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School Board Approval

This plan has not yet been approved by the Dade County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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 workplace literacy as productive citizens of our community.

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Bridget McKinney

Position Title

Principal

Job Duties and Responsibilities

Principal and Instructional/Operational Leader Provide instructional leadership services for the Administrative Team, Student Services Team, and all Instructional members to support the acceleration of learning across all content areas in alignment with school improvement goals. Provide operational leadership services for the Administrative Team, Security Team, Student Activities Department, Technology, and Custodial Teams to support infrastructure needs in alignment with established school improvement goals. Demonstrate student learning as a priority by leading data analysis, monitoring the development and implementation of instructional lesson plans, and developing emerging instructional leaders. Support organizational leadership goals through effective decision making, leadership development, school management, and communication.

Leadership Team Member #2

Employee's Name

Lissette Wright-Reigosa

Position Title

Assistant Principal

Job Duties and Responsibilities

Serves as the instructional leader for the Math, Reading, U.S. History, Exceptional Student Education (ESE), and ELL departments. Manages the instructional needs of these departments by aligning the support of the Math Department Chair, ESE Chair and other instructional leaders to the school improvement plan. Ensures that student attendance is a priority by establishing and maintaining daily protocols. Support organizational leadership goals through effective decision-making, leadership development, school management, and communication.

Leadership Team Member #3

Employee's Name

Byron Brown

Position Title

Assistant Principal

Job Duties and Responsibilities

Serves as the administrative and instructional leader for the Science, Fine Arts, and Elective departments. Manages the instructional needs of assigned departments by aligning the support of instructional coaches and department chairs to the School Improvement Plan. Serves as the administrative leader for operational areas including plant operations/maintenance, the Critical Incidence Response Team (CIRT), and attendance services by aligning support and initiatives to the school improvement plan. Support organizational leadership goals through effective decision-making, leadership development, school management, and communication.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The process for involving stakeholders was reviewing feedback given on the School Climate Survey, reviewing feedback given on SIP Reflection document by teachers in the building, and reviewing SIP at the EESAC meetings. We also post the SIP on our school website.

SIP Monitoring

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

The SIP will be regularly monitored for effective implementation and impact by administrators conducting classroom walkthroughs, teacher and student progress monitoring through data conversations, and collaborative conversations regarding the SIP in leadership team meetings.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	62	35	36	24	157
One or more suspensions	51	21	17	6	95
Course failure in English Language Arts (ELA)	4	1	26	0	31
Course failure in Math	0	0	21	1	22
Level 1 on statewide ELA assessment	98	75	0	0	173
Level 1 on statewide Algebra assessment	0	0	0	0	0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	55	50	21	27	153

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	3	3
Students retained two or more times	3	11	1	4	19

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	34	60	55	27	55	50	20	54	51
ELA Grade 3 Achievement **									
ELA Learning Gains	41	58	57				37		
ELA Learning Gains Lowest 25%	38	55	55				39		
Math Achievement *	38	51	45	17	43	38	14	42	38
Math Learning Gains	46	50	47				38		
Math Learning Gains Lowest 25%	69	56	49				65		
Science Achievement *	66	68	68	51	62	64	31	41	40
Social Studies Achievement *	66	73	71	41	69	66	47	56	48
Graduation Rate	95	92	90	95	89	89	90	56	61
Middle School Acceleration								56	44
College and Career Readiness	61	74	67	57	70	65	51	67	67
ELP Progress	38	57	49	34	49	45	44		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	592
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
54%	48%	43%	31%		47%	42%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	39%	Yes	5	
Black/African American Students	57%	No		
Hispanic Students	50%	No		
Economically Disadvantaged Students	54%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	4	4
English Language Learners	34%	Yes	4	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	49%	No		
Hispanic Students	43%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	3	3
English Language Learners	35%	Yes	3	
Native American Students				
Asian Students				
Black/African American Students	45%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	38%	Yes	1	
Multiracial Students	25%	Yes	1	1
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	43%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	34%		41%	38%	38%	46%	69%	66%	66%		95%	61%	38%
Students With Disabilities	25%		47%	48%	39%	59%	73%	50%	50%		95%	32%	
English Language Learners	13%		36%	30%	17%	44%	67%	27%	27%		89%	44%	38%
Black/African American Students	34%		41%	45%	40%	48%	72%	69%	68%		96%	60%	
Hispanic Students	36%		43%	31%	30%	40%	64%	50%	57%		94%	61%	39%
Economically Disadvantaged Students	34%		42%	44%	36%	44%	70%	65%	66%		96%	62%	36%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	27%				17%			51%	41%		95%	57%	34%
Students With Disabilities	10%				16%			5%	11%		91%	24%	
English Language Learners	3%				17%			33%	23%		83%	30%	46%
Black/African American Students	29%				17%			50%	42%		96%	58%	
Hispanic Students	18%				18%			52%	38%		88%	35%	53%
Economically Disadvantaged Students	29%				17%			50%	43%		94%	55%	60%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	20%		37%	39%	14%	38%	65%	31%	47%		90%	51%	44%
Students With Disabilities	6%		23%	24%	9%	35%	61%	24%	11%		72%	38%	
English Language Learners	9%		44%	38%	16%	42%	50%	13%	18%		94%	19%	44%
Native American Students													
Asian Students													
Black/African American Students	20%		37%	43%	13%	38%	72%	32%	49%		92%	58%	
Hispanic Students	20%		36%	37%	20%	38%	47%	28%	32%		85%	32%	40%
Multiracial Students	21%		36%		0%	43%		25%					
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	19%		37%	40%	14%	38%	65%	30%	48%		90%	51%	44%

