



BUREAU OF SCHOOL IMPROVEMENT

2006 – 2007

SCHOOL IMPROVEMENT PLAN

School Name:	MIAMI CENTRAL SENIOR HIGH SCHOOL
District Name:	Dade
Principal:	Robin Atkins/Jerry Clay, Jr.
SAC Chair:	Kent Pollock
Superintendent:	Rudolph F. Crew, Ed.D.
Date of School Board Approval:	Pending School Board Approval

**John L. Winn,
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VISION/MISSION/BELIEF STATEMENTS

Vision

Miami Central High School's vision is to promote student achievement, provide an array of academic mediums that engage real world experiences and a conducive learning environment. Our aim is to cultivate a climate of positive change, eliminate low performance and institute a legacy of superior academic achievement through effective instructional programs.

Mission

Miami Central Senior High School faculty, staff, students and community stakeholders believe that all students have the ability to be successful learners. Accordingly, Miami Central Senior High will offer a safe and conducive learning environment, promote high academic standards and create challenging and diverse learning opportunities. All stakeholders of the school will foster self-esteem, pride, citizenship, respect and responsibility for their actions. The faculty, parents and students will work together to strengthen a unified partnership between the school and its diverse communities. The ultimate mission is to produce life-long learners and adaptive global citizens.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Miami Central High Central serves an urban community, which is composed of a lower-middle socio-economic population. The campus is located on 32.25 acres of land at 1781 Northwest 95th Street in Miami, Dade County, Florida and encompasses five buildings erected between 1959 and 1995. One hundred and two percent of Utilization (permanent and relocatable); The surrounding neighborhood is comprised of single-family homes, apartments and local businesses.

Student Demographics/Performance Group

The student body consists of 2354 students of which 83 percent are Black, 16 percent are Hispanic, and one percent is White. Students with disabilities comprise 20 percent of the school's population. Limited English Proficient (LEP) students comprise 6 percent of the student population and 75 percent of students qualify for free or reduced lunch.

Average Class size is 25; Level 1 and 2 students – consist of 90 percent in Reading; Number of Level 1 and 2 students in Mathematics is 71 percent.

Teacher Demographics: All of the instructional staff at Miami Central Senior High School is certified in their instructional area. The demographics of the current staff are 41 percent Black, 35 percent White, 16 percent Hispanic and 8 percent Asian/Indian/Multiracial. Sixteen percent of the teachers are first year teachers. There are 25 paraprofessionals; 144 teachers; The staff gender profile is 39 percent male and 61 percent female. There are 273 full-time employees which consists of 9 administrators (two principals, two vice-principals and five assistant principals), 11 guidance counselors, 3 Trust counselors, 1 Career Specialists, 2 activities directors, 2 social workers, 1 school psychologists, 2 media specialists, 3 lead teachers, 144 classroom teachers, 25 instructional support paraprofessionals, 12 clerical/secretaries, 19 custodians (inclusive of 1 head custodian and 1 lead custodian), 18 security monitors (inclusive of 1 School Resource Specialist), 2 computer technicians, 1 cafeteria manager, 18 cafeteria personnel and 1 Zone Mechanic. Two teachers are National Board Certified, 9 percent have a Doctorate/Specialist Degree and 35 percent hold a Masters Degree.

Student Attendance: Student Attendance is 89 percent. The percentage increase in attendance has advanced Miami Central from 30th in attendance in the district to 24th for the 2005-2006 school year.

Mobility Rate is 43.0 percent; Dropout Rate is 2.2 percent; School Enrollment for next year 2422.

Promotion/Retention/Graduation Rate

Graduation Rate for 2005 according to AYP data is 36%. 2003-04 data show that 29.8% of 9th graders, 17.9% of 10th graders, 8.8% of 11th graders and 10.5% of 12th graders were not promoted. Additionally, 5% of 9th graders, 4.1% of 10th graders, 6.1% of 11th graders and 5.2% of 12th graders dropped out.

