

Miami-Dade County Public Schools

Miami Carol City Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Miami Carol City Senior High

3301 MIAMI GARDENS DR, Miami Gardens, FL 33056

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 Team, Student Activities Department, 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	Other	Nikeyta C. Jackson, Vice Principal Vice Principal and lead administrator for school-wide curriculum and instruction facilitator for the School Improvement Planning Team. Serve as the Administrative and Instructional Leader for the English Language Arts, Reading, Magnet, and CTE Programs. Manage the instructional needs of assigned departments by aligning the 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.
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.
Brown, Byron	Assistant Principal	Assistant Principal Serves as the administrative and instructional leader for the Science, Fine Arts, and Elective departments. Manages the instructional needs of assigned departments by aligning the 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. Support organizational leadership goals through effective decision-making, leadership development, school management, and communication.
Reigosa, Lissette	Assistant Principal	Assistant Principal Serves as the instructional leader for the Math, Exceptional Student Education (ESE), and Business departments. Manages the instructional needs of the Math, ESE, and Business departments by aligning the support of the Math Department Chair, ESE Chair and other instructional leaders to the school

Name	Position Title	Job Duties and Responsibilities
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improvement plan. Ensures that student attendance is a priority by establishing and maintaining daily protocols. Support organizational leadership goals through effective decision-making, leadership development, school management, and communication.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Staff and community members at Miami Carol City Senior High School are actively involved and invested in the creation and implementation of the School Improvement Plan. In addition to school-site staff members, the EESAC Committee consistently reviews the School Improvement Plan on a quarterly basis, makes recommendations, and votes on final submissions. The EESAC Committee is comprised of elected staff members, student body representatives, CHIEF Alumni, and volunteers from the community to include business representatives, administrators from local colleges and universities (Miami Dade College and Florida Memorial University), and parents of current and past students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The implementation of the School Improvement Plan will be monitored by the Administrative Team during weekly Administrative Team meetings and in collaboration with Instructional Coaches and the Curriculum Council. The EESAC Committee will also participate in quarterly monitoring by reviewing, making recommendations, and approving the contents of the School Improvement Plan as it is developed and revised. The Administrative Team will lead the development and revising of The School Improvement Plan by disaggregating and triangulating assessment results for each tested area.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	522	
One or more suspensions	0	0	0	0	0	0	0	0	0	332	
Course failure in ELA	0	0	0	0	0	0	0	0	0	145	
Course failure in Math	0	0	0	0	0	0	0	0	0	223	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	421	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	452	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	458	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	600

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	35

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	55	50	20	54	51	17		
ELA Learning Gains				37			20		
ELA Lowest 25th Percentile				39			19		
Math Achievement*	17	43	38	14	42	38	8		
Math Learning Gains				38			14		
Math Lowest 25th Percentile				65			25		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	51	62	64	31	41	40	22		
Social Studies Achievement*	41	69	66	47	56	48	32		
Middle School Acceleration					56	44			
Graduation Rate	95	89	89	90	56	61	93		
College and Career Acceleration	57	70	65	51	67	67	58		
ELP Progress	46	49	45	44			37		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	90

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	4
ELL	34	Yes	4	
AMI				
ASN				
BLK	49			
HSP	43			
MUL				
PAC				
WHT				
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL	35	Yes	3	
AMI				
ASN				
BLK	45			
HSP	38	Yes	1	
MUL	25	Yes	1	1
PAC				
WHT				
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			17			51	41		95	57	46
SWD	10			16			5	11		24	6	
ELL	3			17			33	23		30	7	46
AMI												
ASN												
BLK	29			17			50	42		58	6	
HSP	18			18			52	38		35	7	53
MUL												
PAC												
WHT												
FRL	29			17			50	43		55	7	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	20	37	39	14	38	65	31	47		90	51	44
SWD	6	23	24	9	35	61	24	11		72	38	
ELL	9	44	38	16	42	50	13	18		94	19	44
AMI												
ASN												
BLK	20	37	43	13	38	72	32	49		92	58	
HSP	20	36	37	20	38	47	28	32		85	32	40
MUL	21	36		0	43		25					
PAC												
WHT												
FRL	19	37	40	14	38	65	30	48		90	51	44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	17	20	19	8	14	25	22	32		93	58	37
SWD	7	3	0	0	17	30	6	6		88	36	
ELL	5	23	22	3	14	15	14	23		82	43	37