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	33%	56%	-23%	53%	-20%
Ela	9	28%	54%	-26%	53%	-25%
Biology		54%	70%	-16%	67%	-13%
Algebra		35%	55%	-20%	50%	-15%
Geometry		31%	56%	-25%	52%	-21%
History		64%	70%	-6%	67%	-3%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		19%	17%	2%	16%	3%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	18%	-5%	17%	-4%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

According to the School Grade Components data on the Power BI dashboard, the data component that showed the most improvement was U.S. History, improving 25 percentage points from 41% to 66%. During the 2023-2024 school year, the implementation of a History Lab provided a place where students could go for intervention based on mini-assessment/MYA data. In addition, data chats with both teachers and students happened after every mini-assessment as well as after the MYA so students could be aware of what standards needed the most help.

Lowest Performance

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

The data component that showed the lowest performance was ELA Proficiency. The contributing factors were novice teachers to the department, lack of consistency with the interventionist, and truancy concerns.

Greatest Decline

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

No data component showed decline.

Greatest Gap

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

The data component that had the greatest gap when compared to the state average was 9th grade ELA Proficiency. The contributing factors were novice teachers to the department and lack of consistency with the interventionist.

EWS Areas of Concern

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

According to the School EWI Counts by Grade Level data on the Power BI dashboard, two potential areas of concern are the number of students with attendance below 90% (170 students, which is 20%

of our students) and the number of students that scored a Level 1 on the ELA FAST PM3 (226 students, which is 26% of our students) .

Highest Priorities

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

Our highest priorities are to improve the results in the Literacy department, build upon the positive results from the 2023-2024 school data, improve of attendance and tardies, decrease the number of referrals, and enrich a positive school culture.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the School Grade Components data on the Power BI dashboard, 34% of our 9th and 10th graders were proficient on FAST PM3 ELA as compared to the state average of 55% and district average of 53%. Based on this data and the contributing factors of novice teachers and a high number of Level 1 students, we will implement the Targeted Element of ELA with a focus on collaborative planning to develop engaging, differentiated lessons with instructional fidelity and high expectations.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of ELA with a focus on collaborative planning to develop engaging, differentiated lessons with instructional fidelity and high expectations, an additional 6% (for a total of 40%) of the ninth and tenth grade students will score at grade level or above in the area of ELA on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will attend collaborative planning meetings to ensure that lessons are planned according to student need as well as ensure differentiation is planned for. In addition, administrators will conduct walk-throughs to ensure lessons developed during collaborative planning are being implemented to result in high student engagement. Also, data chats will be conducted to monitor student progress.

Person responsible for monitoring outcome

Lissette Wright-Reigosa, Assistant Principal.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

The evidence-based strategy of differentiated instruction was chosen as it addresses students' individual needs. It also holds the teacher accountable for planning lessons according to student need based on data collected from various assessments. In addition, teachers are responsible for maintaining high expectations by tracking all students as they travel through the rotation schedule.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Eboni Honer

By When/Frequency:

Weekly by August 26th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend weekly collaborative planning meetings to discuss and brainstorm challenges, needs, and shared best practices. Teachers will take turns leading and modeling explicit instruction that addresses student needs. Various strategies can be presented through this practice.