Feeder Pattern Westview and Madison Middle Schools within the Miami Central Feeder Pattern will participate in the Making Middle Grades Matter Program. It will increase the percentages of students who reach the Basic and Proficient levels as defined by the National Assessment of Educational Progress. Schools implement a comprehensive improvement framework that emphasizes rigorous academic courses to prepare students for challenging high school studies. Westview Middle and Madison Middle Schools will institute small learning communities by creating interdisciplinary academic teams at every grade level. These teams will consist of four core teachers (language arts, mathematics, science, and social studies) who will share common planning time for the purpose of creating a more rigorous, relevant curriculum. Thematic units based on the career academies offered at Miami Central will provide middle school students with greater exposure to career opportunities offered at the high school.

Special Programs/Advisory Council

Miami Central Senior High School continues its planning and implementation of national research on secondary school reform. The “new” Miami Central Senior High School will also become one of the forerunners of the reform initiative in M-DCPS, and will incorporate small learning communities (a smaller, more personalized instructional setting), industry focus academies (specific career path courses of study), and multiple opportunities for students to engage in real world experiences. Proposed curricular changes will be developed in collaboration with the City of Miami, National Academy Foundation (NAF), Miami-Dade College, University of Miami and other community. The curricular changes will include the following academy themes:

- o Academy of Information Technology
- o Bio-medical Academy
- o School-to-Career and Entrepreneurship
- o Law and Public Affairs
- o Sports and Marketing Management

The Division of Student Services will assist schools in the transition into the new school reform, High Schools That Work that will impact all students. Year 1 will include: a preliminary technical assistance visit to the school by a team of experts;

- a memo of understanding;
- on-site professional development workshop on the HSTW Goals and Key Practices;
- HSTW Ten Key Practices posters;
- ongoing annual and progress reports to chart data;
- Teachers’ lesson plans correlated with the HSTW 10 Key Practices and CBC;
- site-specific staff development with SREB representatives on August 1 and 3, 2006 respectively;
- and
- ongoing coaching Students will complete a Capstone Project.

Miami Central Senior High School students in grades 9-12 have chosen an interest-based academy theme. The academy model will allow students the opportunity to take college preparation courses, earn college credit, prepare for the world of work, and earn industry certification. Participation in these academies will provide students with an instructional program that is both engaging and relevant to their postsecondary opportunities (e.g., university, work force, military), in addition to the

required high school curriculum. Mentors and tutors from the world of work will provide applied knowledge and expertise for alignment to industry standards. The Career/Professional Academy model as delineated in the M-DCPS Secondary School Reform (SSR) Plan adopted by the School Board of Miami-Dade County at their May, 2006 meeting, will provide students additional opportunities to transfer learning and exposure to industry demands through job shadowing, summer and school year internships, and presentations by guest speakers from the community. Students will be encouraged to join the academies' career service organizations where they can engage in problem solving activities and gain better skills in interpersonal relationships.

The school also provided parents information regarding choice options: public school choice options with transportation and school choice with opportunity scholarships due to the school's grade. Miami Central Senior High School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters student achievement and the learning process. To address the needs of the students, the school will develop high caliber professional development for teachers and administrators. Collaboration with local universities will ensure that teachers' professional development experiences are based on current educational trends, effective and up-to-date research that targets students' academic needs. Site-based professional development will be delivered by District educational specialist to ensure effective implementation of the professional development activities into the classroom instruction. The School Improvement Zone will play a vital role in monitoring and supporting direct services to Miami Central Senior High School. During the 2006-2007 school year Miami Central will participate in the Title I program.

Unique Issues and Areas of Concern:

Teacher Demographic Concerns

The District Office of Human Resources has been assigned to service the personnel needs for Miami Central Senior High School. The co-principals have attended and will continue to attend the Teacher Fairs as a means of maintaining a fully staffed school with highly qualified teachers. Additionally, the corrective action schools will receive priority in filling vacancies as they occur. The School Improvement Zone office will monitor the staffing status of Miami Central on a weekly basis and communicate with the school site administrators and the Office of Human Resources as a means of ensuring a fully staffed school.

The District will ensure that Miami Central Senior High School and the Ninth Grade Academy Center at Westview Middle are staffed with highly qualified instructional personnel, who are committed to the school's improvement initiatives, on the first day of school and throughout the year.