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	17	19	20	9	13	27	21	31		96	59	
HSP	20	27	21	6	14	20	26	35		87	53	37
MUL	14	16		11	16							
PAC												
WHT												
FRL	17	20	18	8	14	25	23	31		93	59	37

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	26%	54%	-28%	50%	-24%
09	2023 - Spring	25%	51%	-26%	48%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	56%	-35%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	52%	-39%	48%	-35%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	65%	-19%	63%	-17%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	66%	-26%	63%	-23%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reflecting on the 2023 Spring Assessments, ELA and Math achievement demonstrate the greatest need for academic improvements. Standards-Aligned instruction, Differentiated Instruction, Intervention, and Project Based Learning opportunities are needed to elevate student proficiency and learning gains across ELA and Math. Contributing factors include teacher retention and student readiness for grade-level instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Summative Spring Assessments in Math which include Algebra I and Geometry showed the greatest decline from the 2021-2022 school-year in comparison with the 2022-2023 school-year. Between 2021 and 2023, math proficiency declined 17 percentage points from 34% proficient (Spring 2021) to 17% proficient (Spring 2023). There was a 2% increase in overall proficiency between the Spring 2022 and Spring 2023 assessments. Factors contributing this decline include student readiness for rigorous, grade-level instruction, teacher retention, teacher support as the department did not have a math coach during the school-year, and classroom management.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Reflecting on the 2023 spring assessments, Math achievement in both Algebra I and Geometry have the greatest gaps when comparing Miami Carol City to state averages. Students demonstrated 13% proficiency in Geometry and 17% proficiency in Algebra I on the spring 2023 summative assessments. On the other hand, 50% of students statewide, who participated in the Algebra I assessment demonstrated proficiency, while 48% of students statewide, who participated in the Geometry assessment demonstrated proficiency. Factors contributing to this gap include trends in Algebra I readiness with Miami Carol City Senior receiving large numbers of incoming freshmen who lacked the foundation to take Algebra I in middle school. Additional contributing factors include teacher retention as Miami Carol City hired an Algebra I teacher in December of 2022 and this teacher did not return, and another teacher chose to attend medical school after teaching for just three years.

Which data component showed the most improvement? What new actions did your school take in this area?

Reflecting on the 2023 spring assessments, Science achievement in Biology showed the most improvement in proficiency with students at Miami Carol City Senior demonstrating 39% proficiency on the 2021-2022 Spring Biology EOC assessment versus 46% proficiency on the 2022-2023 Spring Biology EOC assessment. New actions implemented by the school include increased support from the instructional coach for Science and district personnel, as well as targeted interventions and labs. The Instructional Coach for Science collaborated with district personnel on a weekly basis; district personnel and the Science Coach provided direct coaching support in the form of modeling, co-teaching, and intervention for the Biology and Research teachers; and Science labs were conducted during Saturday, Winter Break, and Spring Break Academies.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on Early Warning System Indicators from the 2022-2023 school year, the following areas are potential concerns: the number of students meeting two or more indicators and the number of students with one or more suspensions. According to the EWI chart, 887 students were enrolled at Miami Carol City Senior High School during the 2022-2023 school year. The EWI chart revealed that 24% of students at Miami Carol City failed their ELA course and 27% failed their respective math course in comparison to the district average of 9% and 10% respectively.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Teacher Retention and Recruitment
 Graduation Readiness
 Student Attendance
 Standards-Aligned Instruction
 Student Engagement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to end-of-year ELA summative assessment results, 25% of 9th-grade students demonstrated proficiency as compared to 48% of 9th graders on the district level; 26% of 10th-grade students demonstrated proficiency as compared to 51% of 10th graders on the district level; 21% of students participating in the Algebra I assessment demonstrated proficiency for Miami Carol City Senior High while 65% of students demonstrated proficiency on the Algebra I assessment on the district level. 46% of students participating in the Biology assessment demonstrated proficiency whereas, 79% of students participating in the Biology assessment demonstrated proficiency on the district level and 40% of students demonstrated proficiency on the U.S. History assessment and 66% of students demonstrated proficiency on the district level. Based on the data and identified contributing factors: teacher absences in ELA, lack of a math coach, high numbers of ESOL levels 1 and 2, and student readiness for grade-level tasks.

