

# Miami Central Senior High School



2014-15 School Improvement Plan

## Miami Central Senior High School

1781 NW 95TH ST, Miami, FL 33147

<http://miamicentral.dadeschools.net>

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

86%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	D

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

- During the opening of schools, teachers send home interest surveys.
- The school keeps an open line of communication between administration, teachers, and parents to develop relationships that is conducive for all students.
- The school host a plethora of after school activities to mentor and develop students.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

- There is a school wide implementation of the Code of Student Conduct to promote a safe learning environment.
- There is an active plan in place to minimize bullying during and after school hours.
- The Student Government Association is encouraged to act as a liaison and a voice to the student body to address concerns of the students.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- There is a Progressive Disciplinary Action Plan in place to address behavior offenses from the first offense to the fourth offense with necessary consequences to address every offense.
- Faculty and staff has attended Professional Developments on the use of the Progressive Disciplinary Action Plan to ensure it is implemented with fidelity and fairness.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- All students have unlimited access to school social workers, counselors, CAP advisory, and psychologist when needed.



- Several mentoring programs are housed on campus to address the individual needs of the students.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

The schools EWS indicators are as follows:

- Students who miss more than 10% of instructional time.
- Students who have referrals that lead to suspension.
- Students that score Level 1 on ELA or Math State Assessments.
- Students in 9th grade who miss the first 20 days of school.
- Students who fail to progress to 10th grade on time.
- Students with less than a 2.0 GPA.

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	789	789
One or more suspensions	0	0	0	496	496
Course failure in ELA or Math	180	169	111	67	527
Level 1 on statewide assessment	219	199	42	1	461

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
	12	
Students exhibiting two or more indicators	538	538

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- CIS is in contact with the parents of those students exhibiting the EWS. Those students are then tracked to assure that progress is being made.
- CIS works in conjunction with the School's Trust Counselor to assure that any issues that may be effecting the students progress can be addressed.
- Alternatives to Suspension, which included after schools and Saturday tutoring and assignment catch-up.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Miami Central Senior High School will involve the parents in an organized, ongoing and timely manner by providing vital school information via meetings and workshops (ie 9th Grade Orientation, Open House, Literacy Night, EESAC, PTA)

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Through the assistance of our EESAC we have been put into contact with local community leaders in an effort to establish relationships that will be mutually beneficial.

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### **School Leadership Team**

##### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bethune, Gregory	Principal
Megias, Robert	Assistant Principal
Williams, Dillon	Assistant Principal

##### **Duties**

#### **Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

- The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
- The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
- The Leadership Team will provide levels of support and interventions to students based on data.

#### **Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

- Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least 3 times per year
- Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student

achievement or behavioral success.

-Gather ongoing progress monitoring for all interventions and analyze the data using the Tier 2 problem solving process.

-Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

-Support a process and structure within the school design, implement, and evaluate both daily instruction and specific interventions.

-Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHERS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Miami Central Senior High School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
G. Bethune	Principal
A. Carr	Teacher
R. Shotwell	Teacher
B. White	Education Support Employee
G. Watkins	Education Support Employee
T. Barber	Teacher
B. Legrant	Teacher
R. Melo	Education Support Employee
K. Pollock	Parent
S. Moise	Parent
C. Yee	Parent
T. Mungin	Teacher
W. Clark	Business/Community
D. Holsendolph	Business/Community

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

They reviewed the SIP as part of their meetings, while comparing it to the data that had been released. Based on the shortcomings noted the EESAC would provide suggestions and opportunities for resources.

*Development of this school improvement plan*

EESAC committee was integral to the development of the SIP. The draft was presented during a meeting. Based on those discussions and the feedback received the SIP was edited. EESAC will once again provided additional guidance when the final draft is posted.

*Preparation of the school's annual budget and plan*

EESAC will meet at least once a month to discuss both instructional and organizational issues. These concerns are brought to the attention to the SBLT. EESAC will also fund various projects based on teacher or department solicitation.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Original Budget: \$9,610.00  
 YTD Transfers and Adjustments: \$4,630.99  
 Current Budget: \$14,240.99  
 YTD Expenditures: \$10,455.76  
 Available Balance: \$3,785.23

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bethune, Gregory	Principal
Garner, Zakia	Teacher, K-12
Greene, Starsheema	Instructional Coach
Megias, Robert	Assistant Principal
Williams, Dillon	Assistant Principal
Taylor, Devyn	Teacher, K-12
Pickard, Camille	Teacher, ESE