District efforts to address critical teacher shortages will also include district-wide teacher fairs, whereby advanced contracts are offered to prospective teachers; a dedicated Human Resources staff member assigned the specific responsibility of monitoring open positions at the school and assisting the administrative team with filling the positions quickly; a reserved pool of qualified teachers from which district personnel can assign teachers to open positions at these critical schools; ongoing national and international recruitment efforts such as Teach for America.

School Community Partners:

With the establishment of the aforementioned academies curricular changes will be developed in collaboration with the City of Miami, National Academy Foundation (NAF), Miami-Dade College, University of Miami and other community partnerships. Each academy will establish an advisory board that will assist the school with providing students with relevant curriculum and career education as it relates to business and industry. Internship and mentoring opportunities is the ultimate goal for the community partnerships.

Title I:

Miami Central has been designated as a Title I school for the 2006-2007 school year. The additional funding will provide the school with the opportunity to offer additional tutorial opportunities for all students who have been designated as Level 1 and 2 students in Reading and Mathematics from the 2006 administration of the FCAT Reading, Mathematics and Writing tests.

SCHOOL MATCH

Miami Central has selected Hialeah Miami Lakes Senior High School as its school match. Hialeah Miami Lakes is a Zone school whose 2006 FCAT results yielded the school an elevation of school grade from a D to a C. Hialeah Miami Lakes was selected to participate in the first cohort of schools for the full implementation of the Secondary Reform Model. Meetings will be scheduled for the administrative/leadership teams to discuss FCAT best practices (i.e. professional development offerings, team building, implementation of the Continuous Improvement Model), transitioning into Secondary Reform, scheduling of academies, integrating curriculum.

As a result of the ongoing collaboration, it is expected that some of the best practices discussed can be infused into the various facets of Miami Central. Additionally, fostering this partnership and mentoring experience will provide enhanced instructional practices which will yield an elevation in the school's FCAT grade.

QUALITY STAFF

Highly Qualified Administrators

Mrs. Robin Atkins- Co-Principal

Mrs. Robin Atkins has served for 16 years in The Miami-Dade County Public School system. Her experiences both at the elementary and senior high levels have prepared her to be an effective instructional leader. She completed her fourth year as an Assistant Principal at Miami-Central Senior High School. Her administrative experiences include discipline, athletics, Exceptional Student Education, Student Services, Alternative Education, and curriculum. In April 2006 Mrs. Atkins was promoted to Vice Principal at Miami Central Senior High School. Her involvement in the curriculum aspect of the school has been extensive. She developed the master schedule to reflect the curricular mandates of the School Improvement Zone, as well as Corrective Action mandates. As the Assistant Principal of Curriculum and Vice Principal, Mrs. Atkins was instrumental in facilitating the implementation of the Continuous Improvement Model. The infusion of this model into the curriculum resulted in a 14 point overall gain in the school's numerical FCAT score. Her professional experiences have encompassed a myriad of school site operations to include positions in the areas of Vocational Education, School-to-Careers, Business Education, Adult Education, and Exceptional

Student Education. In addition to being the Behavior Management Teacher for emotionally handicapped students at Orchard Villa Elementary School, she also assisted the principal in setting up the extended day tutorial program, LEA, member of the Child Study Team, and assisted teachers with curriculum concerns. Her collaboration with the administrative team regarding academic achievement resulted in the school improving the school's letter grade from D to C. At Miami Central, Mrs. Atkins also implemented a mandatory extended day tutorial program for all student-athletes. Mrs. Atkins was also the Assistant Principal of the Year for Region 3, the District Assistant Principal of Year Runner-Up during the 2005-2006 school year, as well as the Assistant Principal of the Year Nominee for Exceptional Student Education during the 2004-2005 school year.

Mr. Jerry Clay, Jr. – Co-Principal

Mr. Jerry Clay, Jr. has been in the Miami-Dade County Public School System for 13 years. He has worked as a teacher, coach, administrative assistant and assistant principal. Mr. Clay has worked at several high performing schools (Miami Lakes Educational Center, Glades Middle and John A. Ferguson Senior High) in an administrative capacity. Additionally, while working at these schools he participated in the implementation of several research-based programs in reading and mathematics that contributed to the success of each of these schools. Some of the programs implemented were High Schools That Work (HSTW), Co-NECT and Cognitive Tutor. His experiences have led him to an array of school settings including a Career Vocational/Technical High School as well as an alternative setting for at-risk youth. His diversified experiences provide an excellent background for our Secondary School Reform at Miami Central Senior High School.

