Miami Carol City Senior High

2014-15 School Improvement Plan

Miami Carol City Senior High

3301 MIAMI GARDENS DR, Miami Gardens, FL 33056

http://mccsh.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	89%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

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

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.

Table of Contents

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
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Miami Carol City Senior High School sets high expectations from the moment the students enter the doors with a strong instructional leadership team, a clear and focused mission, high expectations for students, a climate conducive to learning, opportunities to learn, regular monitoring of students and classrooms, and a positive home-school relationship.

The administrators, teachers, counselors and students find that success is more likely when we are working together. When we work together, the level of commitment, energy, and motivation is likely to be higher and efforts to bring about change are more easily implemented. The school culture is a complex web of norms, values, belief, assumptions, traditions, and rituals that have been built up over time as teachers, students, parents, and administrators have worked together, dealt with crises, and developed unstated expectations for interacting and working together.

Providing our students with the academic and social skills necessary to succeed at the high school level and beyond here at Miami Carol City Senior High School is our ultimate goal. Our students are "Learners Today, Leaders Tomorrow, and Chiefs Forever."

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

Miami Carol City Senior High School students feel safe and respected before, during, and after school, when they believe that they can depend on the teacher and their classmates. This comfort is achieved by establishing rules and regulations in the classroom that are sensible and consistently enforced. Teachers build a trusting relationship by helping and encouraging students and by stopping inappropriate behavior such as racial and/or gender harassment. The school teams, clubs, and student government projects contribute to this important sense of belonging.

At Miami Carol City Senior High School we give our students the tools needed to develop a sense of self-worth and competence. Most importantly, we support our students by focusing on strengths that can help develop the resiliency needed to deal with serious problems such as teen pregnancy, violence, and dropping out of school.

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

The aim of our faculty and staff is to build an environment in which positive behavior is more effective than problem behavior. It is a collaborative, assessment-based approach to developing effective interventions for problem behavior.

Emphasis is on the use of preventative, teaching, and reinforcement-based strategies designed to achieve meaningful and durable outcomes in behavior and lifestyle.

* School wide Positive Behavior Support System

*School wide behavior system in place such as the Class Dojo app. Teachers and administrators can immediately give students points for good behavior.

* P.B.S ICADS monthly

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

Miami Carol City Senior High School meets the social-emotional needs of our students through the creation of a network of administrators, teachers, and counselors, who continually share information about our students.

In the classroom, it is important to give students a voice so they become full participants in their education. Meeting students' emotional needs does not simply happen just because we care—it requires specific and measurable processes embedded in our work. Although time is a big issue for teachers, attending to students' social and emotional needs is not a waste of time, but rather an investment. Therefore administrators, teachers, and counselors are available before school after school, and the counselors are available during lunch time at our "One Stop Shop", where we have a systematic approach to assessment (test information and other data), advisement (graduation checklist) and Placement (scheduling of students). We answer questions and provide students with the information and skills needed to plan and achieve their established goals.

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

Working with the Miami Carol City SHS administrators, teachers and support staff, the Diplomas Now team sets goals based on students' attendance, behavior, and course performance. Specifically, students with attendance below 90 percent (excused and unexcused absences), one or more suspensions (indoor or outdoor), course failure in their core English Language Arts and/or mathematics courses, and a Level 1 score on the statewide standardized assessments in ELA or mathematics.

These Early Warning Indicators allow educators the opportunity to identify and respond appropriately to students who are signaling that they need extra support. We develop a strategic plan, implement an early warning system to identify struggling students, and regularly review the data. We collect, analyze, and disseminate student outcome data on a monthly basis, and combine this with a system of tiered student supports. Teacher teams receive significant professional development, as well as ongoing support from an on-site TDS School Transformation Facilitator (STF), to use this EWI data to ensure that the right students receive the right academic and social-emotional interventions at the right time.

For our Tier 3 (intensive) students, the Communities In Schools site coordinator helps to form support groups, and connects the students with community resources such as counseling, health care, housing, food, and clothing. Our City Year corps members welcome students to school, call home for each absence, and offer tutoring opportunities. They intervene to help resolve problems, and they celebrate positive behavior. After school, they help with homework and involve students in service and enrichment programs.

To strategically identify students exhibiting early warning indicators (EWI) of falling off track to

graduation, the Diplomas Now team holds regular EWI meetings to discuss student progress, assess collected data, and set support plans in motion. The Miami Carol City EWI team meets weekly to discuss three students exhibiting off-track indicators. During this meeting, the team develops a collaborative intervention action plan that is executed by a designated point person and monitored by the STF. All student interventions are monitored using a global focus list that tracks EWI interventions on a monthly basis.

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	107	116	146	166	535
One or more suspensions	94	53	0	0	147
Course failure in ELA or Math	104	118	67	12	301
Level 1 on statewide assessment	81	49	25	4	159

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

Indicator	Grade Level		Total
	9	10	
Students exhibiting two or more indicators	62	56	118

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

Academic interventions include:
Before and after school tutoring with City Year corps members in all subject areas
Whole class support in ELA and mathematics courses
Targeted data-driven interventions in ELA and mathematics courses for the lowest 35%, with timely progress monitoring and adjustment as needed based on formative assessment data
Intensive Reading and Intensive Math classes based on FCAT data
Weekly Early Warning Indicator grade level team meetings to address students with a letter grade of D or F (off track) in ELA and/or math courses
Quarterly Report Card Conferences to counsel students on academic progress and expectations
Post assessment grade level data chats to discuss individual student progress and overall performance
Saturday Success Academy for additional academic support for all subjects with end of year testing
Differentiated instruction in ELA and math classes, including teacher led groups to address benchmark deficiencies

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

Our goal for the 2013-2014 school year is to increase parental involvement by 10%.

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

The school uses several strategies to build and sustain partnerships with local community and business organizations:
• Strands within the Career and Technical Education (CTE) department establish advisory councils comprised of representatives from businesses and the community, who provide outreach services such as extended learning opportunities, job shadowing experiences, guest speakers, and internships.
• The school participates in dual enrollment programs with neighboring colleges and universities to expose students to postsecondary academics. Currently, the school has partnerships with Miami Dade College, Florida International University (FIU), and St. Thomas University.
• The school works closely with the City of Miami Gardens to gain exposure and obtain resources through signature events such as involvement in the Miami Gardens Junior Council, volunteer experiences for students at Sun Life Stadium, and participation in community organizations such as Youth Crime Watch and Do-the-Right-Thing.
• The school courts and recruits members of the business community to work diligently with staff to provide resources through the EESAC and PTSA organizations.
• The school maintains partnerships with organizations such as Diplomas Now and City Year, providing services to students that encourage positive academic performance and reinforce positive behavior.