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 Standards-Aligned Instruction, Miami Carol City Senior High will achieve our proficiency targets for the 2023-2024 school year as follows: ELA Goals: 30% proficiency, 40% learning gains, and 50% learning gains for L25; Math Goals: 25% proficient, 40% learning gains, and 55% learning gains for L25; Biology Goals: 55% proficient; and U.S. History Goals: 50% on the end-of-year summative assessments.

Monitoring:

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

August-October: Mr. Kenenth Williams, Principal, and Ms. Nikeyta Jackson, Vice Principal along with Ms. Wright-Reigosa and Mr. Brown, Assistant Principals will guide instructional coaches, curriculum support from the district, and other school-site leaders in providing consistent professional learning opportunities focused on Standards-Aligned Instruction during professional learning days, through collaborative planning, and during coaching support. Administration will also regularly conduct formal and informal observations, feedback sessions, and lesson plan reviews to ensure consistent and appropriate use of Standards-Aligned Instruction.

Person responsible for monitoring outcome:

Nikeyta Jackson (missncjackson@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Evidence-Based Intervention of Benchmark-Aligned Instruction will be offered as a professional learning opportunity for staff via the Professional Learning Support Team. The Standards-Aligned professional learning opportunities will increase the knowledge of instructional staff members and their ability to successfully implement the standards within instruction. Eighty percent of our instructional staff will receive this service in order to support the Area of Focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The State Board of Education (SBE) adopted Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for ELA and Mathematics on February 12, 2020. The B.E.S.T. Standards will be fully implemented in the 2022-2023 school year along with aligned instructional materials and statewide assessments. Additional rationale for use of the evidence-based practice is aligned to spring

2023 end-of-year summative data results and evidence review: ELA 26% proficient, Math 17% proficient, Biology 46% proficient, and U.S. History 40% proficient. Based on the data and the identified contributing factors and evidence review, we will implement the targeted element of Standards-Aligned Instruction to 1) ensure teacher familiarity with the instructional standards for their respective instructional area, 2) to ensure teacher use of the instructional practice during collaborative planning and lesson plan development, and 3) to ensure students understand and begin working towards mastery of the instructional standards in each content area.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/14-8/14 The principal will deliver an opening address focusing on the Spring 2023 end-of-year summative assessment results across content areas. The data results will prepare teachers to filter and identify specific instructional standards impacting student progress.

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

By When: August 14, 2023

8/28-9/29 Teachers will begin receiving support during collaborative planning with an increased focus on understanding Benchmark-Aligned Instruction and the consistent development of Benchmark-Aligned instructional lesson plans.

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

By When: September 29, 2023

9/5-9/15 Administration will conduct informal observations for all new teachers and provide immediate feedback during debriefing with an intentional focus on the integration of Benchmark-Aligned Instruction.

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

By When: September 15, 2023

9/26 The PLST Team will offer a professional learning session connecting student efficacy with instructional practices with an increased focus on the integration of Standards-Aligned Instruction.

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

By When: September 26, 2023

9/26-9/29 The area administrator will guide the instructional coach, teachers, and interventionists in the development of an intervention plan focused on Standards-Aligned Instruction.

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

By When: September 29, 2023

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to end-of-year Early Warning Indicator (EWI) reports from the 2022-2023 school year, 50% of students at Miami Carol City Senior missed 16 or more days of school versus the district average of 29%; 18% of students at Miami Carol City Senior missed between 11-15 days of school versus the district average of 16%. Additionally, of the 916 students enrolled at Miami Carol City Senior High School during the 2022-2023 school year, 290 students had an attendance rate below 90% meaning that this group of students missed at least 18 days during the regular school year. Early Warning Indicator reports from the 2022-2023 school year indicate that 13% of students from Miami Carol City were suspended versus 2% within the school district. Based on the data, contributing factors include a transient population of students that transfer in and out, students residing in group home settings, and a significant number of students receiving on-site mental health services, social services, and trust counselor services.