Mr. Clay has a Bachelor of Science in Marketing, a Master of Science in Educational Leadership and is currently waiting for his Doctoral Degree in Educational Leadership to be conferred.

Mrs. Demetria Barnum

Demetria Barnum, Assistant Principal, has 11 years experience as a classroom teacher, and one year as Assistant Principal. She is certified in Middle Grades Mathematics 5-9 and Educational Leadership. She holds a Masters Degree in Computer Science and a Specialist in Educational Leadership. Under Barnum's leadership, Charles Drew Middle School was able to progress from a D to a C. During her service as Assistant Principal at the Middle School, she was instrumental in implementing a school-wide writing curriculum which resulted in the school's mean score increasing from 3.6 to 4.0. According to the 2006 administration of the FCAT students at the middle school made gains in all area under her leadership.

Mr. Rafael Quintana

Mr. Rafael Quintana has been employed in the Miami-Dade County Public Schools for 12 years. He is beginning his fourth year as an assistant principal at Miami Central Senior High School. He has taught Social Studies at the middle school level for eight years. For six years, he served as the E.E.S.A.C. chairperson for W.R. Thomas Middle School working toward increasing student achievement and building consensus among community stakeholders. Mr. Quintana works diligently with his colleagues to enhance teachers' pedagogical expertise by encouraging their participation in district in-service and post-graduate courses. His administrative experiences include student discipline, school transportation, ESOL/LEP, ESE, extra-curricular activities, athletics, and monitoring the continuous improvement model.

Mr. Quintana received a Bachelor of Science and Master of Science degree from Florida International University.

Mr. Olatunji Williams

Mr. Olatunji Williams has over 10 years in the field of education, one as an assistant principal and two as an administrative assistant. He has worked at the middle and secondary school levels, in schools with a high concentration of economically disadvantaged students in Miami-Dade County Public Schools. As a magnet lead teacher, administrative assistant and currently Assistant Principal at Miami Central Senior High School he has worked to improve the academic success of students. His administrative experiences include student discipline, improving student attendance, infusing technology, co-author of the 2006-2007 School Improvement Plan, marketing/recruiting for magnet programs, plant operations, construction, ESOL/LEP and Alternative Educations.

He received a Bachelor of Science degree at Florida A&M University and a Master of Science degree from Nova Southeastern University. Mr. Williams was honored as “Who’s Who Among American Teachers in 2000 and Teacher of the Year in 2003.

Recruitment/Retention of Highly Qualified Teachers

Teachers in the Superintendent’s School Improvement Zone, including Miami Central Senior High School, receive a 20 percent salary enhancement. This higher salary is in recognition of the longer work day and extensive professional development which is required of teachers at this school, and it is anticipated that it will serve as an incentive to attract and retain high-quality, highly qualified teachers.

CRP #7: Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS.

To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

The 8-Step Continuous Improvement Model (CIM) will be used at Miami Central Senior High

School. It is data driven, results oriented school reform that successfully integrates the philosophies of Total Quality Management (TQM) and Effective School Research. The Continuous School Improvement Model will be implemented through the Plan-Do-Check-Act model as follows: PLAN – 1. Needs Assessment: (CIM Components - Disaggregate student performance data for analysis and instructional planning and 2. develop Sunshine State Standards instructional focus calendar and timeline, 3. using disaggregated student performance data to focus instruction on targeted benchmarks, manage instructional time, and allocate resources). Every student will have an individualized student profile which will be periodically updated and made easily accessible to administrators, academy leaders, and academy teachers. The profiles will contain disaggregated student performance and test data, special needs information, attendance records, completed courses towards satisfying the pupil progression plan, advanced courses, community service hours, scholarship potential, and academy related experiences to include dual enrollment, job-shadowing, and internships. The student profiles will enable Miami Central’s Biomedical and Health Sciences Academy staff to readily assess the individualized academic needs of every student. DO-Establish Goals and Objectives: (CIM Component – Implement instructional focus on research-based effective practices in the classroom). 4. Following the needs assessment, individualized instructional priorities will be established to include research-based academic content for each course (aligned to the Sunshine State Standards). CHECK- Frequent Assessments: (CIM Components - School-wide mini-assessments will be used which target Sunshine State Standard benchmarks for the purposes of monitoring students’ progress and generating data to redesign instruction, if needed. Academy leaders and teachers will conduct quarterly, “Data Chats” and “Test Talks” with students to discuss student assessment performance and goals. 8. Frequent student assessments will be infused to maintain acquired skills. ACT – Appropriate Strategies: (CIM Components – Alternative in-school 5. tutorial, remediation, or 6. enrichment strategies for students based on students’ individual academic needs). 7. Additionally, the academy will periodically implement systematic monitoring of student progress). An array of intervention strategies will be implemented including remediation, tutoring, and career-path enrichment activities. On-going professional development will be provided to assist teachers with implementing effective instructional strategies.