### Duties

#### ***Describe how the LLT promotes literacy within the school***

- Stop, Drop, and Read Program-30 minute weekly sustained school wide reading.
- RAGE-C across all content areas
- Increase parental involvement in Literacy Night
- Increase PBS usage
- Continue to push our Writing Across the Curriculum (W.A.T.C.H.) Program

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

We have provided the departments with uniform planning periods to allow for the opportunity to collaborate for planning. Additionally, we have scheduled lesson studies to allow for a greater focus on the lesson being created.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

- Continued partnership with TFA
- Regular Meetings between new teachers and the administration
- Newly hired teachers will participate in MINT Program
- New teacher will be partnered with veteran teacher/support staff

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentor and mentee will meet bi-weekly after school to discuss issues and concerns, as well as to discuss additional strategies and best practices that will increase teacher effectiveness. Mentor teachers will be issued release time to allow for in class observation. The pairings will be created to assure that new teachers will be paired with veteran teachers. We will also pair the new teacher with a veteran teacher outside of their department.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

By utilizing the pacing guides to guide the lessons we are creating we have been able to assure an alignment between the standard and the lesson.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Data is used during each planning session to assess the mastery of our students. Armed with this information we establish differentiated groups based on individual student needs. During these small group exercises the teachers are able to drill down to the students based on needs. The data used varies. In some cases we will use state or district assessments, but in cases where those are not available we utilize in house diagnostics, as well as end products to determine deficiencies.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 3,240

Saturday Success Academy

#### **Strategy Rationale**

Provides additional tutoring in the areas of Math, Reading, Science, and History

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

#### **Person(s) responsible for monitoring implementation of the strategy**

Megias, Robert, 264611@dadeschools.net

#### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Interim and Mini Assessment data is evaluated to make sure that the appropriate lessons are created.



**Strategy:** Extended School Day

**Minutes added to school year:** 8,400

After School Tutoring

**Strategy Rationale**

Basic tutoring provided after school in all content areas

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Megias, Robert, 264611@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Interim, Local, State and Mini Assessment data is evaluated to make sure that the appropriate lessons are created.

**Strategy:** Summer Program

**Minutes added to school year:** 360

Spring Break Academy

**Strategy Rationale**

Provide spring break academy to student to better prepare them for the upcoming state assessments.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Megias, Robert, 264611@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Interim and Mini Assessment data is evaluated to make sure that the appropriate lessons are created.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

For incoming Freshman we provide a mandatory course called Freshman Foundations. In this class we assist our incoming 9th graders into transitioning to a high school atmosphere. We also utilize this class to begin the discussion on college and post high school options. For our college bound seniors we have been able to give them assistance via the College Summit, which assists our students in applying to college.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

The Student Service Department ensures that students carefully and thoughtfully select courses that are aligned to the career the student has expressed an interest in perusing beyond high school. Individual counseling sessions will be schedule to continue to assist the student in their progression, as well as to direct the student when questions arise.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

As a result of Miami Central Academy model, all students are required to identify a major area of interest based on the academy offerings. Through these academies students are exposed to career related experiences. There is also the opportunity to work experience and internships. Additionally, all freshman students are enrolled into a Freshman Foundations class. The purpose of the class is to prepare students for career development and post-secondary endeavors.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Miami Central has developed a professional relationship with a local university (FIU) where Central teachers become accredited by the university. This, in turn, affords our students the chance to take college level classes, which will result in college credits. In addition, Central has a Graduation Coach, which provides guidance to all of our students in the areas of: admissions, course offerings, scholarship opportunities, and testing information. Students are also given the chance for course recovery via or E2020 online program.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

We have continued to review how we prepare our students for post secondary readiness. We have established a college resource center in our school and have hired interventionist that work exclusively with our seniors to prepare a plan that will fit both their aspirations and skill-set.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** 90% of students taking certification exams will pass.
- G2.** SEE TITLE 1 PIP
- G3.** Decrease overall School Suspensions
- G4.** Increase analytical writing across the curriculum.
- G5.** Increase overall student performance in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. 90% of students taking certification exams will pass.** 1a

G050863

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Instructional Coaches, District CSS, State Support, Various Labs, Lead Teachers, Academy Lead

**Targeted Barriers to Achieving the Goal** 3

- Lack of protocol for timely assessments and follow-up assessments if necessary

**Plan to Monitor Progress Toward G1.** 8

Overall testing results for the various certification exams.