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 Response to Early Warning Systems, the number of students with attendance below 90% will decrease by at least 50% from 290 to 145 or less. Additionally, the overall percentage of students suspended will decrease by at least 50% from 13% to 6.5% or less.

Monitoring:

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

August-October: Nikeyta Jackson, Vice Principal will lead the consistent review of Early Warning Indicator (EWI) reports with all related departments to ensure that each team has knowledge of the targeted student population. Monitoring will take place weekly during Leadership Team meetings. Planning to review and address steps will take place weekly among the related departments. Other team members assisting with monitoring attendance and suspensions include Lissette Wright (Assistant Principal), Byron Brown (Assistant Principal), Chardae Jinks (Dean of Discipline), LaCresha Blue (Dean of Discipline), Bonita Cooper (Graduation Coach) and Margalie Clark (Social Worker).

Person responsible for monitoring outcome:

Nikeyta Jackson (missncjackson@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the area of focus positive culture and environment, specifically relating to attendance, discipline, meeting grade level on statewide assessments, student promotion, and on time, our school will focus on the use of Response to Early Warning Systems as an evidence-based intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research-based indicators to identify students at risk of failing to meet educational milestones such as attendance, discipline, meeting grade level on statewide assessments, student promotion, and on-time graduation. Additional rationale for the use of the Early Warning System is aligned with interrelated concerns among attendance and disciplinary suspensions.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/17-9/29 The Attendance Bulletin will be sent out daily to all faculty and staff members for review. As a result, the Attendance Review Committee as well as teachers and staff will contact parents of students missing two or more absences.

Person Responsible: [no one identified]

By When: September 29, 2023

9/1-9/8 Meet with the Attendance Review Committee to review protocols for monitoring student attendance. During the meeting, the ARC will review 2022-2023 EWI data. As a result, the ARC will develop action steps to improve daily student attendance.

Person Responsible: [no one identified]

By When: September 29, 2023

9/15-9/29 The Leadership Team will meet to review the Early Warning Indicator reports, identify targeted students, and develop intervention plans to provide support for each group.

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

By When: September 29, 2023

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Staff Level Data from the 2022-2023 school year, the results indicate a need to focus on staff retention and recruitment. The staff level data includes: 18% of staff have less than three years of service at Miami Carol City Senior High School; 11% of staff have one or fewer years of service at Miami Carol City Senior High and 7% of staff have less than three years of service at Miami Carol City Senior High. Additional data reflects 27% of teachers with three years or less experience is 10% greater than the district and 14% greater than Tier 1 schools. Based on the data, contributing factors include: the retention of Teacher for America (TFA) candidates and novice teachers in need of field experience and teaching pedagogy.

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 a mentoring program, staff retention of teachers with 0-1 years at Miami Carol City Senior will increase from 11% to 15% or more and 2-3 years at Miami Carol City Senior will increase from 7% to 10% or more. Additionally, the recruitment and retention of teachers with at least 11 years of experience will increase from 11% to at least 15% or more. Finally, the percentage of teachers missing between 5 and 10 days will decrease from 44% to 37% or less.

Monitoring:

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

August-October: The area principal, Kenneth Williams, will conduct monthly progress checks with mentors and mentees to ensure progress towards established goals is happening and documented consistently. Mr. Williams will ensure that mentors and mentees receive support based on identified needs.

