area falls below 50% indicating that less than 50% of our student population demonstrated proficiency on required assessments. These data points highlight other areas of concern including graduation readiness because students often enter the senior year unprepared for graduation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the Evidence-Based Practice of Standards-Aligned Instruction, 45% of students will demonstrate proficiency in ELA, 45% in Algebra I, 45% in Geometry, 55% in Biology, and 60% in U.S. History, and 95% of our 12th grade students will graduate in May 2023. If teachers provide students with rigorous Standards-Aligned Instruction then student achievement for the 2022-2023 school year will reflect the goals in each category.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal and assistant principals will regularly attend collaborative planning sessions to ensure that instructional coaches guide teachers toward creating lesson plans centered around Standards-Aligned Instruction. The administrators will also provide instructional coaches with regular feedback centered around how Standards-Aligned lessons are implemented in content area classes. Additionally, administration will engage in weekly administrative meetings with one another to share successes and develop plans to address instructional concerns. Progress towards the goals mentioned will be monitored using ongoing progress monitoring assessments and graduation trackers to monitor graduation readiness.
Person responsible for monitoring outcome:	Kenneth Williams (208973@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of Standards-Aligned Instruction. The strategies that will be used to support the effective implementation of Standards-Aligned Instruction include the BEST Standards Handbooks, Standards-Aligned planning cards, standards-Aligned question stems, Standards-Aligned end products, and other Standards-Aligned materials. Explicit instruction will also be used to ensure that teachers provide learners with scaffolded instruction of each instructional standard. The principal and assistant principal will utilize a feedback protocol to ensure that coaches receive feedback regarding the support teachers receive during collaborative planning.

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.

Due to expected learning loss and a need to improve teachers' capacity to plan Standards-Aligned lessons our leadership team determined that strategically implementing Standards-Aligned Instruction will lead to an increase in student achievement in all content areas. This practice will also ensure that teachers provide students with the level of rigor and content needed to demonstrate proficiency on summative assessments.

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.

8/22-9/2 Administration will conduct initial walkthroughs to identify teachers that need support in the implementation and delivery of standards-aligned lessons following the Gradual Release of Responsibility Framework. As a result of this shift in practice, 100% of teachers who can benefit from instructional guidance to strengthen Standards-Aligned instruction will receive direct coaching support.

Person Responsible   Kenneth Williams (208973@dadeschools.net)

8/22-10/14 Instructional coaches will collaborate with administrators to develop Collaborative Planning calendars for each content area and provide teachers with copies and/or show them how to access standards-based planning cards. As a result of this shift in practice, 100% of teachers will have increased access to Standards-Aligned materials and training opportunities that will strengthen their instructional toolbox.

Person Responsible   Nikeyta Jackson (missncjackson@dadeschools.net)

9/6-10/14 Instructional coaches will implement coaching cycles for teachers based on administrative feedback centered around Standards-Aligned Instruction within student-centered environments focused on the development of lesson plans that are clear, logical, sequential, and aligned to Standards-Based learning. As a result of this shift in practice, 100% of instructional coaches will provide direct coaching support for 100% of identified teachers to strengthen Standards-Aligned Instruction.

Person Responsible   Nikeyta Jackson (missncjackson@dadeschools.net)

9/13-10/14 The Professional Learning Support Team will provide teachers with flexible professional learning experiences to be held after school and led by innovative teachers across all content areas. The primary focus of each training will revolve around improving Standards-Based Instruction and explicit instruction with at least two sessions focusing on academic achievement through the development of Standards-Based end-products. As a result of this shift in practice, 100% of teachers will have increased access and flexibility to receive on-site professional learning which will strengthen Standards-Aligned instruction for 100% of participating teachers.

Person Responsible   Nikeyta Jackson (missncjackson@dadeschools.net)

10/31-11/30 The Professional Learning Support Team will provide teachers with professional learning experiences during the mandatory professional development day and during department meetings. The primary focus of the experiences will be based on the Professional Development Survey results which indicated PD requests for Schoology and student engagement strategies. To support these requests, Professional Learning on Schoology and Cold-Calling will be provided. This shift in practice will lead to increased technology infusion and student engagement as teachers continue to provide Standards-Aligned Instruction. The professional learning experiences will be monitored by the area administrator.