**Person Responsible**

Dillon Williams

**Schedule**

**Evidence of Completion**

Testing Reports

**G2. SEE TITLE 1 PIP** 1a

G050861

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

**G3. Decrease overall School Suspensions** 1a

G050359

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	10.0

**Resources Available to Support the Goal** 2

- Deans, PBS System, PBS Store, Behavior Incentives

**Targeted Barriers to Achieving the Goal** 3

- Many first and second year teachers that have not mastered the skill of classroom management and discipline.

**Plan to Monitor Progress Toward G3.** 8

Suspension Reports and Incentive Logs

**Person Responsible**

Dillon Williams

**Schedule**

**Evidence of Completion**

**G4. Increase analytical writing across the curriculum.** 1a

G044721

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	46.0
Bio I EOC Pass	60.0
AMO Math - All Students	47.0

**Resources Available to Support the Goal** 2

- Instructional coaches, curriculum support specialist, Read 180, Edge, City Year, literacy computer labs, SMART boards, student tablets, classrooms with multimedia capabilities, interventionists, unpacking the standard protocol through the common planning, pacing guides, and instructional frameworks.
- The department has a science coach that works with the teachers in helping them develop content mastery. This is done through a combination of common planning and coaching cycles. Planning resources include: ETO Lesson plan templates, lab report formats and materials, CPO program, google docs. Additionally, support is provided by Curriculum Support Specialist and Instructional Supervisor.

**Targeted Barriers to Achieving the Goal** 3

- Some teachers are having a difficult time aligning instruction to the learning targets and executing instruction through the gradual release with effective pacing. Due to the complexity of the new standards, developing rigorous end products with corrective feedback and opportunities for revisions is a challenge.
- Teachers are in the developing stages of refining content area mastery and pedagogical strategies, which hinders effective use of time and rigorous probing, creating challenges towards meeting student proficiency.

**Plan to Monitor Progress Toward G4.** 8

State Assessments as well as student end products.

**Person Responsible**

Gregory Bethune

**Schedule**

**Evidence of Completion**

Instructional walkthrough documents and lesson plans.

**G5. Increase overall student performance in all content areas. 1a**

G044720

**Targets Supported 1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	85.0
FSA - English Language Arts - Proficiency Rate	40.0
FCAT 2.0 Science Proficiency	60.0
College Readiness Reading	78.0

**Resources Available to Support the Goal 2**

- We have a fully released mathematics coach who will be utilized to work with instructors. Math students are double-dosed wherein they receive core math instruction and an intensive math course. We will continue to use technology resources which include: Smart boards, Carnegie Learning, Lab Sessions and the use of Edmodo. We also provide after school and Saturday tutoring sessions, and interventions during school.
- Instructional coaches, curriculum support specialist, Read 180, Edge, City Year, literacy computer labs, SMART boards, student tablets, classrooms with multimedia capabilities, interventionists, unpacking the standard protocol through the common planning, pacing guides, and instructional frameworks.
- The department has a science coach that works with the teachers in helping them develop content mastery. This is done through a combination of common planning and coaching cycles. Planning resources include: ETO Lesson plan templates, lab report formats and materials, CPO program, google docs. Additionally, support is provided by Curriculum Support Specialist and Instructional Supervisor.
- We have reading coaches as resources. Support visits from ETO curriculum support specialists. Intervention funding and Saturday tutoring sessions.

**Targeted Barriers to Achieving the Goal 3**

- Teacher quality in the upper level math courses, specifically Algebra 2, is a major cause for concern. Classroom environment and student engagement strategies needs improvement as well as content knowledge development. The aforementioned areas will be our main focus to ensure student proficiency across all math content areas.
- Some teachers are having a difficult time aligning instruction to the learning targets and executing instruction through the gradual release with effective pacing. Due to the complexity of the new standards, developing rigorous end products with corrective feedback and opportunities for revisions is a challenge.
- Teachers are in the developing stages of refining content area mastery and pedagogical strategies, which hinders effective use of time and rigorous probing, creating challenges towards meeting student proficiency.
- High number of 12th grade students pending passing score on FCAT 2.0 Reading or obtaining a concordant score on ACT/SAT Reading as a graduation requirement.

**Plan to Monitor Progress Toward G5. 8**

Data from state assessments, as well as in house diagnostics

**Person Responsible**

Gregory Bethune

**Schedule**

***Evidence of Completion***

End products and data reports



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** 90% of students taking certification exams will pass. **1**

 G050863

**G1.B1** Lack of protocol for timely assessments and follow-up assessments if necessary **2**

 B127545

**G1.B1.S1** Develop a plan for tracking and scheduling the tests that have and will be administered and follow up activities that will be necessary for remediation. **4**

 S139676

### Strategy Rationale

Teachers will plan more proactively and can now begin to differentiate instruction based on the students trek.