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
Dunn, Ja Marv	Principal
Homma, Adalys	Assistant Principal
Harrison, Andy	Assistant Principal
Morgan-Rose, Mimose	Assistant Principal
Stephens Jr., Clyde	Assistant Principal
Douglas, Antonia	Instructional Coach
Powell, Odette	Instructional Coach
Bruno, Frideline	Instructional Coach
Robinson, Felicia	Instructional Coach
Parrimore, Keith	Instructional Coach
Gibson-Smith, Natalia	Administrative Support
Cooper, Bonita	Administrative Support
Alexander, Kathy	Administrative Support
Jean Charles, Serge	Other
Alfonso, Maria	Teacher, ESE

Duties

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

JaMarv Dunn, principal: Provides a common vision for the use of data based decision-making, ensures school-based team is implementing MTSS/RtI, assesses RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Adalys Homma, vice-principal: Directs the execution of the principal's vision for the use of data based decision-making, ensures school-based team is implementing MTSS/RtI, assesses RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Andy Harrison, Mimose Morgan-Rose and Clyde Stephens Jr., assistant principals: Direct the execution of the principal's vision for the use of data based decision-making, ensures school-based team is implementing MTSS/RtI, assesses RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Instructional coaches: Frideline Bruno (Math), Antonia Douglas (Reading), Odette Powell (Reading), Felicia Robinson (Math) and Keith Parrimore (Science): Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs, provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Additionally, instructional coaches provide professional development and technical assistance to teachers regarding data based instructional planning;

support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Select general education teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Select students with disabilities (SWD) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Special education teachers of English Language Learners (ELL) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Student services personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

MTSS/RtI is an extension of the school's leadership team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I, Part A

Miami Carol City Senior High provides services 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 also provided to students. Instructional 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 needs 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. Other components that are integrated into the school-wide program include: Supplemental Educational Services (SES) and special support services to the special needs populations such as homeless, foster, and/or delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The district migrant liaison coordinates with Title I and other programs and conducts comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district dropout prevention programs.

Title II

The Dropout Prevention Program incorporates teacher student mentoring, enhanced job skills training, intensive basic skills to fulfill graduation requirements, and parent involvement to increase the number of students graduating with a high school diploma.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The district uses funds to provide the following:
• tutorial programs
• parent outreach activities
• reading and supplemental instructional materials

Title X- Homeless

The Miami-Dade County Public Schools district provides a homeless assistance program to ensure a successful educational experience for homeless children. Project Upstart and the Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. Project Upstart provides tutoring and counseling services at homeless shelters, as well as sensitivity and awareness campaigns and academic enrichment summer camps for homeless students. The district homeless liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless, and provides training for school registrars and counselors under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs

Miami Carol City Senior High School offers a non-violence and anti-drug program, which includes field trips, community services, and counseling. There is a counselor who receives district-based training on safe and drug-free schools. The counselor focuses on counseling students to solve problems related to violence, drug/alcohol use, and other crises. Additionally, Miami Carol City is using the Positive Behavior School model where incentives are used as a reward system for appropriate behavior. Positive behavior is emphasized among the faculty and student body.

Nutrition Programs

1) Miami Carol City Senior High 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, along with school breakfast and school lunch, follow the Healthy Food and Beverage Guidelines as adopted in the district's wellness policy.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Adult Education

High school completion courses are available to all eligible Miami-Dade County Public Schools students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, 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, along with 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, providing more opportunities for students to complete two- and four-year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring "ready to work" skills and industry certifications. Readiness for postsecondary programs will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

Community-based partnerships will provide students with a job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview. Students also participate in an executive internship program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ja Marv Dunn	Principal
Benjamin Davis	Principal
Alexandria Martin	Teacher
Bonita Cooper	Teacher
Maisha Copeland	Teacher
Elena Steadham	Teacher
Nichole Dino	Teacher
Lolita Samuel	Teacher
Odette Powell	Teacher
Daniel Nahmouli	Teacher
Frideline Bruno	Teacher
David Wood	Teacher
Taja Elbert	Education Support Employee
Erica Graham	Parent
Jennifer Harrison	Parent
Felicity Harvin	Parent
Lesa Finnie	Parent
Cheryl Carter	Parent
Maya Carter	Student
Daphne Scott	Business/Community
Ulysses Harvard	Business/Community
Anthony Robinson	Business/Community
Leila Toledo	Business/Community
David Williams	Business/Community
Marquita Smith	Business/Community
Clinton Ingram	Business/Community
Jackie Britt	Parent
Mira Meyers	Student
Alaina Branford	Student
Ashley Garner	Student
Trillany Harris	Student

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

Last year's SIP was developed by the school's leadership team, and the SAC amended and approved the version sent to the school district for board approval. This was done at the October 23, 2013 SAC meeting. The SIP was discussed at every subsequent SAC meeting for the remainder of the school year.

Development of this school improvement plan

The draft version of the SIP was written by the school's leadership team. The draft version of the SIP was then distributed to various stakeholders including the SAC's SIP committee for input. Finally, the revised SIP was sent to the SAC for fine tuning and approval.
The SAC will approve the revised SIP to be submitted to the school district for final approval, although the SIP is considered to be a continuous work in progress. The SAC will meet monthly to review the SIP and recommend any necessary changes, based on actual performance outcomes.

Preparation of the school's annual budget and plan

The SAC will request that the principal hold a school budget workshop, so that SAC members will understand how the budget is created, and how they can make recommendations for future budget decisions and plans.
The SAC will also manage the SAC budget funds in order to ensure that they are spent in support of the SIP. SAC members will be allowed to bring proposals to the committee and vote for the proposals that will best serve the students and the school.
In addition, the SAC will assist in the distribution of any school recognition funds that may be awarded.