Person Responsible Nikeyta Jackson (missncjackson@dadeschools.net)

10/31-11/30 The Reading Department will implement Standards-Aligned bell-ringers. This shift in practice will lead to increased rigor and Standards-Alignment in the 9th and 10th grade Intensive Reading Classes. This initiative will be monitored by the area administrator.

Person Responsible Nikeyta Jackson (missncjackson@dadeschools.net)

10/31-12/16 The Math and Science Departments will continue to build upon Differentiated Instruction Frameworks developed collaboratively by school-site employees and increase opportunities for Standards-Aligned Differentiated Instruction. This shift in practice will lead to improved academic outcomes for students in Math and Science courses. This initiative will be monitored by the area administrator.

Person Responsible Karen Delgado (karendelgado@dadeschools.net)

10/31-12/16 The 9th and 10th grade English Teachers will continue to build upon Differentiated Instruction Frameworks developed collaboratively by school-site employees and increase opportunities for Standards-Aligned Differentiated Instruction. This shift in practice will lead to improved academic outcomes for students in English courses. This initiative will be monitored by the area administrator.

Person Responsible Nikeyta Jackson (missncjackson@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.	Spring 2021-2022 Staff School Climate Survey revealed that only 2% of teachers receive daily feedback from administration to improve student outcomes, while another 29% of teachers indicated that they receive feedback weekly, and 32% receive feedback monthly. Additionally, only 47% of teachers agree that administration sets high standards for teaching, learning, and improvement by providing feedback on lesson planning. These data results indicate concerns regarding the communication of instructional expectations. Communication expectations via different types of feedback including verbal and written on different instructional components is important to set the expectation of creating and supporting a student centered environment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the successful implementation of the Evidence-Based Practice of strategic feedback and walkthroughs, through increased quantity and quality instructional walk-throughs in conjunction with feedback, there will be an increase in the positive responses for each of the questions identified in the Area of Focus Description and Rationale. The School Improvement Survey Staff survey for the 2021-2022 school-year revealed that only 25% of teachers indicated that administration conducts weekly walk-throughs in their respective classrooms while another 45% of teachers indicated monthly visits. If administrative walk-throughs increase and improve with feedback, at least 60% of teachers surveyed will indicate that receive weekly feedback.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal and assistant principals will coordinate with one another to develop an instructional support plan to ensure strategic walk-throughs are conducted in each classroom on a weekly basis. Administration will also survey staff during the second nine weeks period to monitor progress in this area. Based on survey responses, administration will adjust walkthroughs and feedback to meet teacher needs.
Person responsible for monitoring outcome:	Nikeyta Jackson (missncjackson@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the targeted element of strategic feedback and walkthroughs, our administrative team will focus on instructional delivery student engagement, and learning environment to assess the progress that teachers are making towards supporting a student-centered learning environment that effectively supports ESSA subgroups through differentiation and rigorous standards-aligned instruction. The walkthroughs will focus on elements used to assess teachers during formal observations.

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.

29% of the teachers at Miami Carol City Senior High have worked at the school for less than three years. This is the highest percentage for all retention groups with another 24% of teachers working at the school for 11-20 years. Additionally, 16 teachers left the school prior to the 2021-2022 school opening with another 8 leaving the school for various reasons including transfers, promotions, and new employment outside of MDCP-S prior to the start of the 2022-2023 school-year. Also, only one teacher was rated as Highly Effective after the VAM and another 11 were rated as Effective. Understanding data results and outcomes from previous years will allow the administrative team to redevelop school culture as part of the instructional support plan with the goal of increasing teacher retention while improving academics.

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.

8/22-10/14 Administration will engage in a collaborative discussion and action planning session revolving around the Spring 2021-2022 Staff School Climate Survey results to begin building on concerns that impacted teacher development and student achievement. As a result of this shift in practice, administration will develop a better understanding of teacher perspectives in order to develop plans that will effectively meet the needs of all teachers.