### Action Step 1 **5**

Use common planning to develop and refine the plan for follow up remediation and train teachers on the use of current tracker.

### Person Responsible

Dillon Williams

### Schedule

Weekly, from 10/30/2014 to 5/29/2015

### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

The tracker will be reviewed weekly and follow up activities will be reflected in the next week's calendar.

**Person Responsible**

Dillon Williams

**Schedule**

Weekly, from 10/30/2014 to 5/29/2015

***Evidence of Completion***

Trackers and calendars

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Exams reports will be printed and evaluated for students progress and success.

**Person Responsible**

Dillon Williams

**Schedule**

Weekly, from 10/30/2014 to 5/29/2015

***Evidence of Completion***

Certiport Reports

**G3. Decrease overall School Suspensions** 1

G050359

**G3.B1** Many first and second year teachers that have not mastered the skill of classroom management and discipline. 2

B126165

**G3.B1.S1** Assist and train teachers on how to properly address and defuse management issues via a series of professional developments. 4

S138071

**Strategy Rationale**

This will help develop our younger teachers, while reinforcing and updating the skills of our not seasoned teachers.

**Action Step 1** 5

Provide a series of Professional Developments on classroom management and incentive procedures.

**Person Responsible**

Dillon Williams

**Schedule**

Monthly, from 10/27/2014 to 5/25/2015

**Evidence of Completion**

Sign in sheets

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Classroom visits

**Person Responsible**

Dillon Williams

**Schedule**

**Evidence of Completion**

Incentive progress sheets.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Classroom visits

**Person Responsible**


Gregory Bethune

**Schedule**

***Evidence of Completion***

Overall classroom procedures and incentive logs.

**G3.B1.S2 Utilize incentive programs to promote better behavior and attendance.** 4

 S138073

**Strategy Rationale**

This will help alleviate suspensions and in turn improve overall attendance.

**Action Step 1** 5

Train faculty on the PBS

**Person Responsible**

Dillon Williams

**Schedule**

On 10/21/2014

***Evidence of Completion***

Faculty sign in sheet

**Action Step 2** 5

Create a committee that will be in charge of developing plans for the incentive programs.

**Person Responsible**

Dillon Williams

**Schedule**

***Evidence of Completion***

Monthly plan that includes budget and process.

**Action Step 3** 5

Promote those students that have benefited from the incentives.

**Person Responsible**

Dillon Williams

**Schedule**

***Evidence of Completion***

Students behavior reports

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Classroom visits.

**Person Responsible**

Dillon Williams

**Schedule**

***Evidence of Completion***

Incentive logs and referrals.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Continued support from the deans via classroom and common planning visits.

**Person Responsible**

Dillon Williams

**Schedule**

***Evidence of Completion***

Deans walk through logs.

**G4. Increase analytical writing across the curriculum.** 1

G044721

**G4.B1** Some teachers are having a difficult time aligning instruction to the learning targets and executing instruction through the gradual release with effective pacing. Due to the complexity of the new standards, developing rigorous end products with corrective feedback and opportunities for revisions is a challenge. 2

B116895

**G4.B1.S1** Effective planning and instructional delivery with the Language Arts Florida Standards for all learners (ELL and SPED). 4

S128586

**Strategy Rationale**

Through planning the standards and how they will be injected across the content area can be discussed.

**Action Step 1** 5

Design a professional development plan and execute through various venues such as workshops, observational classrooms and debriefs, lesson studies, professional learning communities and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners (SPED and ELL).

**Person Responsible**

Robert Megias

**Schedule**

On 5/29/2015

**Evidence of Completion**

Professional development plan, instructional walkthrough documents, student work folders, sign-in sheets and agendas.

## Action Step 2 5

Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the learning targets (tied to the standards), essential question (aligned to the learning targets), before-during-after instructional activities (for both whole-group and small-group sessions), home-learning, and daily/weekly end products as the framework for bell-to-bell instruction.

### **Person Responsible**

Robert Megias

### **Schedule**

### ***Evidence of Completion***

Instructional walkthrough documents, lesson plans, sign-in sheets, student work folders and common planning agendas.

## Action Step 3 5

Develop a procedure for showing evidence of the progression from the daily products to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work.

### **Person Responsible**

Robert Megias

### **Schedule**

### ***Evidence of Completion***

Instructional walkthroughs, student work folders and lesson plans.

## Action Step 4 5

Consistently monitor to ensure fidelity and quality in standard-based instruction.