Action Step #2

Administrative Walk-Throughs

Person Monitoring:

All Administrators

By When/Frequency:

Weekly starting August 19th

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will conduct daily walk-throughs to ensure lessons developed during collaborative planning are being implemented to result in high student engagement.

Action Step #3

DI Strategies

Person Monitoring:

Lissette Wright-Reigosa

By When/Frequency:

Weekly starting August 26, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The teachers along with the Literacy Coach and the CSS will decide which DI framework will be utilized for instruction. During collaborative planning, the coach will conduct a mini-PD on the DI techniques using rotations and various activities to meet students' needs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-24 Accountability Components by Subgroups data, 13% of our ELL students were proficient on FAST PM3 ELA. This is an improvement of 10% from 2022-2023. Based on this data and the contributing factors of a high influx of ELL students, we will implement the Targeted Element of ELL with a focus on individualized collaborative planning to develop engaging lessons with instructional fidelity and high expectations.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of ELL with a focus on individualized collaborative planning to develop engaging, differentiated lessons with instructional fidelity and high expectations, an additional 7% (for a total of 20%) of the ninth and tenth grade ELL students will score at grade level or above in the area of ELA on the FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will attend collaborative planning meetings to ensure that lessons are planned according to student need as well as ensure differentiation is planned for. In addition, administrators will conduct walk-throughs to ensure lessons developed during collaborative planning are being implemented to result in high student engagement. Also, data chats will be conducted to monitor student progress.

Person responsible for monitoring outcome

Lissette Wright-Reigosa, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Rationale:

The evidence-based strategy of English Language Learners (ELL) Strategies was chosen as it addresses the students' need to acquire the English language. It also holds the teacher accountable for planning lessons to utilize the strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Individualized Collaborative Planning

Person Monitoring:

Lissette Wright-Reiogsa

By When/Frequency:

Weekly beginning August 26th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ELL teacher will attend weekly, individualized collaborative planning meetings to discuss and brainstorm challenges and needs. The teacher will lead and model explicit instruction that addresses student needs. Various strategies can be presented through this practice.

Action Step #2

Accountability Talks

Person Monitoring:

Eboni Honer

By When/Frequency:

Quarterly beginning September 9th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration, instructional coach, and teachers will conduct accountability talks after the PM1 assessment to ensure all stakeholders are knowledgeable about the performance data. Additionally, this will assist with planning for differentiation and setting high standards for all students.

Action Step #3

Professional Development

Person Monitoring:

Eboni Honer

By When/Frequency:

Quarterly starting September 9th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure the ELL teachers attend professional learning on effectively implementing ELL strategies and setting high expectations for all students. As a result, teachers will be able to identify appropriate ELL strategies for students to utilize.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 School Climate Survey, only 37% of our students agreed with following statement "my teacher makes learning fun and interesting" (33% disagreed with this statement and 29% were neutral about the statement). Based on this data , we will implement the Targeted Element of student engagement with a focus on on setting high expectations through engaging lessons

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of student engagement with a focus on setting high expectations through engaging lessons, an additional 15% (for a total of 52%) of the students with agree with the statement "my teacher makes learning fun and interesting."

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will attend collaborative planning meetings to ensure that lessons are planned focusing on student engagement using high-interest strategies. In addition, administrators will conduct walk-throughs to ensure teachers are creating positive learning environments to decrease disciplinary issues resulting in high student engagement.

Person responsible for monitoring outcome

Administrative Team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The term Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students .

Rationale:

The evidence-based strategy of student-centered learning was chosen as it keeps the child at the forefront of all planning, both academically and socially. Student-centered learning will be the foundation for our academic success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

State of the Tribe

Person Monitoring:

Bridgey McKinney

By When/Frequency:

Quarterly beginning August 22nd, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The leadership team will have a "State of the Tribe" discussion with students to survey how to improve current student activities (such as Homecoming, pep-rallies, incentives, etc.) to establish a positive learning environment with high-interest strategies. As a result, the discussion points can be shared in collaborative planning with teachers.