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

The SAC transferred $2999.99 to the SAC's trust account, which was used to purchase food and other incentives for students in support of the SIP. The majority of these funds were used for our Saturday school tutorial program.
In addition, the SAC provided the following:
$300 for a one-year subscription to UPFRONT periodical to support the social studies curriculum.
$150 for student transportation to an advanced placement (AP) workshop.
$165 for a college bus tour.
$540 for a wall display with plaques to honor Silver Knight nominees and winners.
$1,000 for registration for FBLA state competition to support CTE programs.
$1,500 for a student tour of Washington, D.C.
$750 for books to be used in freshman experience classes.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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
Dunn, Ja Marv	Principal
Homma, Adalys	Assistant Principal
Harrison, Andy	Assistant Principal
Morgan-Rose, Mimose	Assistant Principal
Stephens Jr., Clyde	Assistant Principal
Powell, Odette	Instructional Coach
Douglas, Antonia	Instructional Coach
Bruno, Frideline	Instructional Coach
Robinson, Felicia	Instructional Coach
Parrimore, Keith	Instructional Coach
Cooper, Bonita	Administrative Support
Jean Charles, Serge	
Newman, Erica	Teacher, K-12
Alexander, Kathy	Administrative Support
Alfonso, Maria	Teacher, ESE
Wood, David	Instructional Media
Thomas, Denise	Other
Barnwell, Harold	Other

Duties

Describe how the LLT promotes literacy within the school

The primary role of the Literacy Leadership Team is to perform as a catalyst for school-wide cultural literacy transformation. The team will collaborate to implement school-wide literacy initiatives geared to increase student achievement and develop lifelong learners.
The major initiatives will involve reviewing school-wide data at each grade level to identify students who demonstrate academic strengths and challenges. Base on the students' data, the LLT will build the capacity of the faculty through effective research-based professional development to (1) enhance the academic performance of students at moderate and high risk levels, and (2) provide enrichment for students meeting or exceeding standards-based performance.
The LLT will implement a reflection and monitoring approach to effect change at the instructor and student level. The LLT will collaborate regularly, investigate, problem solve, implement, evaluate implementation and make decisions about the impact on student learning. In addition, the LLT will implement and facilitate a school-wide independent reading initiative, the opening of a Literacy Café, Literacy Parent Night, Media Center beautification project, literacy newsletter, school-wide word of the week, and Literacy Week, Florida!.

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

Several strategies are employed to ensure positive collaborative planning and instruction. Effective communication and collaboration are essential to ensure successful teaching and learning. Departmental common planning is utilized to ensure instructional alignment with state standards. Designated

administrators and subject area coaches participate in common planning where data is analyzed and shared. Additionally, best practices are shared and opportunities for peer to peer reflective conversations are promoted among teachers. In addition, during departmental meetings, a collaborative professional culture is promoted among colleagues. Teachers often engage in the rigorous mutual examination of teaching and learning.

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

Recruitment Fair / Teacher Referral - Ja Marv R. Dunn, Principal
Professional Development - Clyde Stephens, Jr.
Best Practices Workshops – Clyde Stephens, Jr./ Felicia Robinson
Teacher Mentorship Program – Adalys Homma/ Maria Alfonso

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

Miami Carol City Senior High School's mentoring program is two-tiered. Through the District's Mentoring and Induction of New Teachers program (MINT), each first-year teacher is assigned a mentor from the school who has received mentor training through the District. The mentees are paired with mentors with the same area of certification, or who teach the same grade level. Mentors and mentees must accumulate at least thirty-five contact hours.
The second tier of the Miami Carol City SHS mentoring program is the monthly new teachers' meeting held after school. These sessions provide additional support and provide relevant in-house professional development to the mentees. The mentees are also afforded the opportunity to observe their mentors and other veteran teachers.

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

Miami Carol City Senior High School ensures that our instructional programs and materials are aligned by using facets of the Florida standards in lesson plans and activities that take place within the classroom. Teachers are encouraged to use the district-provided pacing guides and create lessons that utilize the Florida standards. The administrative team and the assigned coach support the development of lesson plans through common planning, and ensure that the programs and materials being used are aligned to the Florida Standards.

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 disaggregated and distributed to each classroom instructor. The classroom instructor, coach, and administrator have data analysis meetings to identify target and remedial points, and the instructor arranges groups for differentiated instruction. During these data analysis meetings, the instructor sets goals for the students. The instructor then has individual data chats with students in order to show them their areas of strength and weakness. The student is also held accountable for

creating goals that will help them to monitor their progress and concentrate on the areas needing improvement.

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: Extended School Day

Minutes added to school year: 4,320

-Saturday Academy
*Classes are designed to target students by data
-Before and After School Tutoring
* City Year
* Interventionist
-Push-In Intervention in Reading, Mathematics and Science
-Ongoing Professional Development Activities for all subject areas
-Accelerated Courses
*Dual Enrollment 9th period (afterschool)
-Math
* Mu Alpha Theta
* In-house competitions
-Science
* Fairchild Challenge
* SECME
-Science/CTE
*NASCAR Ten80 challenge

Strategy Rationale

The rationale behind this strategy is that it ensures we meet the needs of all of our students by providing additional educational support through an extended school day. This strategy allows our students to become equipped with the necessary tools to become high-achieving students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stephens Jr., Clyde, cstephens@dadeschools.net

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

The Leadership Team meets weekly and disaggregates data for all pertinent assessments. Data chats are then conducted per department with the assigned administrator and instructional coach to collaborate on the next action steps to address areas of deficiency. After areas of deficiency are determined, the information is then disseminated to the key players of the strategy, so that proper remediation and enrichment can take place.

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

Students are enrolled into a course called Freshman Experience that assists the students in the transition from middle school to high school. It is a division-wide effort that embraces a wide range of initiatives, in order to provide ninth grade students with a rewarding and meaningful first year in high school.
Students in grade 9 are also mentored by support personnel from a program called City Year. It is an AmeriCorps program that bridges the gap in high-poverty communities between the support that students actually need and what their schools are designed and resourced to provide.
Students in grade 11 and 12 are enrolled in courses such as:
- Dual enrollment
- Advanced placement
- Industry Certification
- Vocational
Students participate in:
- Executive Internship
- Diversified Career Training and On the Job Training
- Academic Competition through the Law Magnet and Criminal Justice courses
- College Fairs and Tours
- College placement tutoring and examinations on the high school campus
- College Corner and One Stop Shop during lunch break for test waivers and information on college exams

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

Miami Carol City Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
- Incorporating the Academy Structure for Career Technology Education and Industry Certification
- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and Industry Certification teachers plan together to enhance academic competencies in vocational and career programs
- Making the academic curriculum more vocationally relevant
- Providing college and career readiness programs and relevant opportunities
- On campus for college placement exams (ACT, SAT, PERT)
- Designed Camps for student tutoring after school and Saturdays
- Extended classrooms to various businesses within the area (AT&T, Miami-Dade College Career Fair, Police Department and Lawyer Internship, NAACP Academic, Cultural, Technological, & Scientific Olympics (ACT-SO) Competition

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

Miami Carol City Senior High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
- Incorporating the Academy structure for Career Technology Education and Industry Certification
- Selection of Academy by students in Grade 9
- Incorporating more academic content in vocational courses
- Vocational and Industry Certification instructors plan together to enhance academic competencies in vocational programs
- Making the academic curriculum more vocationally relevant

- Providing college and career readiness programs and opportunities
- Students are trained to complete exams for certification in Photoshop, Dreamweaver, Flash, Microsoft Office Specialist, Electrocardiogram Examination, Certified Nursing Assistant, Certified Medical Administrative Assistant, Carpentry, Car Repair and Refinishing, and ServSafe in the Culinary course.