### **Person Responsible**

Robert Megias

### **Schedule**

On 10/31/2014

### ***Evidence of Completion***

Instructional walkthrough documents and lesson plans.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Instructional walkthrough documents and lesson plans.

**Person Responsible**

Robert Megias

**Schedule**

***Evidence of Completion***

Instructional walkthrough documents and lesson plans.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Monitor the amount of writing via the evaluation of end products.

**Person Responsible**

Robert Megias

**Schedule**

***Evidence of Completion***


Instructional walkthrough documents and lesson plans.



**G4.B2** Teachers are in the developing stages of refining content area mastery and pedagogical strategies, which hinders effective use of time and rigorous probing, creating challenges towards meeting student proficiency. 2

 B116904

**G4.B2.S1** Provide students with multiple opportunities to write argumentative and informative pieces focused on discipline specific content. 4

 S128596

### Strategy Rationale

#### Action Step 1 5

During Early release, writing coaches will meet with science department to develop rubrics for writing lab reports.

#### **Person Responsible**

Gregory Bethune

#### **Schedule**

#### ***Evidence of Completion***

Rubrics are completed and utilized while giving corrective feedback on lab reports

#### Action Step 2 5

During Common Planning the science coach will lead the discussion on how to build capacity with students on writing complete lab reports following the ETO rubric, with focus on analysis and conclusion. Additionally, the importance of effective use of time during setting up the lab reports, which includes: no copying of introductions (students should write a gist / summary), and eliminating sections of the lab report that are unnecessary.

#### **Person Responsible**

Gregory Bethune

#### **Schedule**

#### ***Evidence of Completion***

Common Planning agenda

### Action Step 3 5

During common planning the science coach will ask teachers to bring the first lab report (student work), and model for them how to implement peer review of the lab report in the classrooms using the rubric. Teachers will participate in activity simulating student peer review to assess the lab reports.

#### **Person Responsible**

Gregory Bethune

#### **Schedule**

#### ***Evidence of Completion***

Common Planning agenda

### Action Step 4 5

Teachers will implement peer review strategies in classrooms, and allow students to improve their work according to the feedback provided.

#### **Person Responsible**

Gregory Bethune

#### **Schedule**

#### ***Evidence of Completion***

Lesson plans

### Action Step 5 5

Science coach will provide support for teachers needing further assistance with this strategy.

#### **Person Responsible**

Gregory Bethune

#### **Schedule**

#### ***Evidence of Completion***

Coaches log

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Administrative walk throughs

**Person Responsible**

Gregory Bethune

**Schedule**

***Evidence of Completion***

Lesson plans and end products

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Analyze data from assessments and diagnostics

**Person Responsible**

Gregory Bethune

**Schedule**

***Evidence of Completion***

data

**G5. Increase overall student performance in all content areas.** 1

G044720

**G5.B1** Teacher quality in the upper level math courses, specifically Algebra 2, is a major cause for concern. Classroom environment and student engagement strategies needs improvement as well as content knowledge development. The aforementioned areas will be our main focus to ensure student proficiency across all math content areas. 2

B116898

**G5.B1.S1** Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks 4

S128591

**Strategy Rationale**

**Action Step 1** 5

Instructional coach will conduct a professional development on bell-to-bell routines that follow the model of the Gradual Release of Responsibility Model and color-code instruction. All teachers must actively participate in the professional development session.

**Person Responsible**

Zakia Garner

**Schedule**

***Evidence of Completion***

Lesson plans and student folders

**Action Step 2** 5

Instructional coach will conduct coaching cycle for teachers in need of additional support. Teachers identified as needing additional assistance on any component of the GRRM should receive an appropriate coaching cycle on effective execution on components of a complete GRRM lesson.

**Person Responsible**

Zakia Garner

**Schedule**

***Evidence of Completion***

Lesson plans and student folders

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Administrative walk throughs with a focus on GRRM

**Person Responsible**

Gregory Bethune

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Administrative walk throughs with a focus on GRRM

**Person Responsible**

Gregory Bethune

**Schedule**


***Evidence of Completion***

Lesson plans and work samples

**G5.B2** Some teachers are having a difficult time aligning instruction to the learning targets and executing instruction through the gradual release with effective pacing. Due to the complexity of the new standards, developing rigorous end products with corrective feedback and opportunities for revisions is a challenge. 2

 B116902

**G5.B2.S1** Effective planning and instructional delivery with the Language Arts Florida Standards for all learners (ELL and SPED). 4

 S128594

### Strategy Rationale

#### Action Step 1 5

Design a professional development plan and execute through various venues such as workshops, observational classrooms and debriefs, lesson studies, professional learning communities and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners (SPED and ELL).