Person Responsible Nikeyta Jackson (missncjackson@dadeschools.net)

9/6-10/14 Administration will ensure that each collaborative planning session has an administrator or administrative representative present to confirm the use of school-wide practices and elements from the Framework of Effective Instruction. As a result of this shift in practice, administrators will have increased access to teachers with the goal of improving instructional relationships through feedback practices.

Person Responsible Kenneth Williams (208973@dadeschools.net)

9/12-10/14 Administrative team members will utilize the collaborative department walkthrough rotation calendar to ensure that instructional personnel are provided multiple opportunities to receive feedback from all administrative members. The rotational calendar will be updated each nine weeks. As a result of this shift in practice, administration will increase their presence in all classrooms and opportunities to increase instructional support through feedback practices.

Person Responsible Nikeyta Jackson (missncjackson@dadeschools.net)

9/6-10/14 Administrative team members will document their classroom walkthroughs using a structured collaboration document. As a result of this shift in practice, the principal will have increased access to monitor how administrators interact and support instructional staff members.

Person Responsible Kenneth Williams (208973@dadeschools.net)

10/31-12/16 Administrative Team Members will build upon classroom walkthroughs, observations, and feedback practices to extend opportunities for classroom teachers to engage in face-to-face feedback

sessions as requested. As a result of this shift in practice, teachers will have increased access to administrative team members which may lead to improved school culture and teacher flexibility.

Person Responsible   Kenneth Williams (208973@dadeschools.net)

10/31-12/16 Administrative Team Members will ensure that instructional planning is framed around the Framework of Effective Instruction with an increased focus on Knowledge of Learners, Instructional Delivery, and Instructional Engagement. This shift in practice will ensure that teachers continue to plan for and implement practices to increase student engagement and rigor while supporting Standards-Aligned Instruction.

Person Responsible   Kenneth Williams (208973@dadeschools.net)

#4. 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.	Based on the SIP Dashboard on Power Bi 30% or 176.7 students had 31 or more absences during the 2021-2022 school-year as compared to 39% during the 2020-2021 school-year. When compared to the school district, MCCSH has double the amount of students or 15% more missing 31 days or more during the 2021-2022 school-year. Additionally, roughly another 33.29% or 196.07 students missed between 16 and 30 days of school. These data points highlight a major attendance issue. Due to this fact, the school leadership team will implement steps that will support/ensure students are frequently attending school. This will ensure that students are receiving daily instruction that will support an increase in student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the successful implementation of the evidence-based practice of improved student attendance through the deliberate formation and support from the Attendance Review Committee, the number of students missing between 15 and 30 days of school will be reduced by at least 50% and the number of students missing 31 days of more will be reduced by 60% by June 2023. The daily attendance goal is 90%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	An incentive committee will be implemented to assist the attendance committee with improving school-wide attendance outcomes. Additionally, the Attendance Review Committee (ARC) will work concurrently with the student services team to track and monitor student attendance. The administrative team will survey staff members to solicit ideas to improve student attendance and to create a school-wide motivational system. Based on survey responses and student trackers, the incentive committee will lead multiple initiatives to support student attendance outcomes.
Person responsible for monitoring outcome:	Kebony King (kebonyking@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Within the Area of Focus of Positive School Culture, we will focus on improving student attendance so that learners can benefit from the student-centered learning environments within the school. By focusing on student attendance, student success will improve in multiple areas including academics and social/emotional health.

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.

During the 2021-2022 school-year, 63% or 372.77 out of 589 enrolled students missed more than 15 days of school. In total 420 out of the 589 students had an average attendance rate below the 90th percentile. Rewarding students for positive attendance trends will highlight the value of small input actions that students can take that will lead to academic and personal success. A school-wide incentive system will encourage students to demonstrate pride in themselves and their school community. Positive attendance trends also provide teachers with consistent student data that will support teachers in developing instructional materials that will support all learners.

Action Steps to Implement

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.