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

Students who indicate an interest in post-secondary education, but have test scores that reveal a need for additional preparation, will be offered a post-secondary readiness curriculum. Teachers will work collaboratively to implement End-Of-Course exams for the high schools' post-secondary readiness courses.

All ninth grade students are enrolled in an academy upon their entry into Miami Carol City Senior High School. Each ninth grade academy course will provide instruction and research on career development and post-secondary endeavors. Students will research career offerings and the necessary education requirements. They are also given exposure to all the career academies at the school.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instruction in preparation for the ACT and post-secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and/ or school. Miami Carol City Senior High School will continue to administer the PSAT free of charge to tenth grade students. The test will be paid for with district funds. The Common Core Standards are focused on creating a greater emphasis on preparedness across the curriculum. We will continue to encourage students to take AP or Dual Enrollment (DE) classes by promoting more teacher discussion on these courses and having each student speak with a guidance counselor regarding their post-secondary plans. This will include sharing information and requirements to become eligible for the Bright Futures Scholarship Program.

Throughout the school year, numerous colleges visit the school and meet with students to provide information about entrance requirements, scholarships, and specific areas of study. In addition, we invite recent Miami Carol City alumni to be part of a college panel for our seniors to ask questions and get real-life understanding of college life and responsibilities.Students are offered the opportunity to take college courses during the summer break as well as on campus courses in the fall and winter terms.

Miami-Dade College representatives visit the school campus continuously to assist students with applications and testing information. In addition, the University of Miami and Florida International University conduct two financial aid workshops. An annual college fair is offered where parents, students and community members have an opportunity to participate in the college admissions process. Miami Carol City has a high percentage of graduates in Florida's public post-secondary institutions and state community and/or state universities. This is due in part by the awareness our College Assistance Program (CAP). Once a month the school CAP counselor creates and distributes a newsletter with college visitation information, scholarships available and deadlines to submit applications, and the names of the colleges/universities who have accepted our students.

Miami Carol City Senior High School also has collegiate programs that infuse best practices and life skills to increase the probability of student success in a post secondary environment. College Summit is one such organization that provides our students the opportunity to set goals and realize a path to obtain that goal. The UF Alliance is also an organization offered at Miami Carol City that gives our students the opportunity to visit a college campus and participate in collegiate activities. This is the first year that the school is offering the new Advanced Placement Capstone Seminar course. The AP Capstone Research course will begin in 2015.The AP Capstone program is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion.

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

The 2013-2014 school year marks the first official year for Miami Carol City Sr. High School as an academy-based school with a school grade of a "B". The academy model served as a launch pad for exposure to lifelong learning and post-secondary opportunities for students rather than the old notion of high school as a final stop to education. Through the academies, numerous students have expressed and modeled their particular skills and talents by competing and winning prestigious awards. Several students received the coveted Silver Knight Award or Honorable Mention in their prospective categories. Students in the Academy of Industrial Technology and Personal Services (ITPS) maintain winner's status in Skills USA competition in auto body and repair. Our current aim is to prepare more students to past the Automotive Service Excellence certification exam in the area of auto body repair ad refinishing. Students in the construction strand of the ITPS Academy has interned with professionals at Coastal Construction Corporation and remain active with other businesses in the same profession. On a continuing mission of academic and student achievements, the school has the Health Science and Medicine academy. Students are awarded an opportunity to receive certification in Electrocardiogram Examination, Certified Nursing Assistant, and Certified Medical Administrative Assistant.Students are encouraged to take test in Industry Certification. Students now take exams in Photo-shop, Dreamweaver, Flash, and Microsoft Office Specialist

Miami Carol City Sr. High school students also excel in a variety of rigorous course settings and extracurricular activities. The number of students participating in dual enrollment courses has doubled. Currently, Miami Carol City High School has 120 students enrolled in post-secondary courses with two colleges/universities (Miami Dade College and Florida International University). St. Thomas University has certified three teachers to be adjunct professors and we are currently awaiting communication on two additional teachers that will teach college courses on the school's campus. Miami Carol City students received over 7 million dollars in scholarships with various Colleges and Universities in 2014.

Students are encouraged to take ownership in academic performance through frequent data chats with teachers, students, and parents. Student engagement is promoted through relevant and interesting instruction with opportunities for rigor and enrichment in honors, gifted, advanced placement, and dual enrollment courses for college readiness. Other opportunities for monitoring and encouraging positive student performance include academic intervention clubs and programs connected to elective courses, college and career fairs, curriculum fairs, and academy showcases to present student work. Students are also encouraged to take exams that assist them in college selections such as, ACT, SAT, and PERT testing regularly. In addition, students also have a voice through the student government organization, and involvement with the parent academy, Educational Excellence School Advisory Committee (EESAC), and some advisory boards (Miami Gardens City Council) of various academies.

These continued goals and accomplishments are partially accredited to an increase in the professional development of instructors, additional common planning time for teachers and support staff on the master schedule, and an increase in student engagement through mentoring and supplemental mathematics, reading, science and writing interventions for struggling students.

Miami Carol City also participates in the NAACP Academic, Cultural, Technological, & Scientific Olympics to strengthen high school student's academic skills and inspire the confidence they will need to succeed as adults; and, to offer individualized academic mentor ship and diverse enrichment activities. This is the first year that the school is offering the new Advanced Placement Capstone Seminar course. The AP Capstone Research course will begin in 2015.The AP Capstone program is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion.

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.   Increase student achievement by analyzing the standards/benchmarks and providing instructors with opportunities to gain more experience using the Florida Standards. Job-embedded professional development will ensure that instructors have a clearer understanding of the new standards.