#### Person Responsible

Robert Megias

#### Schedule

#### *Evidence of Completion*

Professional development plan, instructional walkthrough documents, student work folders, sign-in sheets and agendas.

#### Action Step 2 5

Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the learning targets (tied to the standards), essential question (aligned to the learning targets), before-during-after instructional activities (for both whole-group and small-group sessions), home-learning, and daily/weekly end products as the framework for bell-to-bell instruction.

#### Person Responsible

Robert Megias

#### Schedule

#### *Evidence of Completion*

Instructional walkthrough documents, lesson plans, sign-in sheets, student work folders and common planning agendas.

**Action Step 3** 5

Develop a procedure for showing evidence of the progression from the daily products to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work.

**Person Responsible**

Robert Megias

**Schedule**

***Evidence of Completion***

Instructional walkthroughs, student work folders and lesson plans.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Administrative walk throughs with a focus on rigorous end products.

**Person Responsible**

Robert Megias

**Schedule**

***Evidence of Completion***

End products and lesson plans

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Continue to support common planning and provide in class support.

**Person Responsible**


Robert Megias

**Schedule**


***Evidence of Completion***

Coaching logs and end products.

**G5.B3** Teachers are in the developing stages of refining content area mastery and pedagogical strategies, which hinders effective use of time and rigorous probing, creating challenges towards meeting student proficiency. 2

 B116903

**G5.B3.S1** Implement high order questioning strategies using explicit instruction and reflective discussion through accountable talk among students to deepen content knowledge and understanding while increasing their abilities to articulate scientific explanations. 4

 S128595

### Strategy Rationale

#### Action Step 1 5

During Common Planning & Early Release time, science coach will run Professional Development on questioning strategies

#### Person Responsible

Gregory Bethune

#### Schedule

#### *Evidence of Completion*

During walkthroughs, teachers will be observed using a variety of strategies to select students for answering questions. Higher order questions will be pre-determined during common planning, and will be infused in the Lesson Plans

#### Action Step 2 5

Teachers will visit "observational classrooms" to observe teachers who have a clear grasp of using questioning strategies in their classroom.

#### Person Responsible

Gregory Bethune

#### Schedule

#### *Evidence of Completion*

Observation notes, and coaching cycle documentation



### Action Step 3 **5**

During common planning, science teams will perform upcoming lab, and will develop essential questions and higher order questions that will accompany lab write-up

#### **Person Responsible**

Gregory Bethune

#### **Schedule**

#### ***Evidence of Completion***

Selected questions infused in lesson plans, and used during labs on white boards (or other similar strategy)

### Plan to Monitor Fidelity of Implementation of G5.B3.S1 **6**

Administrative walk throughs with a focus on student work folders

#### **Person Responsible**

Gregory Bethune

#### **Schedule**

#### ***Evidence of Completion***

Student work folders

### Plan to Monitor Effectiveness of Implementation of G5.B3.S1 **7**

Review data from state assessments and in house diagnostics

#### **Person Responsible**

Gregory Bethune

#### **Schedule**

#### ***Evidence of Completion***

Data reports

## **Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Dade - 7251 - Miami Central Senior High Schl - 2014-15 SIP**  
*Miami Central Senior High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Design a professional development plan and execute through various venues such as workshops, observational classrooms and debriefs, lesson studies, professional learning communities and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners (SPED and ELL).	Megias, Robert	10/31/2014	Professional development plan, instructional walkthrough documents, student work folders, sign-in sheets and agendas.	5/29/2015 one-time
G5.B1.S1.A1	Instructional coach will conduct a professional development on bell-to-bell routines that follow the model of the Gradual Release of Responsibility Model and color-code instruction. All teachers must actively participate in the professional development session.	Garner, Zakia	Lesson plans and student folders	daily	
G5.B2.S1.A1	Design a professional development plan and execute through various venues such as workshops, observational classrooms and debriefs, lesson studies, professional learning communities and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners (SPED and ELL).	Megias, Robert	Professional development plan, instructional walkthrough documents, student work folders, sign-in sheets and agendas.	biweekly	
G5.B3.S1.A1	During Common Planning & Early Release time, science coach will run Professional Development on questioning strategies	Bethune, Gregory	During walkthroughs, teachers will be observed using a variety of strategies to select students for answering questions. Higher order questions will be pre-determined during common planning, and will be infused in the Lesson Plans	weekly	
G4.B2.S1.A1	During Early release, writing coaches will meet with science department to develop rubrics for writing lab reports.	Bethune, Gregory	9/25/2014	Rubrics are completed and utilized while giving corrective feedback on lab reports	one-time
G3.B1.S1.A1	Provide a series of Professional Developments on classroom management and incentive procedures.	Williams, Dillon	10/27/2014	Sign in sheets	5/25/2015 monthly
G3.B1.S2.A1	Train faculty on the PBS	Williams, Dillon	10/21/2014	Faculty sign in sheet	10/21/2014 one-time
G1.B1.S1.A1	Use common planning to develop and refine the plan for follow up remediation and train teachers on the use of current tracker.	Williams, Dillon	10/30/2014		5/29/2015 weekly
G4.B1.S1.A2	Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the learning targets (tied to the standards), essential question	Megias, Robert	10/31/2014	Instructional walkthrough documents, lesson plans, sign-in sheets, student work folders and common planning agendas.	weekly