Person responsible for monitoring outcome:

Kenneth Williams (208973@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element, Miami Carol City Senior will focus on the mentorship of novice teachers. Teacher Retention includes a set of practices such as participation in teacher recruitment fairs to identify, interview, and employ qualified teaching candidates, and the use of mentoring programs to provide support for novice teachers to address instructional practices and interpersonal concerns that may impact retention and attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mentorship Programs refer to the implementation and maintenance of mentoring programs which may include: teacher-to-teacher and teacher-to-leader. Effective Mentorship Programs include regularly scheduled meetings between the mentor and mentee(s) with a purposeful conversation that has set objectives. Mentorship can help develop teachers' social-emotional competencies, create a sense of belonging, and increase valuing of school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/21/-8/31 We will pair our novice teachers with veteran teachers. After pairing, we will implement our school-site mentoring program. Our focus is to assist and retain new teachers by providing high-quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement.

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

By When: 8/31/2023

9/18-9/22 The Administration will create a bi-weekly meeting schedule for mentees and mentors to observe one another and debrief. As a result of this collaboration, mentees will consistently receive face-to-face support and the ability to work alongside their respective mentors.

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

By When: 9/22/2023

9/18-9/29 Meet quarterly with staff to develop team-building exercises to increase staff morale. We will align with the superintendent's vision of "We Equals One." Raising staff morale is vital in developing and enriching the school's culture. In addition, it helps to promote collaboration, rapport, and communication. These practical components can assist a new teacher in navigating through the challenges of the profession.

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

By When: September 29, 2023

9/26 Provide quarterly surveys to determine the professional needs and resources of teachers. This information will assist the administration in deciding what specific resources are needed to assist educators in meeting the learning needs of students. Furthermore, assist our PLST team in identifying Professional Learning experiences that educators are advocating and encouraging professional growth.

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

By When: September 29, 2023

#4. Graduation specifically relating to Graduation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022 graduation rate for Miami Carol City Senior is 90% in comparison to the district rate of 88.2%. According to the graduation tracker, the graduation rate at Miami Carol City Senior is consistently impacted by a variety of negative factors. One primary factor impacting graduation rates are negative withdrawal codes for students which currently account for 28 students from the 2023-2024 graduation class as compared to 34 students from the 2022-2023 graduating class. Other factors impacting the current graduation cohort include the number of students deemed graduation ready: only 74 or 43% of the graduation class have met both Reading and Math assessment requirements; 131 students have met the graduation GPA requirement while 41 or 24% of students have a GPA below 2.0, and 28 students are missing 4 or more credits needed for graduation.

Measurable Outcome:

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

There are 172 seniors currently enrolled in the 2023-2024 cohort. If we implement Self-Efficacy practices such as data chats, parent meetings, and mentoring opportunities, 12th-grade students will challenge themselves as they encounter difficult tasks and improve self-motivation which will increase graduation readiness from 35 students to over 150 students ready for graduation.

Monitoring:

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

August - October:

The graduation area of focus will be monitored by the area administrator who will consistently track student progress using the graduation tracker, conduct status meetings with the graduation coach, data chats with teachers, and progress checks with students to ensure that graduation readiness goals are being met incrementally such as passing graduation assessments or earning concordant scores in addition to improving GPAs by earning passing grades.

Person responsible for monitoring outcome:

Nikeyta Jackson (missncjackson@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Self-efficacy is a set of practices designed to improve how students believe in themselves. These practices range from Tier 1 whole-group data chats that will be conducted with all seniors to Tier 3 individualized data chats and transition plans for students failing to make adequate progress.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Self-efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

8/17-8/31 Analyze the current reality or graduation readiness status of the 2023-2024 cohort with the Graduation Coach and the Student Services Team. As a result of analyzing our current reality, the Graduation Coach and the Student Services team will be able to develop an action plan to enhance graduation readiness throughout the school year.

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

By When: 8/31/2023

8/17-9/15 Conduct collaborative parent and student conferences with students whose GPA are below 1.5 and/or missing more than 5 credits. Parents will be empowered to conduct accountability checks with their students and maintain communication with the Graduation Coach and Student Services Team.

Person Responsible: Bonita Cooper (bcooper@dadeschools.net)

By When: 9/15/2023

8/17-9/15 The Instructional Reading Coach, Intensive Reading Retake Teachers, and Math for College Algebra teachers will conduct whole group data chats with each class to engage in goal setting and increase student self-efficacy. As a result of the whole group data chats, students will learn how the grade level is performing and will begin to challenge and encourage one another to engage in self-efficacy practices in preparation for graduation.