G2.   Improve student attendance and increase students' Grade Point Average for at-risk student's identified in 9th grade

G3.   Increase the number of students enrolled in Career and Technical Education (CTE) programs graduating with industry certification and provide students with multiple opportunities for participation and access to knowledge from STEM-related resources, competitions, and activities at the region, district and state level.

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. Increase student achievement by analyzing the standards/benchmarks and providing instructors with opportunities to gain more experience using the Florida Standards. Job-embedded professional development will ensure that instructors have a clearer understanding of the new standards. `1a`

Targets Supported `1b`

G049393

Indicator	Annual Target
AMO Reading - All Students	48.0
AMO Reading - African American	47.0
AMO Reading - Hispanic	55.0
AMO Reading - ELL	31.0
AMO Reading - SWD	40.0
AMO Reading - ED	49.0
AMO Math - All Students	45.0
AMO Math - African American	45.0
AMO Math - Hispanic	51.0
AMO Math - ELL	51.0
AMO Math - SWD	38.0
AMO Math - ED	46.0
Bio I EOC Pass	62.0
CELLA Writing Proficiency	24.0
FAA Reading Proficiency	48.0
FAA Mathematics Proficiency	48.0
Algebra I EOC Pass Rate	44.0
Geometry EOC Pass Rate	55.0
CELLA Listening/Speaking Proficiency	38.0

Resources Available to Support the Goal `2`

- ELA: Budgeting for Interventionists, Professional Development addressing professional growth across the curriculum, Ensuring teachers possess content Mastery, Para-Professionals, up-to-date technological devices, Unpacking the Standard Protocol through the Common Planning, Pacing Guides, instructors, instructional coaches, ETO support staff, instructional frameworks. Mathematics: SMART boards, Edgenuity, Computer labs, HP tablets, Core textbook resources, McGraw Hill supplemental materials, Geometer's Sketchpad, GIZMOS, Carnegie Cognitive Tutor, Diplomas NOW, Math/Reading Coaches; ETO Support Staff Science: Common Planning, Science Coach, Curriculum Support Specialist, Schoology, Edgenuity, Florida Achieves Part A, Science Daily, Science News Social Sciences:pacing guides, technological devices (e.g., tablets and computers), Discovery Education, planning cards, unpacking document, Barbara Blackburn's "Rigor is NOT a Four-Letter Word". Graduation: Graduation Coach, Counselors Tracking Tools, Credit History Reports. ACT Prepworks camps will be implemented.

Targeted Barriers to Achieving the Goal `3`

- Deficiencies in student skills prevent students from being able to handle the level of rigor needed to fully grasp the standards taught.

- Math: Deficiencies in student skills prevent students from being able to handle the level of rigor needed to fully grasp the standards taught. Strict adherence to the district's pacing guide leads to frustration as the questioning is not tailored to the students' current levels.

- Science: Deficiencies in student skills are a major obstacle to students creating appropriate grade-level lab reports.

- Social Science: There is an inconsistency of rigorous classroom instruction, which requires high order thinking skills. This is not evident on a daily basis.

Plan to Monitor Progress Toward G1. 8

Disaggregation of Interim Assessment, Florida Standards Assessments, EOCs, ACT/SAT results, and other related student assessments results

Person Responsible
Ja Marv Dunn

Schedule
Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion
Student work samples, Topic Assessments, Interim Assessment, Florida Standards Assessments, EOCs, ACT/SAT results, and other student assessments results

G2. Improve student attendance and increase students' Grade Point Average for at-risk student's identified in 9th grade `1a`

Targets Supported `1b`

🔍 G050377

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal `2`

- Academic Advisement from Counselors/Graduation Coach every 9 weeks. "Graduation Conferences" in all English IV classes.

- Adult Education/Night School available all year for students.

- Graduation Coach and Counselors provide students with updated credit histories to ensure each student knows their academic status in order to graduate "on time" in 4 years.

- City Year Corps members offer tutoring after school to help with homework.

- Graduation Coach and Counselors implemented "One Stop Shop" for students to assist with ACT/SAT tests.

- ACT Prepworks Camp for students.

Targeted Barriers to Achieving the Goal `3`

- Excessive number of students not passing FCAT Reading and Algebra End of Course exam, which is a requirement in order to graduate.

Plan to Monitor Progress Toward G2. `8`

Attendance Reports will be monitored for excessive absences.

Person Responsible
Natalia Gibson-Smith

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Decreased number of students with truancy problems. This will increase the amount of students graduating on time.

G3. Increase the number of students enrolled in Career and Technical Education (CTE) programs graduating with industry certification and provide students with multiple opportunities for participation and access to knowledge from STEM-related resources, competitions, and activities at the region, district and state level. `1a`

Targets Supported `1b`

🔑 G050357

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Resources available to support the goal include, but are not limited to: • Utilization of District-approved digital resources (Ted Talks, Technology and Learning Magazine, Discovery Education, Edgenuity, Gizmos, Edmodo) • Participation in annual Computer Science Education Week's Hour of Code • Participation in annual Digital Learning Day • Youth Fair STEM entries • Service Organizations Competition (FBLA, FCCLA, Skills USA) • NAACP ACT-SO Competition • Smartboard and Promothean Technology

Targeted Barriers to Achieving the Goal `3`

- • Failure to provide professional development to teachers enabling them to use current technology resources

Plan to Monitor Progress Toward G3. `8`

Number of students enrolled in CTE courses versus number of students successfully passing industry certification exams; and number of students participating in STEM--related activities.

Person Responsible
Andy Harrison

Schedule
Every 2 Months, from 10/7/2014 to 5/29/2015

Evidence of Completion
Professional training participation logs, lesson plans, STEM activity logs, and Industry Certification logs will be maintained.

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. Increase student achievement by analyzing the standards/benchmarks and providing instructors with opportunities to gain more experience using the Florida Standards. Job-embedded professional development will ensure that instructors have a clearer understanding of the new standards. 1

🔑 G049393

G1.B1 Deficiencies in student skills prevent students from being able to handle the level of rigor needed to fully grasp the standards taught. 2

🔑 B123466

G1.B1.S1 Effective planning and instructional delivery with the Florida Standards for all learners. (ELL and SPED.) 4

🔑 S137999

Strategy Rationale

The rationale is that Miami Carol City Senior High School is aiming for cross-curricular instruction in every content area utilizing reading and writing. Through the implementation of Professional Development opportunities that offer training in cross-curricular reading and writing, faculty members will be able to plan effective instruction that meets the school's objective and address teachers' lack of knowledge in the new standards.