Implementation of the Florida CIM will be monitored by the administration and leadership team. This process will provide testing, data analysis, feedback, and redirection of instructional practices to ensure students are receiving instruction based on their individual need. The infusion of this model into school wide instruction will provide data that will assist leaders in determining the needs of all stakeholders.

Communication with Parents

Communication with parents takes place through letters sent home in the student’s native language, flyers, the school’s electronic bulletin board, and through the use of the automated calling system. Additionally, the local newspaper and radio stations are utilized to keep parents informed as Central Senior High School implements an eight-class schedule. Through this type of schedule, staff is able to provide all students with opportunities to access remediation, intervention, acceleration, and enrichment programs that exist at the school. In order to ensure that students access these opportunities, parents must not only be aware of their existence but must become active participants in the design of the program of study their sons/daughters will follow during their four year high school experience. To that end, a four-year program of study contract will be issued to all parents of

incoming ninth grade students in order to provide a vehicle for the collaborative development of said program by parents, students, and school staff. This contract will be monitored throughout the year by student services staff. Additionally, the contract will be updated quarterly every year to ensure that services being provided are meeting the needs of the students as agreed to by the parents and the school staff. Prior to the opening of school, a ninth grade orientation program is scheduled for incoming 9th grade students and their parents. The purpose is to familiarize them with the challenges of current high school learning requirements and the additional challenges of peer and community pressure while working toward future career goals.

In order to ensure that all students are offered public school choice opportunities, M-DCPS has developed a structured and sequential plan for notifying parents of their options relative to their enrollment in selected higher performing schools within the District. The parent/guardian of every student at each school received mailed notification by the District on June 15, 2006. This notification informs parents/guardians of their option to exercise public school choice by selecting to transfer their son or daughter to another school. Every effort is made to accommodate parental choice. Transportation is provided to all students who avail themselves of this opportunity to attend a higher performing public school. M-DCPS also offers a wide array of choice options through magnet programs, administrative transfers, and the like, to ensure that no parent shall be compelled to enroll their child in a school that has been designated as low performing. Moreover, efforts to ensure all eligible students in these schools receive State approved Supplemental Educational Services (SES) focus on four aggressive strategies including:

1. take-home flyers in all three languages – English, Spanish, and Haitian-Creole
2. PTA outreach in all three languages
3. outreach to parents through the Title I District Advisory Council
4. Informational conferences involving parents and teachers at the beginning of the school year at each school site.

Documentation to support this law is available at the school site/district and evidence will be provided in August and available upon request.

As per Federal Title I mandates, a parent compact will be distributed to parents during the first week of the 2006-2007 school year, and will be attached to the parent contract.

Pre-School Transition
Non-Applicable

Teacher Mentoring

An analysis of FCAT scores and student failure rate has assisted administration in identifying teachers who need additional assistance in facilitating the instructional delivery of information specific to their subject area. Although the concentration of the professional development will address the specific needs of the aforementioned teachers, professional development opportunities and activities will be available to all staff.