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

By When: 9/15/2023

9/1-9/18 The Instructional Reading Coach and Intensive Reading Retake Teachers will collaborate with district personnel and one another to develop and implement curricular materials and instructional practices during a Reading Camp to further prepare students for initial Reading content graduation assessments. As a result of student preparation in the Reading Retake Camps, students will feel better prepared for each assessment. At least 20% of students will pass during the initial test administration.

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

By When: 9/18/2023

9/1-9/22 The Math Department will collaborate with district personnel and one another to develop and implement curricular materials and instructional practices to further prepare students for initial math content graduation assessments. As a result of student preparation in the Math Retake Camps, students will feel better prepared for each assessment. At least 20% of students will pass during the initial test administration.

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

By When: 9/22/2023

9/22-9/29 Senior Parent Night will be conducted to support the graduation readiness of all seniors. During this mandatory meeting, parents and students will participate in tiered sessions based on specific graduation readiness needs. As a result of participation, parents will be empowered to conduct accountability checks on their students and maintain communication with the Student Services Team.

Person Responsible: Bonita Cooper (bcooper@dadeschools.net)

By When: September 29, 2023

9/22-9/29 A senior mentoring program will be established to improve the self-efficacy of all seniors who are not currently meeting at least 75% of graduation readiness requirements. As a result of participating in

the senior mentoring program, at least 90% of all seniors in this group will achieve graduation readiness activities during this quarter.

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

By When: September 29, 2023

#5. 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Miami Carol City Senior High Schools is comprised of 157 or 24% of students that fall within the ESOL ESSA Subgroup. On the 2022-2023 end-of-year summative assessments, 10% of ELL students at Miami Carol City Senior High demonstrated proficiency on the ELA assessment versus 44% on the district level, 12% of ELL students at Miami Carol City Senior demonstrated proficiency on the math assessment versus 53% on the district level, 30% of ELL students at Miami Carol City Senior demonstrated proficiency on the Science assessment versus 44% on the district level, and 22% of ELL students at Miami Carol City Senior demonstrated proficiency on the US History assessment versus 63% on the district level.

Miami Carol City Senior High School has 115 students who are classified under the Exceptional Student Education (ESE) Program. Seven percent of the ESE students at Miami Carol City Senior demonstrated proficiency on the ELA assessment versus 28% on the district level, 15% of the ESE students at Miami Carol City Senior demonstrated proficiency on the math assessment versus 36% on the district level, 5% of the ESE students at Miami Carol City Senior demonstrated proficiency on the Science assessment versus 26% on the district level, and 10% of ESE students at Miami Carol City Senior demonstrated proficiency on the U.S. History assessment versus 44% on the district level.

Assessment data for Hispanic students ranged from a low of 13% and 14% proficiency on the math and reading assessments respectively versus a district average of 50% and 57% proficient on the same assessment for the same subgroup.

Finally, there are 8 students classified as multiracial at Miami Carol City Senior High School who demonstrated proficiency across all assessments below 40% versus district proficiency rates for the same subgroup between 70% and 87% across all content areas.

Measurable Outcome:

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

If the teachers at Miami Carol City Senior High School successfully and consistently implement the evidence-based practice of English Language Learners (ELL) Strategies, 15% of ELL students will demonstrate proficiency on the ELA assessment, 25% of ELL students will demonstrate proficiency on the math assessment, 40% of ELL students will demonstrate proficiency on the Science assessment, and 30% of ELL students will demonstrate proficiency on the US History assessment.

If teachers at Miami Carol City Senior High School successfully implement ESE Strategies ESE students will demonstrate at least a 5 percentage point increase across all content area exams.

If teachers at Miami Carol City Senior High successfully and consistently implement the evidence-based practice of English Language Learners (ELL) Strategies, Hispanic and Multiracial students will demonstrate at least a 5 percentage point increase in proficiency across all content area assessments.