Action Step 1 5

Provide support to the coaches through the ETO Support staff to facilitate common planning and to develop a greater understanding of the backward planning process to address teachers' lack of experience with the new Florida Standards.

Person Responsible

Andy Harrison

Schedule

Weekly, from 10/1/2014 to 11/7/2014

Evidence of Completion

Support document, Note/Taking Document, Coaching Logs, Lesson Plans

Action Step 2 5

Utilize the common planning protocol to ensure alignment of the Learning Targets, Essential Question, before-during-after instructional activities (for both whole group and small group sessions), and the daily end product aligned to the culminating learning activity.

Person Responsible

Odette Powell

Schedule

Weekly, from 10/1/2014 to 11/21/2014

Evidence of Completion

Common Planning Agenda, Coaching Cycle Lesson Plans

Action Step 3 5

Develop a procedure showing evidence of the progression from one product to the next product that includes meaningful, corrective, standard-based feedback Provide professional development in utilizing the state writing rubric to score writing responses.

Person Responsible

Antonia Douglas

Schedule

Weekly, from 10/1/2014 to 11/21/2014

Evidence of Completion

Common Planning Agenda, Coaching Cycle Lesson Plans

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

Monitoring of Common Planning sessions, classroom instruction, lesson plans, and student work folders.

Person Responsible

Ja Marv Dunn

Schedule

Daily, from 10/1/2014 to 11/21/2014

Evidence of Completion

IPEGS observation notes, agendas, student work samples

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

Classroom observations, vision and guidance to coaches, Literacy Department debriefing meetings

Person Responsible

Ja Marv Dunn

Schedule

Biweekly, from 10/1/2014 to 11/21/2014

Evidence of Completion

Students assessment results, teacher's evaluations, agenda, minutes

G1.B8 Science: Deficiencies in student skills are a major obstacle to students creating appropriate grade-level lab reports. `2`

🔧 B126077

G1.B8.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. Provide guidance regarding objective non-fiction writing as a major focus for each lab. `4`

🔧 S138068

Strategy Rationale

By incorporating this strategy we will be able to effectively plan and create lessons which will not only be rigorous but also reach across the department.

Action Step 1 `5`

Provide Professional Development for all science teachers on the findings of the Instructional Review as they refer to the development of rigorous, effective and meaningful lesson plans. This Professional Development will include clarification of each part of the GRRM.

Person Responsible

Keith Parrimore

Schedule

On 10/2/2014

Evidence of Completion

We will use our Common Planning Agenda as evidence that our Professional Development was conducted and each part of the GRRM is implemented and clarified.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Guide teachers into developing lesson plans where each component of the GRRM is meaningful and used to prepare the students to successfully produce a rigourous end product which is directly aligned to the objective.

Person Responsible

Keith Parrimore

Schedule

Weekly, from 10/1/2014 to 10/7/2014

Evidence of Completion

We will use completed lesson plans as our evidence for the action plan strategy being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Peer review, across subject area, of lesson plans during early release PD.

Person Responsible

Keith Parrimore

Schedule

Weekly, from 10/9/2014 to 10/31/2014

Evidence of Completion

An Early Release Agenda and peer reviewed student work will be used as evidence that this strategy is being monitored and implemented with effectiveness.

G1.B11 Social Science: There is an inconsistency of rigorous classroom instruction, which requires high order thinking skills. This is not evident on a daily basis. `2`

🔑 B126080

G1.B11.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. `4`

🔑 S138111

Strategy Rationale

The rationale is that Miami Carol City Senior High School students should receive rigorous classroom instruction. Through Common Planning and with the support of the coach, it is the goal for teachers to develop instructional plans that are aligned with the standards, develop daily end products and culminating activities which assess mastery of the standards and meet the needs of each student by differentiating levels of instruction.

Action Step 1 `5`

Build teacher capacity, throughout the planning process, with the use of instructional strategies (e.g., REST strategy, dialectical journal, and two-column notes strategies).

Person Responsible

Antonia Douglas

Schedule

Weekly, from 10/1/2014 to 11/7/2014

Evidence of Completion

Lesson plans and Student work folders with the end products

Plan to Monitor Fidelity of Implementation of G1.B11.S1 `6`

Consistently monitor to ensure fidelity and quality of planning for culminating end products that assess student mastery of the standard.

Person Responsible

Antonia Douglas

Schedule

Weekly, from 10/1/2014 to 11/7/2014

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 [7]

Consistently monitor to ensure the effectiveness and quality of planning for culminating end products that assess student mastery of the standard and illustrate the use of citing textual evidence.

Person Responsible

Clyde Stephens Jr.

Schedule

Weekly, from 10/1/2014 to 10/7/2014

Evidence of Completion

Administrative observation documents, student work folders

G2. Improve student attendance and increase students' Grade Point Average for at-risk student's identified in 9th grade [1]

🔍 G050377

G2.B1 Excessive number of students not passing FCAT Reading and Algebra End of Course exam, which is a requirement in order to graduate. [2]

🔍 B126212

G2.B1.S2 Graduation Coach and Counselors conduct "One Stop Shop" every lunch period to assist students with registering for ACT/SAT tests, register for Adult Education/Night School, schedule concerns and obtain fee waivers. [4]

🔍 S138161

Strategy Rationale

Students have accessibility to Counselors and Graduation Coach for academic advisement.

Action Step 1 [5]

"One Stop Shop" is implemented for students in need of academic advisement, Night School registration, schedule changes, ACT/SAT registration and fee waivers.

Person Responsible

Natalia Gibson-Smith

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

80% of students have registered and taken the ACT/SAT tests and all students that need the concordant score on ACT/SAT test will have every opportunity to take and/or pass the test. This is evident by the "Graduation Tracking Spreadsheet"

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The school site test administrator will provide testing roster of students registered and tested.

Person Responsible

Bonita Cooper

Schedule

Monthly, from 10/6/2014 to 6/6/2015

Evidence of Completion

Increased number of students registered and tested for ACT/SAT tests, increased number of students passing the ACT/SAT with concordant score needed to graduate.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Increased number of students successfully registered and taking the ACT/SAT tests.

Person Responsible

Natalia Gibson-Smith

Schedule

Monthly, from 8/18/2014 to 6/6/2015

Evidence of Completion

Graduation Coach will monitor all 12th graders on "Graduation Tracking" spreadsheet. It will be updated daily with all students scores, G.P.A., and testing results.

G3. Increase the number of students enrolled in Career and Technical Education (CTE) programs graduating with industry certification and provide students with multiple opportunities for participation and access to knowledge from STEM-related resources, competitions, and activities at the region, district and state level. 1

🔍 G050357

G3.B2 • Failure to provide professional development to teachers enabling them to use current technology resources 2

🔍 B126177

G3.B2.S1 Use mandatory teacher planning days, early release days and common planning time to provide training, professional development and instructional support in the use of technology resources available to support CTE and STEM-related efforts. 4

🔍 S138109

Strategy Rationale

Teachers must have access to the current technological programs and tools available to build skills and knowledge in their instructional delivery of CTE and STEM-related courses.

Action Step 1 5

Provide training, professional development and instructional support in the use of technology resources available to support CTE and STEM-related efforts.

Person Responsible

Andy Harrison

Schedule

Monthly, from 10/9/2014 to 5/29/2015

Evidence of Completion

List of industry certified students and log of student participation in STEM-related events.

Action Step 2 5

Implement at least one lesson study per curriculum area (i.e., CTE, science and math) where digital resources are primary instructional strategies focused around a common STEM theme.

Person Responsible

Andy Harrison

Schedule

Annually, from 10/7/2014 to 5/7/2015

Evidence of Completion

Observance of Lesson Study and Debriefing

Action Step 3 `5`

Provide support for schoolwide reading comprehension through implementation of R.E.S.T. (read, restate; evidence; significance; and tie-up) instructional strategy.

Person Responsible

Andy Harrison

Schedule

Weekly, from 10/7/2014 to 5/8/2015

Evidence of Completion

Student work and performance on reading assessments.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Administrative support personnel will monitor the school's professional development schedule to ensure it provides mandatory technological resources training for designated teachers, and common planning will be observed to ensure current technological and digital learning trends are incorporated into CTE, science, and math lesson plans and instruction.

Person Responsible

Andy Harrison

Schedule

Monthly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Professional training participation logs, lesson plans, STEM activity logs, and Industry Certification logs will be maintained.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Administration will guage the impact of professional development on instruction by monitoring lesson plans and determining effectiveness based upon student performance on industry certification exams and participation in STEM-related activities.

Person Responsible

Andy Harrison

Schedule

Monthly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Professional training participation logs, lesson plans, STEM activity logs, and Industry Certification logs will be maintained.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide support to the coaches through the ETO Support staff to facilitate common planning and to develop a greater understanding of the backward planning process to address teachers' lack of experience with the new Florida Standards.	Harrison, Andy	10/1/2014	Support document, Note/Taking Document, Coaching Logs, Lesson Plans	11/7/2014 weekly
G1.B8.S1.A1	Provide Professional Development for all science teachers on the findings of the Instructional Review as they refer to the development of rigorous, effective and meaningful lesson plans. This Professional Development will include clarification of each part of the GRRM.	Parrimore, Keith	10/1/2014	We will use our Common Planning Agenda as evidence that our Professional Development was conducted and each part of the GRRM is implemented and clarified.	10/2/2014 one-time
G3.B2.S1.A1	Provide training, professional development and instructional support in the use of technology resources available to support CTE and STEM-related efforts.	Harrison, Andy	10/9/2014	List of industry certified students and log of student participation in STEM-related events.	5/29/2015 monthly
G1.B11.S1.A1	Build teacher capacity, throughout the planning process, with the use of instructional strategies (e.g., REST strategy, dialectical journal, and two-column notes strategies).	Douglas, Antonia	10/1/2014	Lesson plans and Student work folders with the end products	11/7/2014 weekly
G2.B1.S2.A1	"One Stop Shop" is implemented for students in need of academic advisement, Night School registration, schedule changes, ACT/SAT registration and fee waivers.	Gibson-Smith, Natalia	8/18/2014	80% of students have registered and taken the ACT/SAT tests and all students that need the concordant score on ACT/SAT test will have every opportunity to take and/or pass the test. This is evident by the "Graduation Tracking Spreadsheet"	6/5/2015 monthly
G1.B1.S1.A2	Utilize the common planning protocol to ensure alignment of the Learning	Powell, Odette	10/1/2014	Common Planning Agenda, Coaching Cycle Lesson Plans	11/21/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Targets, Essential Question, before-during-after instructional activities (for both whole group and small group sessions), and the daily end product aligned to the culminating learning activity.				
G3.B2.S1.A2	Implement at least one lesson study per curriculum area (i.e., CTE, science and math) where digital resources are primary instructional strategies focused around a common STEM theme.	Harrison, Andy	10/7/2014	Observance of Lesson Study and Debriefing	5/7/2015 annually
G1.B1.S1.A3	Develop a procedure showing evidence of the progression from one product to the next product that includes meaningful, corrective, standard-based feedback Provide professional development in utilizing the state writing rubric to score writing responses.	Douglas, Antonia	10/1/2014	Common Planning Agenda, Coaching Cycle Lesson Plans	11/21/2014 weekly
G3.B2.S1.A3	Provide support for schoolwide reading comprehension through implementation of R.E.S.T. (read, restate; evidence; significance; and tie-up) instructional strategy.	Harrison, Andy	10/7/2014	Student work and performance on reading assessments.	5/8/2015 weekly
G1.MA1	Disaggregation of Interim Assessment, Florida Standards Assessments, EOCs, ACT/SAT results, and other related student assessments results	Dunn, Ja Marv	10/1/2014	Student work samples, Topic Assessments, Interim Assessment, Florida Standards Assessments, EOCs, ACT/SAT results, and other student assessments results	6/5/2015 monthly
G1.B1.S1.MA1	Classroom observations, vision and guidance to coaches, Literacy Department debriefing meetings	Dunn, Ja Marv	10/1/2014	Students assessment results, teacher's evaluations, agenda, minutes	11/21/2014 biweekly
G1.B1.S1.MA1	Monitoring of Common Planning sessions, classroom instruction, lesson plans, and student work folders.	Dunn, Ja Marv	10/1/2014	IPEGS observation notes, agendas, student work samples	11/21/2014 daily
G1.B8.S1.MA1	Peer review, across subject area, of lesson plans during early release PD.	Parrimore, Keith	10/9/2014	An Early Release Agenda and peer reviewed student work will be used as evidence that this strategy is being monitored and implemented with effectiveness.	10/31/2014 weekly
G1.B8.S1.MA1	Guide teachers into developing lesson plans where each component of the GRRM is meaningful and used to prepare the students to successfully produce a rigourous end product which is directly aligned to the objective.	Parrimore, Keith	10/1/2014	We will use completed lesson plans as our evidence for the action plan strategy being implemented with fidelity.	10/7/2014 weekly
G1.B11.S1.MA1	Consistently monitor to ensure the effectiveness and quality of planning for culminating end products that assess student mastery of the standard and illustrate the use of citing textual evidence.	Stephens Jr., Clyde	10/1/2014	Administrative observation documents, student work folders	10/7/2014 weekly
G1.B11.S1.MA1	Consistently monitor to ensure fidelity and quality of planning for culminating end products that assess student mastery of the standard.	Douglas, Antonia	10/1/2014	Lesson plans	11/7/2014 weekly
G2.MA1	Attendance Reports will be monitored for excessive absences.	Gibson-Smith, Natalia	8/18/2014	Decreased number of students with truancy problems. This will increase the amount of students graduating on time.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	Increased number of students successfully registered and taking the ACT/SAT tests.	Gibson-Smith, Natalia	8/18/2014	Graduation Coach will monitor all 12th graders on "Graduation Tracking" spreadsheet. It will be updated daily with all students scores, G.P.A., and testing results.	6/6/2015 monthly
G2.B1.S2.MA1	The school site test administrator will provide testing roster of students registered and tested.	Cooper, Bonita	10/6/2014	Increased number of students registered and tested for ACT/SAT tests, increased number of students passing the ACT/SAT with concordant score needed to graduate.	6/6/2015 monthly
G3.MA1	Number of students enrolled in CTE courses versus number of students successfully passing industry certification exams; and number of students participating in STEM--related activities.	Harrison, Andy	10/7/2014	Professional training participation logs, lesson plans, STEM activity logs, and Industry Certification logs will be maintained.	5/29/2015 every-2-months
G3.B2.S1.MA1	Administration will guage the impact of professional development on instruction by monitoring lesson plans and determining effectiveness based upon student performance on industry certification exams and participation in STEM-related activities.	Harrison, Andy	10/7/2014	Professional training participation logs, lesson plans, STEM activity logs, and Industry Certification logs will be maintained.	5/29/2015 monthly
G3.B2.S1.MA1	Administrative support personnel will monitor the school's professional development schedule to ensure it provides mandatory technological resources training for designated teachers, and common planning will be observed to ensure current technological and digital learning trends are incorporated into CTE, science, and math lesson plans and instruction.	Harrison, Andy	10/7/2014	Professional training participation logs, lesson plans, STEM activity logs, and Industry Certification logs will be maintained.	5/29/2015 monthly

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 Opportuntities

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

G1. Increase student achievement by analyzing the standards/benchmarks and providing instructors with opportunities to gain more experience using the Florida Standards. Job-embedded professional development will ensure that instructors have a clearer understanding of the new standards.

G1.B1 Deficiencies in student skills prevent students from being able to handle the level of rigor needed to fully grasp the standards taught.

G1.B1.S1 Effective planning and instructional delivery with the Florida Standards for all learners. (ELL and SPED.)

PD Opportunity 1

Develop a procedure showing evidence of the progression from one product to the next product that includes meaningful, corrective, standard-based feedback Provide professional development in utilizing the state writing rubric to score writing responses.

Facilitator

Antonia Douglas

Participants

English Language Arts Department to include SPED and ELL

Schedule

Weekly, from 10/1/2014 to 11/21/2014

G1.B8 Science: Deficiencies in student skills are a major obstacle to students creating appropriate grade-level lab reports.

G1.B8.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. Provide guidance regarding objective non-fiction writing as a major focus for each lab.

PD Opportunity 1

Provide Professional Development for all science teachers on the findings of the Instructional Review as they refer to the development of rigorous, effective and meaningful lesson plans. This Professional Development will include clarification of each part of the GRRM.

Facilitator

Keith Parrimore- Science Coach

Participants

Science Teachers

Schedule

On 10/2/2014

G3. Increase the number of students enrolled in Career and Technical Education (CTE) programs graduating with industry certification and provide students with multiple opportunities for participation and access to knowledge from STEM-related resources, competitions, and activities at the region, district and state level.

G3.B2 • Failure to provide professional development to teachers enabling them to use current technology resources

G3.B2.S1 Use mandatory teacher planning days, early release days and common planning time to provide training, professional development and instructional support in the use of technology resources available to support CTE and STEM-related efforts.

PD Opportunity 1

Provide training, professional development and instructional support in the use of technology resources available to support CTE and STEM-related efforts.

Facilitator

Faasiu Kelly, CTE Department Head; Bonita Cooper, Academy Leader; Keith Parrimore, Science Coach; Frideline Bruno, Math Coach; Felicia Robinson, Math Coach

Participants

CTE Teachers, Math Teachers, Science Teachers and Instructional Support Personnel

Schedule

Monthly, from 10/9/2014 to 5/29/2015

PD Opportunity 2

Provide support for schoolwide reading comprehension through implementation of R.E.S.T. (read, restate; evidence; significance; and tie-up) instructional strategy.

Facilitator

Antonia Douglas, Reading Coach

Participants

CTE, Math and Science Teachers

Schedule

Weekly, from 10/7/2014 to 5/8/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase student achievement by analyzing the standards/benchmarks and providing instructors with opportunities to gain more experience using the Florida Standards. Job-embedded professional development will ensure that instructors have a clearer understanding of the new standards.	88,370
Goal 3: Increase the number of students enrolled in Career and Technical Education (CTE) programs graduating with industry certification and provide students with multiple opportunities for participation and access to knowledge from STEM-related resources, competitions, and activities at the region, district and state level.	3,000
Grand Total	**91,370**

Goal 1: Increase student achievement by analyzing the standards/benchmarks and providing instructors with opportunities to gain more experience using the Florida Standards. Job-embedded professional development will ensure that instructors have a clearer understanding of the new standards.		
Description	**Source**	**Total**
B1.S1.A2 - Interventionists, FCAT/Reading/WritingCamps	Title I Part A	86,670
B1.S1.A2 - Headsets with microphones	Title I Part A	500
B1.S1.A2 - Supplemental materials (e.g. novels, teacher resource guides/texts)	Other	1,200
Total Goal 1		**88,370**

Goal 3: Increase the number of students enrolled in Career and Technical Education (CTE) programs graduating with industry certification and provide students with multiple opportunities for participation and access to knowledge from STEM-related resources, competitions, and activities at the region, district and state level.		
Description	**Source**	**Total**
B2.S1.A1 - Purchase of instructional support software and consumables to be used in conjunction with instruction in specified CTE, science and math courses.	Other	3,000
Total Goal 3		**3,000**