Action Step #2

Collaborative Planning

Person Monitoring:

Lissette Wright-Reigosa/Byron Brown, Assistant Principals

By When/Frequency:

Weekly beginning August 19th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend weekly collaborative planning meetings to discuss and brainstorm high-interest strategies to implement in lesson planning. Teachers will take turns bringing a strategy to collaborative planning to address student engagement. Various strategies can be presented through this practice.

Action Step #3

Professional Development

Person Monitoring:

Lissette Wright-Reigosa, Assistant Principal

By When/Frequency:

Week of September 16th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Department coaches will hold mini professional development sessions where teachers can present latest trends, best practices and evidence-based strategies relating to high student engagement.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 Early Warning Systems data, 17% of our students have two or more indicators on the Early Warning Systems . Based on this data and the identified contributing factors of high number of students with absences as well as a high number of Level 1 students, we will implement the Targeted Element of intervention, both through academics and socially.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation the Targeted Element of intervention, both through academics and socially, a decrease of 5% (for a total of 12%) of students will have two or more indicators on the Early Warning Systems.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Administrative Team will conduct quarterly data chats and attend collaborative planning to ensure that students' needs inform decisions regarding instructional planning. The administration will follow up with regular walkthroughs to ensure that the planned lessons are being implemented with fidelity. Data analysis of assessments and attendance bulletins will be reviewed weekly to observe trends relating to academics and truancy.

Person responsible for monitoring outcome

Byron Brown and Lissette Wright-Reigosa, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

Rationale:

The evidence-based intervention strategy of Response to Early Warning Systems (EWS) was chosen because it allows stakeholders to analyze various data points and identify the specific needs of our students.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Referrals

Person Monitoring:

Byron Brown

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After three consecutive absences or five absences in a quarter, teachers will be responsible for submitting an attendance referral to begin the process of the Attendance Review Committee. As a result, truancy intervention begins early for students.

Action Step #2

Data Chats

Person Monitoring:

Lissette Wright-Reigosa

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration, instructional coach, and teachers will conduct accountability talks after the PM1 assessment to ensure all stakeholders are knowledgeable about the performance data. This will assist with planning for differentiation and setting high standards for all students.

Action Step #3

Schoolwide Activities/Incentives

Person Monitoring:

Bridget McKinney

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The Leadership Team will plan and implement school-wide activities as well as attendance incentives as a motivational factor for students to attend school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

Plans to Strengthen the Academic Program

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

Miami Carol City Senior High School plans to strengthen the academic program in the school by

increasing the amount and quality of learning that is taking place. This will be done through the school providing opportunities for the teachers to collaborate and plan meaningful lessons. In addition, the school plans to provide extra help and an enriched and accelerated curriculum by implementing the following strategies and programs: during school math and reading intervention programs, extended learning opportunities, Senior ACT/SAT bootcamps, CTE bootcamps, athletic study hall, and tutoring programs.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

Miami Carol City Senior High School has two school counselors, one TRUST counselor, two mental health therapists, and a school social worker. The school ensures that students receive counseling, school-based mental health services and other related services through consistent collaboration with all in-house service and community service providers. There are various methods for students to connect with an adult in the building such as: scanning QR codes to sign up to meet with counseling staff for nonemergency issues, teachers submitting referrals, and all staff are available for emergencies. Staff also utilize our mindfulness room to conduct group therapy sessions. Students are also referred for services instead of consequences when low-level infractions are committed.

Preparing for Postsecondary Opportunities and the Workforce

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

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

Addressing Problem Behavior and Early Intervening Services

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

Miami Carol City Senior High School has implemented a Discipline Committee that utilizes components of the Positive Behavior School program in conjunction with the Student Services program (Counselors, Social Worker, and Mental Health Therapists) to analyze Early Warning System Indicators (EWI) and address student behavior. Students are referred for disciplinary

infractions utilizing a tiered approach that includes warnings, parental contact, related referrals, and rewards/incentives.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The process to review the use of resources is as follows: administrators in conjunction with ETO support personnel and school's stakeholders discuss possible resources to be utilized in the core subjects.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The teachers in core subjects use a combination of Educational Transformation Office (ETO) provided resources along with a technology component to reinforce skills that are being taught. Some of the resources being utilized are Educational Transformation Office (ETO) provided instructional focus calendars (frameworks, lesson plans, PowerPoints, etc.), Big Ideas Skill Trainer, BrainPop, and Progress Learning.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00