8/22-10/14 Create an Attendance Review Committee to develop protocols for monitoring school-wide attendance. During the initial meeting, the ARC will review EWI reports and historical school-wide data to inform action planning steps. The Attendance Review Committee is responsible for developing action and incentive plans to garner teacher support and to improve overall student attendance. As a result of this shift in practice, the ARC will be better equipped to develop support plans for students using the team collaboration site.

Person Responsible   Kebony King (kebonyking@dadeschools.net)

8/26-10/14 The Attendance Review Committee will review daily attendance reports to identify students with 2 or more consecutive absences. Committee members will then contact parents/guardians and begin developing an attendance action plan designed to improve student attendance. As a result of this shift in practice, ARC team members will be able to document when and how parents were informed as well as next steps that may include school site conferences leading to increased parental engagement.

Person Responsible   Kebony King (kebonyking@dadeschools.net)

8/26-10/14 All instructional team members with classroom responsibilities will create a makeup work folder or post make up work requirements on Schoology to provide students with additional opportunities to complete assignments as part of the overall attendance support program. As a result of this shift in practice, student attendance may increase as students may feel empowered to complete missed assignments due to increased flexibility.

Person Responsible   Kenneth Williams (208973@dadeschools.net)

9/19-10/14 Phase One EWI Meetings: The Attendance Review Committee will use the Early Warning Indicators (EWI) Report to identify students that have three or more Early Warning Indicators that include attendance. Team members will conduct data chats with each student focusing on attendance, academics, and behavior. Together, the team will create and implement support plans for each identified student. As a result of this shift in practice, students may begin to make tangible changes in their practices as they develop a better understanding of the connection between attendance, academic progression, and graduation.

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

9/19-10/14 The Attendance Review Committee (ARC) and the school-site Social Worker will conduct home visits and offer wrap-around support services including mental health and community support as needed. As a result of this shift in practice, students and families will learn more about school site supports and the outside referral process which may increase parental engagement within fragile student subgroups.

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

10/31-11/10 The Attendance Review Committee (ARC) and the Student Activities Committee will collaborate to plan and implement an incentive to reward students earning Perfect Attendance during the first grading period. As a result of this shift in practice, students earning Perfect Attendance will be encouraged to maintain the practice.

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

10/31-12/2 The Student Activities Committee will collaborate with school partners to conduct report card, attendance, and data chats with all 9th, 10th, and 11th grade students. This shift in practice will provide administration with additional methodology to enhance student accountability across multiple areas with the goal of decreasing the number of students identified on the monthly Early Warning Indicator (EWI) Reports.

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

10/31-12/16 The Attendance Review Committee (ARC) will utilize updated Early Warning Indicator Reports (EWI) to identify students who had more than three absences and at least one failing grade. Team members will conduct home visits as necessary and parent conferences to address this fragile group of students. This shift in practice will elevate parent involvement by ensuring that parents are informed of missed learning opportunities as well as the potential of student course failure.

| **Person Responsible** | Kebony King (kebonyking@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.

Miami Carol City Senior addresses building a positive school culture by celebrating the success of students and staff through social media and school announcements. Staff accomplishments are also highlighted through the use of the Chief of the Month award and parking space. School culture is also highlighted by celebrating student micro-achievements which increases the number of students celebrated for making

academic and personal progress. Teachers will be encouraged to use a monitoring system, to award points and recognize the many ways in which students are attempting to be model students. The Student of the Month award will serve as distinction for academic and behavioral excellence. In addition, each subject area and/or department will use a physical board to post the top students as indicated by the monitoring system throughout the school to increase visibility and awareness. We will also engage students in a mindset of success through competitive and collaborative rewards. Students will be able to participate in school-spirited activities as they show growth and proficiency in targeted areas.

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

The principal and administrative staff members will lead the school in creating and promoting a positive school culture and environment. The principal will lead as "Celebrity in Chief" by consistently highlighting/ promoting positivity via school announcements and social media campaigns. The administrative staff members will assist the principal by analyzing staff and student survey results and consistently communicating with staff members to reveal best practices, teachers who are making significant connections with students, and students who are making tremendous progress.