**Dade - 7251 - Miami Central Senior High Schl - 2014-15 SIP**  
*Miami Central Senior High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	(aligned to the learning targets), before-during-after instructional activities (for both whole-group and small-group sessions), home-learning, and daily/weekly end products as the framework for bell-to-bell instruction.				
G5.B1.S1.A2	Instructional coach will conduct coaching cycle for teachers in need of additional support. Teachers identified as needing additional assistance on any component of the GRRM should receive an appropriate coaching cycle on effective execution on components of a complete GRRM lesson.	Garner, Zakia	Lesson plans and student folders	daily	
G5.B2.S1.A2	Utilize common planning and active coaching to establish a consistent instructional routine to ensure alignment to the learning targets (tied to the standards), essential question (aligned to the learning targets), before-during-after instructional activities (for both whole-group and small-group sessions), home-learning, and daily/weekly end products as the framework for bell-to-bell instruction.	Megias, Robert	Instructional walkthrough documents, lesson plans, sign-in sheets, student work folders and common planning agendas.	weekly	
G5.B3.S1.A2	Teachers will visit "observational classrooms" to observe teachers who have a clear grasp of using questioning strategies in their classroom.	Bethune, Gregory	Observation notes, and coaching cycle documentation	monthly	
G4.B2.S1.A2	During Common Planning the science coach will lead the discussion on how to build capacity with students on writing complete lab reports following the ETO rubric, with focus on analysis and conclusion. Additionally, the importance of effective use of time during setting up the lab reports, which includes: no copying of introductions (students should write a gist / summary), and eliminating sections of the lab report that are unnecessary.	Bethune, Gregory	Common Planning agenda	weekly	
G3.B1.S2.A2	Create a committee that will be in charge of developing plans for the incentive programs.	Williams, Dillon	Monthly plan that includes budget and process.	monthly	
G4.B1.S1.A3	Develop a procedure for showing evidence of the progression from the daily products to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work.	Megias, Robert	10/31/2014	Instructional walkthroughs, student work folders and lesson plans.	weekly
G5.B2.S1.A3	Develop a procedure for showing evidence of the progression from the daily products to the culminating end product that includes meaningful standard-based feedback and provides opportunities for students to publish their work.	Megias, Robert	Instructional walkthroughs, student work folders and lesson plans.	weekly	
G5.B3.S1.A3	During common planning, science teams will perform upcoming lab, and will develop essential questions and higher order questions that will accompany lab write-up	Bethune, Gregory	Selected questions infused in lesson plans, and used	weekly	