Monitoring:

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

August-October

The ESSA area of focus will be monitored by Nikeyta Jackson, Vice Principal, who will consistently track and update student and parent participation in each action step. Ms. Jackson will also provide accountability checks by providing the Leadership Team, Student Services, and Instructional Personnel

with academic, behavioral, social emotional, and behavioral updates. Students with Tier 3 concerns will receive additional layers of support through individualized action planning.

Person responsible for monitoring outcome:

Nikeyta Jackson (missncjackson@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ongoing Progress Monitoring (OPM)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

09/01-9/29 A strategic orientation will be held for students in each subgroup performing below the 41% threshold to provide students with a clear analysis of their ongoing progress. The analysis will take place as a data chat.

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

By When: September 29, 2023

9/25-9/29 Parent Night(s): A strategic parent night will be held for students in each subgroup performing below the 41% threshold to inform parents and students of academic requirements, to share assessment data, to share course data, and to share best practices for success. As a result of the Parent Night activities, parents will be empowered to conduct accountability checks with their children regarding progress in all areas.

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

By When: September 29, 2023

10/11-9/29 Mid-Quarter Progress Monitoring Meeting: A strategic Mid-Quarter Progress Monitoring meeting will be held for students in each subgroup performing below the 41% threshold to ensure that students are making adequate progress in relation to their respective goals that were developed during orientation. Academic, attendance, behavioral, and social-emotional checks will serve as the main areas of focus during the Mid-Quarter Progress Monitoring Meeting.

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

By When: September 29, 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Miami Carol City Senior High School disseminates the School Improvement Plan to stakeholders using a variety of methods including: during parent meetings, during PTSA meetings, during EESAC meetings, and will also be placed on the school website. The website address is as follows:

<https://miamicarolcityshs.net>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Miami Carol City Senior High School plans to build positive relationships with parents, families and other community stakeholders through the implementation of strategic parent nights such as Freshman, Sophomore, Junior, and Senior Parent Night. These type of activities will allow faculty and staff to build relationships with parents beyond conducting traditional meetings such as PTSA. All meetings and the Parent and Family Engagement Plan will be placed on the school website. The web address is

<https://miamicarolcityshs.net>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Miami Carol City Senior High School plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by implementing the following strategies and programs: during school math and reading intervention programs, Saturday School, Winter and Spring Break academies, Senior ACT/SAT bootcamps, CTE bootcamps, athletic study hall and tutoring programs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Each of the programs and strategies to be implemented support the academic progression of students participating in CTE programs. Participating students will receive additional, intensive instruction in preparation for CTE examinations in addition to classroom instruction.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Miami Carol City Senior High School ensures that students receive counseling, school-based mental health services and other wrap-around services through consistent collaboration with all in-house service and community service providers. Students utilize QR codes to sign up to meet with staff for non-emergency issues, teachers submit referrals, and all staff are available for emergencies. Staff also utilize our newly constructed mindfulness room to conduct group therapy sessions. Students are also referred for services instead of consequences when low-level infractions are committed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Miami Carol City Senior High School offers a variety of CTE courses thereby affording the vast majority of students, the opportunity to access and earn postsecondary credits while enrolled in high school. These courses are within the following areas: Hospitality and Tourism (culinary arts program), Business Education (Microsoft certifications), and Criminal Justice (911 Operator). We also offer Cosmetology courses for exposure although students are unable to earn credit for this program.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Miami Carol City Senior High School has implemented a Discipline Committee that utilizes components of the Positive Behavior School program in conjunction with the Student Services program (Counselors, Social Worker, and Mental Health Therapists) to analyze Early Warning System Indicators (EWI) and address student behavior. Students are referred for disciplinary infractions utilizing a tiered approach that includes warnings, parental contact, related referrals, and rewards/incentives.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Miami Carol City Senior High School has a Professional Learning Support Team (PLST) which provides professional learning opportunities throughout the school year in alignment with teacher requests, data analysis, and the School Improvement Plan. The school has a plan delineating quarterly course offerings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Miami Carol City Senior conducts at least 2 feeder pattern activities each year designed to provide parents opportunities to engage across the feeder pattern as students matriculate from one grade level to the next.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
4	III.B.	Area of Focus: Graduation: Graduation	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes