

Miami-Dade County Public Schools

Miami Central Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	31

Miami Central Senior High School

1781 NW 95TH ST, Miami, FL 33147

<http://miamicentral.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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Sands, Raymond	Principal	Mr. Sands is responsible for leading the school's staff and students with a clear vision. He collaborates with stakeholders to establish a positive and safe environment for all. Mr. Sands provides instructional data to school leaders to provide focus for student success. He promotes a school climate to provide high expectations and student engagement for all students. He manages the operation and organization of the school. Mr. Sands communicates with all stakeholders.
	Other	Mrs. Parris is responsible for supporting principal in leading the school's staff and students with a clear vision. She communicates achievement data to promote academic success with all stakeholders. Mrs. Parris oversees our Science, Magnet and CTE departments. She supervises instruction and evaluates staff to provide support for student achievement. Mrs. Parris creates master schedule for all students and staff to provide the best opportunities for academic success. She reviews academic information with guidance and families to support the graduation plan.
Martin, Taneka	Assistant Principal	Ms. Martin monitors student attendance and academic progress to provide purposeful conversations with families. She supports our ELA, Reading, and Fine Arts departments. She also serves as our Title I liaison. Ms. Martin assist with disciplinary action to provide support for student behavior. She communicates with families to ensure student safety and promote student academic success. Ms. Martin evaluates teacher instruction to provide meaningful feedback to enhance student achievement. She participates in the development and implementation of school goals.
White, Anthony	Assistant Principal	Mr. White monitors student attendance and academic progress to provide purposeful conversations with families. He assist with disciplinary action to provide support for student behavior. Mr. White communicates with families to ensure student safety and promote student academic success. He evaluates teacher instruction to provide meaningful feedback to enhance student achievement. Mr. White supports Math and Social Sciences departments. Mr. White oversees our facilities and security monitors. He participates in the development and implementation of school goals.
Dawkins, Lenere	Assistant Principal	Mr Dawkins is the administrator over our SPED department. He monitors student attendance and academic progress to provide purposeful conversations with families. Mr. Dawkins assist with disciplinary action to provide support for student behavior. He communicates with families to ensure student safety and promote student academic success. Mr. Dawkins evaluates teacher instruction to provide meaningful feedback to enhance student achievement. He participates in the development and implementation of school goals.

Name	Position Title	Job Duties and Responsibilities
Rolle, Lakesha	Other	Mrs. Rolle-Bell is our assessment coordinator. She ensures our teachers are provided with the necessary training to effectively assess our students. Mrs. Rolle-Bell navigates to create a testing schedule that is conducive to our school's setting. Mrs. Rolle-Bell mentors teachers to review ELA data to make instructional decisions throughout all disciplines. She coordinates and assist with administration and analysis of district- required district and state assessments.
Philogene, Marilynn	Instructional Coach	Ms. Philogene oversees math and provide those teachers with instructional strategies to promote student academic success through modeling research based instruction. She coaches and mentors teachers to review math data to make instructional decisions throughout all disciplines. Ms. Philogene coordinates and assist with administration and analysis of district-required math assessments.
Shepard, Paulette	Dean	Mrs. Shepard manages school discipline to ensure a safe and productive learning environment for all students. She supports the administration Team to meet all school goals.
Shotwell, Rhoshonda	Other	Mrs. Shotwell manages all school activities to ensure a safe, purposeful and engaging school year for all students. She coordinates meetings and activities with Student Leaders and Class Sponsors. Mrs. Shotwell supports the Administration Team to meet all school goals.
Troupe, Maurice	Other	Mr. Troupe manages the school's athletic activities and programs to ensure an equitable, organized, and successful program for all student athletes. He assist Administration Team with school operational needs. Mr. Troupe supports the Administration Team to meet all school goals.

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.

Our Instructional Coaches and teachers were selected to participate in Synergy where planning for school improvement begins. Our stakeholders are intricate because they provide insight in their respective areas. We seek their knowledge and expertise to assist with identifying our areas of focus. They assist with desegregating data as conduct a thorough data review. During our Opening of Schools meeting, our entire faculty and staff convene to review the Areas of Focus and provide feedback. Finally, the first EESAC meeting will provide time to review the SIP with stakeholders, including students, parents/guardians, and community members.

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))

Our district employs the use of a SIP timeline which delineates multiple points of reflection. The School Leadership Team convenes monthly to review qualitative and quantitative data. We will partake in classroom walkthroughs to monitor implementation of benchmark-aligned assessments. Administration will also attend common planning sessions to monitor the planning to ensure SIP areas of focus is aligned. We discuss the effect our action steps have on student performance. When needed, shifts are made on the evidence-based strategies used to effect change.

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	ATSI
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) White Students (WHT)* 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	
	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	763	
One or more suspensions	0	0	0	0	0	0	0	0	0	362	
Course failure in ELA	0	0	0	0	0	0	0	0	0	144	
Course failure in Math	0	0	0	0	0	0	0	0	0	282	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	588	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	605	
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	671	

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	840

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	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	63

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*	31	55	50	27	54	51	21		
ELA Learning Gains				47			30		
ELA Lowest 25th Percentile				43			26		
Math Achievement*	23	43	38	25	42	38	17		
Math Learning Gains				53			27		
Math Lowest 25th Percentile				66			34		
Science Achievement*	55	62	64	54	41	40	49		
Social Studies Achievement*	46	69	66	35	56	48	31		
Middle School Acceleration					56	44			
Graduation Rate	89	89	89	92	56	61	92		
College and Career Acceleration	85	70	65	77	67	67	63		
ELP Progress	32	49	45	40			53		

** 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)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	11
Percent Tested	93
Graduation Rate	92

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	43			
ELL	41			
AMI				
ASN				
BLK	52			
HSP	50			
MUL				
PAC				
WHT				
FRL	52			

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	42			
ELL	44			
AMI				
ASN				
BLK	52			
HSP	50			
MUL				
PAC				
WHT	18	Yes	1	1
FRL	52			

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	31			23			55	46		89	85	32
SWD	12			19			32	26		78	6	
ELL	14			16			39	26		90	7	32
AMI												
ASN												
BLK	30			24			58	43		86	7	29
HSP	36			21			44	57		80	7	36
MUL												
PAC												
WHT												
FRL	33			24			58	47		84	7	29

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	27	47	43	25	53	66	54	35		92	77	40
SWD	18	44	42	26	44	50	30	36		83	45	
ELL	12	40	40	16	50	59	46	15		96	72	40
AMI												
ASN												
BLK	26	47	52	24	52	69	56	35		94	79	38
HSP	32	48	24	32	62	55	62	39		85	69	39
MUL												
PAC												
WHT	9			27								
FRL	27	47	44	26	54	66	56	37		92	78	40

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	21	30	26	17	27	34	49	31		92	63	53
SWD	14	24	30	11	24	36	31	6		89	18	
ELL	11	25	22	11	26	37	33	29		86	60	53
AMI												
ASN												
BLK	20	31	26	16	28	35	51	29		93	62	38
HSP	24	30	23	20	20	27	47	35		86	72	71
MUL												
PAC												
WHT												
FRL	21	30	26	16	26	34	50	29		92	63	63

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	32%	54%	-22%	50%	-18%
09	2023 - Spring	27%	51%	-24%	48%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	56%	-30%	50%	-24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	52%	-32%	48%	-28%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	65%	-12%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	66%	-18%	63%	-15%

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.

With just 23% proficiency, Geometry showed the lowest performance. Compared to last year, Geometry increased by two percentage points. Geometry continues to be an area of concern and focus for improvement.

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

During the 2021-2022 school year our proficiency in Biology was 54%. Biology declined in student proficiency by 1 percentage point in 2022-2023 to 53%. One factor that contributed to the decline was the inability to have one of the Biology teachers attend Common Planning. In addition, inconsistency of intervention sessions and poor student attendance were also contributing factors.

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.

Geometry had 22 a percentage point gap when compared to the state average. This was the largest margin when comparing other areas to the state. Some of the factors that contributed to the gap were novice teachers new to the field of teaching as well as the Geometry subject. In addition, our veteran Geometry teacher retired a quarter into the school-year.

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

U.S. History made a 9 percentage point increase from a 36% in 2022 to a 45% in 2023. Guided, structured collaborative planning sessions, utilizing probing questions during instruction and student accountability strategies during class discourse contributed to U.S. History's overall success.

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

After reviewing the EWS, we determined that Attendance and students with Two or More Indicators are areas of concern.

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

1. Learning Gains
2. Attendance
3. Geometry
4. ELA
5. Biology

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.

Based on the results of the 2022-2023 F.A.S.T. Reading assessment, 32% of students achieved Levels 3-5, which is 18% lower than the district's average of 50%. In 2022-2023, 27% of students achieved Levels 3-5 in Math, which is an 18% shortfall compared to the district average of 45%. In 2022-2023, 54% of students reached levels 3-5 in Biology, indicating a -6% gap compared to the districts average of 60%. Because there are a notable proportion of new and inexperienced teachers, lesson plans don't set high expectations. As a result, it is crucial to introduce targeted Benchmark-Aligned Instruction elements. Teachers will engage in various training sessions and instructional planning methods designed to assist them with creating benchmark aligned lessons.

Measurable Outcome:

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

If we successfully implement Benchmark-aligned instruction, then proficiency will increase by a minimum of 5 percentage points in core accountability areas as evidenced by the 2024 State Assessments; Additionally, if we successfully implement U.S History NGSS, then proficiency will increase by a minimum of 5 percentage points in U.S. History as evidenced by the 2024 State Assessments.

Monitoring:

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

Transformation Coaches (TC) and Administration will hold weekly Collaborative Planning Sessions to provide teachers support with the successful implementation on the B.E.S.T Standards and NGSSS (U.S. History). TCs will also hold Teacher and Coach Collaboration sessions as an additional resource to support teachers with B.E.S.T. Standards. The Leadership Team will conduct internal Instructional Reviews, quarterly Data Chats, and adjust targeted groups as needed. Administrators will review bi-weekly lesson plans for evidence of B.E.S.T. and NGSSS standards alignment as well as conduct weekly Administrative Walk-throughs to monitor the progress and execution. Data Analysis of formative assessments will be reviewed monthly to observe progress.

Person responsible for monitoring outcome:

Raymond Sands (pr7251@dadeschools.net)

Evidence-based 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.)

Our school will focus on the Evidenced Based-Intervention of Data-Driven Decision Making. The implementation of Data-Driven Decision Making will allow teachers to utilize data to effectively plan and afford opportunities for student-centered learning. Implementation of the B.E.S.T and NGSSS standards will be monitored during Administrative Walk-throughs and bi-weekly lesson plan reviews.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing Data-Driven decision making and support on Benchmark-aligned instruction of the B.E.S.T and NGSSS Standards allow teachers to get a deeper understanding of the standards and knowledge of students. Also, teachers will understand how to monitor and develop students in core accountability areas preparing students for college and beyond.

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.

August 17-October 26, 2023- During collaborative planning sessions, the Transformation Coach and Administrator will support teachers with understanding Benchmarks/Standards and clarifications: Using planning cards, planning differentiated instruction, and utilizing items specifications. As a result, lesson plans will be benchmark aligned.

Person Responsible: Marilynn Philogene (258464@dadeschools.net)

By When: August 17-October 26, 2023

August 17-October 26, 2023 Teachers will develop lesson plans that incorporate B.E.S.T Standards/ NGSSS and include activities to enhance student engagement. Teachers will assess students' knowledge and make modifications (as needed). As a result, teachers will modify using feedback from self-reflection and administrator.

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

By When: August 17-October 26, 2023

August 17-October 26, 2023- Administrator and Transformation Coach will conduct data chats. Teachers will conduct data chats in the classroom with individual students to identify their strengths and weaknesses based on the B.E.S.T. Standards/NGSSS. As a result of the information obtained from data chats, teachers will set goals for forthcoming assessments and plan standards remediation if necessary.

Person Responsible: Taneka Martin (tanekam@dadeschools.net)

By When: August 17-October 26, 2023

Teachers will create lesson plans that incorporate B.E.S.T. Standards/NGSSS. Teachers will identify activities and resources that are aligned with Standards. As a result, teachers will be creating opportunities for collaboration. The administration team will conduct walkthroughs to monitor implementation.

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

By When: August 17-October 26, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities**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.

Our school's data from 2022-2023 school year, determined that our students with disabilities fell below the 41% threshold with only 12% of this subgroup making adequate progress. It is our aim at Miami Central to ensure that all students are given the support and resources needed to achieve. To support our students with disabilities, we will work to create opportunities for ESE teachers and general classroom teachers to collaborate to create a learning environment that will promote student achievement. The ESE teachers will work with differentiated groups to address deficiencies. Teachers will engage strategic planning to identify resources to support learning. Additionally, they will partake in data chats and conferences with students and general education teachers. Teachers will progress monitor students and address needs by incorporating instructional practices that are efficient and engaging. Teachers will differentiate instruction creating opportunities for small group instruction.

Measurable Outcome:

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

If we successfully implement differentiated instruction, we will be able to increase student proficiency with our SWD. Teachers will progress monitor students and provide instruction to address deficiencies. We will promote student achievement by targeting students during small group instruction. By implementing this plan, there should be an increase of at least 5 percentage points during the 2023-2024 school year as evidenced by F.A.S.T. PM 3 Assessment.

Monitoring:

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

The Administrative Team will participate in weekly collaborative planning to ensure plans provide opportunities for targeted small group instruction. The Administrative Team, with support from the Transformational Coaches will conduct walkthroughs weekly to monitor instruction. Administrators will analyze data and conduct data chats with teachers.

Person responsible for monitoring outcome:

Raymond Sands (pr7251@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.)

Our school will focus on the evidenced based-intervention differentiated instruction. The implementation of Differentiated Instruction will allow teachers to utilize data to effectively plan and afford opportunities for student-centered learning. Implementation of the Differentiated Instruction will be monitored during Administrative Walk-throughs and bi-weekly lesson plan reviews.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing Differentiated Instruction will allow teachers to work with students in small group settings to address deficiencies and effectively address their needs. Teachers will regularly monitor and develop students in all content areas, preparing students for college and beyond.

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.

August 17-September 22, 2023- Teachers of Inclusion will attend professional development to gain knowledge and understand how to effectively incorporate the co-teaching model. As a result of attending this professional development teachers will understand how to plan and execute high quality instruction as a team working in a co-teacher model.

Person Responsible: Lenere Dawkins (ljdawk@dadeschols.net)

By When: August 17-September 22, 2023

August 17-September 22, 2023- Transformational Coaches will assist teachers with analyzing data and utilize data to identify resources that will be utilized to differentiate small groups.

Person Responsible: Taneka Martin (tanekam@dadeschools.net)

By When: August 17-September 22, 2023

August 17-October 26, 2023- Teachers will create data chat schedules and conduct data chats with students. As a result, teachers will be able to identify strengths and weaknesses. Also, students will be able to set goals.

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

By When: August 17-October 26, 2023

August 17-October 26, 2023-Teachers will plan with SPED co-teachers to discuss students IEPs making certain goals set are attainable. As a result, teachers can support students with identifying goals. Also, teachers, can use information to effectively support students when addressing strengths and weaknesses.

Person Responsible: Lenere Dawkins (ljdawk@dadeschols.net)

By When: August 17-October 26, 2023

#3. 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.

After conducting the data review, our school will implement the targeted element Early Warning Systems (EWI). This area was selected because data from 2022-2023 school year shows that 44% of our 9th-12th grade students have two or more indicators. We will specifically monitor students with 6 or more absences and behavior infractions (level 3 or above). It is our goal at Miami Central to ensure that all students are given the support and resources needed to be successful. In order to support our students with two or more indicators, Leadership Team will identify the students and create a monitoring system specific to track the progress of the identified students. We believe with close progress monitoring, support and mentoring, we will see some achievement for this group of students.

Measurable Outcome:

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

If we successfully implement ongoing progress monitoring for our students with two or more indicators, then we will decrease the number of students with EWI by a minimum of 10 percentage points for this group of students as evidenced by the 2024 data.

Monitoring:

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

The Administrative Team will create a monitoring system to track the progress of our students with two or more indicators. The Administrative Team with the assistance of the Leadership Team, will monitor students' behavior and attendance on monthly basis. Based on the students' progress, Leadership Team will determine needs and next steps for continual improvement.

Person responsible for monitoring outcome:

Raymond Sands (pr7251@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 Early Warning Systems with two or more indicators, our school will focus on the evidenced based strategy of Ongoing Progress Monitoring. The implementation of Ongoing Progress Monitoring will make certain we are being intentional and strategic with the support that we are providing students and making adjustments needed for improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of Progress Monitoring via a tracker (to include attendance and behavior infractions) will provide a means to actively monitor and make necessary changes as needed. The goal is to ensure that students with two or more indicators are making adequate progress and are receiving assistance needed.

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.

August 17-September 29- The Administrative Team will identify students with two or more indicators and analyze their attendance and behavior infractions for each student. Administrative Team will provide an overview of SIP Goals, including data of targeted students with two or more indicators with plans for improvement to all stakeholders.

Person Responsible: Anthony White (anthonywhite@dadeschools.net)

By When: August 17-September 29

August 17-October 26- The Administrative Team will create a Tracker exclusively to monitor targeted students with two or more indicators monthly. As a result, intervention and support will be determined based on real-time data and consistent progress monitoring.

Person Responsible: Anthony White (anthonywhite@dadeschools.net)

By When: August 17-October 26

August 17-October 26- The Administrative Team, with the Leadership Team, will plan intervention for targeted students to address attendance and behavior concerns.

Person Responsible: Lenere Dawkins (ljdawk@dadeschols.net)

By When: August 17-October 26

August 17-October 26- The Leadership Team will create a mentoring program that pairs targeted students with Leadership Team members and Student Support staff. This will serve as a means to provide additional support and monitoring of students academics, attendance, and behavior on a bi-weekly basis.

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

By When: August 17-October 26

#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.

After conducting a data review from the 2022-2023 school year, we determined our school's area of focus is graduation. In comparison to other high schools in the Central Region Miami Central was the lowest ranking of negative withdrawals our data indicates we had 12% of students negative withdrawals, which impacted our graduation rate. Additionally, we have a number of students unable to pass the state assessments needed to meet graduation requirements. Finally, poor attendance among Seniors has been a contributing factor.

Measurable Outcome:

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

If we successfully implement a registration system to monitor student withdrawals, the number of students graduating will increase by 5 percentage points.

Monitoring:

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

The Administrative Team will create a registration system to capture students withdrawing. The Administrative Team, with the assistance of the Leadership Team, will monitor the attendance of seniors, reading and math assessments, and suspensions. Administrators will monitor students and provide support to seniors implementing a plan to ensure graduation.

Person responsible for monitoring outcome:

Raymond Sands (pr7251@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.)

Our school will focus on the evidenced based strategy of Ongoing Progress Monitoring. The implementation of Ongoing Progress Monitoring will make certain we are being intentional and strategic with the support that we are providing to students identified to have Early Warning Systems Indicators (EWI) specifically related to Seniors and graduation; ie. Attendance, Reading and Math Assessments, and Suspensions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of Progress Monitoring via a tracker will provide a means to actively monitor the early warning systems indicators of targeted Seniors. The goal is to ensure that we capture students and progress monitor their behaviors identified as EWI. By utilizing a tracker we will be able to target specific areas and provide support to help reduce the number of infractions. Our Leadership team will review the tracker bi-weekly and make necessary adjustments.

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.

August 17-September 29- Strengthen registration systems, specifically withdrawals (follow-up with parents and follow-up with future school) to ensure students are enrolled. Monthly Assessment Bootcamp to strengthen students assessments. As a result, we should see a decrease in negative withdrawals and improved accountability in locating withdrawn students as well as a decrease in the number of students pending an assessment.

Person Responsible: [no one identified]

By When: August 17-September 29

August 17-September 29- In upper-level Reading and Math, students will take the diagnostic assessment using Chalk Talk. Teachers will analyze and disaggregate data and have data chats where students will utilize data trackers to set long and short goals, track performance, and monitor learning progress.

Person Responsible: Taneka Martin (tanekam@dadeschools.net)

By When: August 17-September 29

August 17-September 29- Administration and Instructional Coaches will conduct walkthroughs to observe and assess the delivery of the Chalk Talk Curriculum and the use of data trackers.

Person Responsible: Taneka Martin (tanekam@dadeschools.net)

By When: August 17-September 29

August 17-September 29- Collaborate with Student Services to monitor the progress toward graduation. Utilizing Senior Graduation Tracker to make instructional decisions such as: Students services, extended learning opportunities, assessment needs, GPA/credit needs, and acceleration needs.

Person Responsible: [no one identified]

By When: August 17-September 29

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).

At Miami Central Senior High School we will review our data to determine allocation of resources. We will identify resources that will support student achievement. We will use this information to create our Intervention Plan. We will determine the start of our in school intervention and the start of our Saturday Academy.

-Allocate funds to specific programs, initiatives, and resources that align with our improvement goals

-Maintain clear documentation of the resource allocation process, decisions, and outcomes.

-Ensure accountability by regularly reporting on progress to school leadership, governing bodies, and stakeholders.

-Use ongoing data collection and analysis to evaluate the effectiveness of resource allocations. (interventions)

-Conduct an annual review of resource allocations to ensure that they are still aligned with the school's evolving needs and priorities

This process will allow Miami Central to ensure that the improvement funding is effectively targeted toward areas of need, promoting positive outcomes for students and supporting continuous school improvement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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.

At Miami Central we will make certain all stakeholders are abreast of our School Improvement Plan. We will ensure the information is disseminated through various platforms throughout the school year.

- EESAC meetings
- Faculty Meetings
- Leadership Team Meetings
- Open House
- PTSA meeting
- Schools Website <https://www.miamicentralseniorhs.net/>
- Senior Parent Night
- Curriculum Nights

With these approaches, you can ensure that the SIP, UniSIG budget, and SWP are disseminated comprehensively to all stakeholders, including parents, students, school staff, local businesses, and organizations, in a language they can easily understand. This will facilitate transparency, collaboration, and a stronger sense of community involvement in the school's improvement efforts.

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))

Building positive relationships with families, parents, and community stakeholders is vital to the faculty and staff at Miami Central Senior High School We plan to cultivate these relationships by providing stakeholders with information in various forms such as:

- Implement a regular communication schedule that includes newsletters, emails, and notifications highlighting important events, activities, and updates.
- Utilize parent portal or app where parents can access their child's academic progress, assignments, and attendance.
- Progress reports
- Report Cards
- Senior Parent Night (Progress of Seniors)
- Schedule regular parent-teacher conferences to discuss students' academic progress, strengths, areas for improvement, and goals.
- Organize exhibitions, performances, and showcases of students' creative works, involving parents and community members to celebrate students' talents.
- Literacy Week
- Pie Day
- Miami Central Alumni Career Day
- Our schools website <https://www.miamicentralseniorhs.net/>

The implementation of these strategies, will allow the staff at Miami Central to foster positive relationships with parents, families, and community stakeholders. This collaboration will not only fulfill the

school's mission and support students' needs but also create an inclusive and supportive educational environment where all stakeholders are actively engaged in the educational journey.

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))

Certainly, enhancing an academic program involves several strategies to improve the learning experience, increase the quality of instruction, and provide an enriched and accelerated curriculum:

- Collaborate with subject experts, educators, and curriculum specialists to develop a curriculum that aligns with current educational standards, best practices, and the needs of the students.
- Develop and offer specialized enrichment programs that cater to high-achieving students (Dual enrollment, AP courses)
- Meet with curriculum leaders (bi-weekly) to assess academic progress
- Providing accommodations to students with disabilities.
- Offer advanced courses and projects that delve deeper into subjects and encourage critical thinking, problem-solving, and creativity.
- Offer Advanced Placement (AP) courses, Dual Enrollment with local colleges, or other forms of credit acceleration to provide students with college-level credits.
- Provide timely and constructive feedback to help students continuously improve.

By implementing a combination of these strategies, our school can effectively strengthen its academic program, increase learning time, and provide an enriched and accelerated curriculum that caters to the diverse needs of our students.

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))

Developing a plan that is well-coordinated and integrated with other services and programs, we can create a comprehensive support network that addresses students' diverse needs and maximizes the impact of available resources and expertise.

- Share information about available resources and programs with teachers, counselors, and staff to ensure they are aware of the comprehensive support network available to students.
- Distribute resource guides or conduct workshops to familiarize staff with the range of services.
- Analyze combined data to identify trends and patterns that can inform more effective interventions.
- Engage parents, families, and the broader community in understanding the comprehensive support available to students.
- Under our magnet program, students can obtain industry certification (CTE)

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))

To ensure the well-rounded development of students beyond academic subjects, Miami Central Senior High School will implement a range of counseling, mental health services, specialized support, and mentoring.

- Utilize our professional school counselors who are trained to provide guidance, support, and counseling to students.

- 5000 Role models
- Women of Tomorrow
- Mental Wellness Club
- Together for Children (TFC) Middle High School Age Youth (MHSAY) Prevention Program
- Collaborate with licensed mental health professionals to offer on-site counseling services for students dealing with anxiety, depression, stress, and other mental health issues.
- Establish a safe and confidential environment for students to discuss their concerns.
- Create mentorship programs where older students, teachers, or community members serve as mentors to guide and support younger students.
- Offer conflict resolution training to students, teaching them constructive ways to resolve conflicts and disagreements (Restorative Justice)
- Teen Court

Miami Central implementing these strategies and fostering a holistic approach to education, we can create an environment that supports students' emotional, social, and mental well-being, thereby enhancing their skills outside of academic subject areas.

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))

At Miami Central Senior High school we believe that preparing students for postsecondary opportunities and the workforce involves a multifaceted approach that includes raising awareness of various career paths, providing access to Career and Technical Education (CTE) programs, and offering opportunities for students to earn postsecondary credit while in high school.

- Start early by introducing students to various career options through career days, guest speakers, and career assessments.
- Offer a diverse range of CTE programs that provide hands-on training in fields such as culinary, technology, skilled trades, cosmetology and business.
- Partner with local colleges and universities to offer dual enrollment programs where high school students can take college-level courses for both high school and college credit.
- Provide AP courses that challenge students and prepare them for college-level coursework.
- Facilitate internships, apprenticeships, and work-based learning experiences that give students firsthand exposure to real-world work environments.
- Organize college and career fairs to expose students to a variety of postsecondary education options, trade schools, and potential employers.
- Educate students and families about financial aid options, scholarships, grants, and student loans to make higher education more accessible.
- Provide workshops on completing the Free Application for Federal Student Aid (FAFSA) and applying for scholarships.

Miami Central Senior High School can empower students to make informed decisions about their future, whether that involves pursuing higher education, entering the workforce, or engaging in career-specific training. This comprehensive approach helps students bridge the gap between their secondary education and their postsecondary and career aspirations.

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).

By implementing a schoolwide tiered model with a focus on preventing and addressing problem behavior, and aligning it with the provisions of IDEA, Miami Central can create a supportive and inclusive environment that helps all students succeed academically and behaviorally.

- Engage parents and families in the intervention process by providing information, resources, and

strategies for supporting their children's behavior and academic progress

- Regularly monitor student progress through ongoing assessment and data collection.
- Adjust interventions based on progress data to ensure that students are receiving the appropriate level of support.
- Establish a schoolwide leadership team that includes administrators, teachers, counselors, special educators, and other support staff.

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))

Improving instruction, effectively using academic assessment data, and recruiting/retaining effective teachers in high-need subjects requires a comprehensive approach that involves professional learning, data analysis, and targeted strategies.

- Train teachers to interpret and use academic assessment data effectively to inform instruction.
- Create opportunities for teachers to collaborate in grade-level or subject-specific teams to share best practices, analyze data, and design differentiated instruction.
- Pair experienced teachers with newer educators in a mentoring relationship.
- Utilizing Instructional coaches to provide one-on-one support to teachers, helping them refine their teaching techniques and strategies.
- Identify teacher leaders who can take on additional responsibilities, such as leading professional development sessions and facilitate collaborative planning.

Miami Central Senior High School can create a supportive and growth-oriented environment for teachers and other school personnel. This approach enhances instruction, maximizes the use of assessment data, and addresses the challenges of recruiting and retaining effective educators, particularly in high-need subjects.

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))

N/A

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: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Graduation: Graduation	\$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.

No