**Dade - 7251 - Miami Central Senior High Schl - 2014-15 SIP**  
*Miami Central Senior High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			during labs on white boards (or other similar strategy)		
G4.B2.S1.A3	During common planning the science coach will ask teachers to bring the first lab report (student work), and model for them how to implement peer review of the lab report in the classrooms using the rubric. Teachers will participate in activity simulating student peer review to assess the lab reports.	Bethune, Gregory	Common Planning agenda	weekly	
G3.B1.S2.A3	Promote those students that have benefited from the incentives.	Williams, Dillon	Students behavior reports	monthly	
G4.B1.S1.A4	Consistently monitor to ensure fidelity and quality in standard-based instruction.	Megias, Robert	Instructional walkthrough documents and lesson plans.	10/31/2014 one-time	
G4.B2.S1.A4	Teachers will implement peer review strategies in classrooms, and allow students to improve their work according to the feedback provided.	Bethune, Gregory	Lesson plans	weekly	
G4.B2.S1.A5	Science coach will provide support for teachers needing further assistance with this strategy.	Bethune, Gregory	Coaches log	weekly	
G1.MA1	Overall testing results for the various certification exams.	Williams, Dillon	Testing Reports	quarterly	
G1.B1.S1.MA1	Exams reports will be printed and evaluated for students progress and success.	Williams, Dillon	10/30/2014	Certiport Reports	5/29/2015 weekly
G1.B1.S1.MA1	The tracker will be reviewed weekly and follow up activities will be reflected in the next week's calendar.	Williams, Dillon	10/30/2014	Trackers and calendars	5/29/2015 weekly
G3.MA1	Suspension Reports and Incentive Logs	Williams, Dillon		weekly	
G3.B1.S1.MA1	Classroom visits	Bethune, Gregory	Overall classroom procedures and incentive logs.	weekly	
G3.B1.S1.MA1	Classroom visits	Williams, Dillon	Incentive progress sheets.	weekly	
G3.B1.S2.MA1	Continued support from the deans via classroom and common planning visits.	Williams, Dillon	Deans walk through logs.	weekly	
G3.B1.S2.MA1	Classroom visits.	Williams, Dillon	Incentive logs and referrals.	weekly	
G4.MA1	State Assessments as well as student end products.	Bethune, Gregory	Instructional walkthrough documents and lesson plans.	quarterly	
G4.B1.S1.MA1	Monitor the amount of writing via the evaluation of end products.	Megias, Robert	Instructional walkthrough documents and lesson plans.	weekly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Instructional walkthrough documents and lesson plans.	Megias, Robert	Instructional walkthrough documents and lesson plans.	weekly	
G4.B2.S1.MA1	Analyze data from assessments and diagnostics	Bethune, Gregory	data	biweekly	
G4.B2.S1.MA1	Administrative walk throughs	Bethune, Gregory	Lesson plans and end products	weekly	
G5.MA1	Data from state assessments, as well as in house diagnostics	Bethune, Gregory	End products and data reports	biweekly	
G5.B1.S1.MA1	Administrative walk throughs with a focus on GRRM	Bethune, Gregory	Lesson plans and work samples	daily	
G5.B1.S1.MA1	Administrative walk throughs with a focus on GRRM	Bethune, Gregory		weekly	
G5.B2.S1.MA1	Continue to support common planning and provide in class support.	Megias, Robert	Coaching logs and end products.	weekly	
G5.B2.S1.MA1	Administrative walk throughs with a focus on rigorous end products.	Megias, Robert	End products and lesson plans	weekly	
G5.B3.S1.MA1	Review data from state assessments and in house diagnostics	Bethune, Gregory	Data reports	monthly	
G5.B3.S1.MA1	Administrative walk throughs with a focus on student work folders	Bethune, Gregory	Student work folders	weekly	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G3. Decrease overall School Suspensions

**G3.B1** Many first and second year teachers that have not mastered the skill of classroom management and discipline.

**G3.B1.S1** Assist and train teachers on how to properly address and defuse management issues via a series of professional developments.

#### PD Opportunity 1

Provide a series of Professional Developments on classroom management and incentive procedures.

##### Facilitator

Kelvin Smith

##### Participants

Faculty

##### Schedule

Monthly, from 10/27/2014 to 5/25/2015

**G4.** Increase analytical writing across the curriculum.

**G4.B1** Some teachers are having a difficult time aligning instruction to the learning targets and executing instruction through the gradual release with effective pacing. Due to the complexity of the new standards, developing rigorous end products with corrective feedback and opportunities for revisions is a challenge.

**G4.B1.S1** Effective planning and instructional delivery with the Language Arts Florida Standards for all learners (ELL and SPED).

**PD Opportunity 1**

Design a professional development plan and execute through various venues such as workshops, observational classrooms and debriefs, lesson studies, professional learning communities and active coaching cycles to ensure fidelity, quality and alignment in standard-based instruction for all learners (SPED and ELL).

**Facilitator**

S. Greene

**Participants**

Faculty

**Schedule**

On 5/29/2015

**G5. Increase overall student performance in all content areas.**

**G5.B1** Teacher quality in the upper level math courses, specifically Algebra 2, is a major cause for concern. Classroom environment and student engagement strategies needs improvement as well as content knowledge development. The aforementioned areas will be our main focus to ensure student proficiency across all math content areas.

**G5.B1.S1** Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks

**PD Opportunity 1**

Instructional coach will conduct a professional development on bell-to-bell routines that follow the model of the Gradual Release of Responsibility Model and color-code instruction. All teachers must actively participate in the professional development session.

**Facilitator**

Zakia Garner

**Participants**

Faculty

**Schedule**



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0