A model for mentoring teachers and administrators will be designed and implemented to focus on

best practices and to support continuous improvement. The mentoring needs of early career teachers and administrators will also be addressed in the newly developed “induction program” that will be implemented. Each new teacher, as well as teachers identified as needing improvement has been assigned a mentor. The professional development plan for Miami Central Senior High School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Miami Central. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally, Miami Central will have an arrangement of on-site professional development resources provided by the district Office of Professional Development. A set of core professional learning experiences have been identified for Miami Central Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include: High Schools That Work, M-DCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching, Data Analysis and Student Progress Monitoring, Teaching Reading at the High School Level (foundational reading course for all secondary level teachers), Learning Communities, Differentiated Instruction, Tools for Success (selected 9th grade teachers), Cognitive Tutor, Science for Secondary Level Science Teachers, Continuous Improvement Model Training for all faculty and on-site follow-up (all schools have completed initial CIM training; follow-up training will be ongoing), Strategies for ESOL/ESE students, CRISS Strategies, Learning Express, Reading Plus, READ 180 and Read XL.

New Teachers:

- Every new teachers is in the process of being assigned an on-site mentor from the school who teaches the same subject as the new teacher (in the event that this is not possible, a mentor with the same certification will be assigned)
- All mentors will receive one day of mentoring training in August and a second day in October
- Mentors will be compensated to mentor new teachers based on the following schedule:
 - o August-November –two hours per week
 - o December-February-1 hour a week
 - o March-May-two hours a month
- New/Early Educator Support Team (NEST) sessions will be held at the school twice a month:
 - o Sessions will cover topics introduced at New Teacher Orientation held on July 28, 2006, in addition to issues of concern to the new teachers
- Core Professional Learning courses will be offered to new teachers twice a month on Saturdays
- Professional Development Specialists assigned to each school will make weekly classroom visits to new teachers’ classroom

Administrator Training will consist of the following professional development activities: “Digging into the Data”, On-going Progress Monitoring, Classroom Walkthrough Training, CRISS Strategies, and Differentiated Instruction. In addition, ongoing professional development in the instructional leadership and urban leadership will be provided to the administrators which will include Douglas Reeves from Harvard University who will work with the principals throughout 2006-07 on Leadership Development and Leadership Mapping. Additionally, Pedro Noguera from New York University will provide the school leaders with an urban leadership development track.

Lastly, Building a High Performing Learning Culture (SREB) will be completed during the 2006-07 school year. Co-Principal Model Support will begin in July 2006 and continue throughout the school year. The principals will also participate in the Harvard Principals Center (Art of Leadership). Additional Professional Development Resources include: Mentors for all new teachers, additional substitute funds to support coaching and observation of new and early career teachers, monthly on-site New Educator Support Team sessions, Professional Development Team, Learning Community Facilitator, Professional Development Specialist and Curriculum Support Specialist to provide on-site professional development and monitor follow-up, National Board Certified Teachers (NBCT) to lead cohort of NBCT applicants. As part of the implementation of the mentoring initiative, the district will pursue collaborative initiatives with local universities through the Higher Education Consortia. All new teachers will be assigned a mentor in their specific area of certification and instruction. Mentors for administrators will be practicing principals with extensive high school experience and proven success as an instructional leader.

CRP Professional Development #3: The Reading Coaches will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. The coaches will model effective strategies for teachers, design and deliver professional development, monitor progress and analyze student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement.

Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

It is expected that the myriad of professional development activities will provide teachers with best practices and strategies that will equip them with the necessary skills to effectively deliver instruction

that reflects relevance and rigor. These activities should be reflected in an increase in student achievement and 2006-2007 FCAT scores.

Extended Learning Opportunities

CRP #8:

Students who attend Miami Central will be enrolled in an extended day and extended year academic instructional program. Targeted students will participate in an extended day literacy program. Students will engage in technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension.

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 500 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9-12 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention. See chart below of Summer School Instructional

GOALS

Goal:	Reading
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Needs Assessment An analysis of the 2006 FCAT Reading subtest scores reveal that 90 percent of students in grade 9 and 92 percent of students in grade 10 scored below FCAT achievement Level 3. The data further indicates the following: students in grade 9 answered 25 percent of the questions correctly on the Words and Phrases, 40 percent of the questions correctly in Main Idea/Purpose, 40 percent of the question correctly in Comparison and 36 percent of the questions correctly in Reference and Research. Additionally, students in grade 10 answered 33 percent of the Words and Phrases questions correctly, 50 percent of the questions correctly in Main Idea/Purpose, 54 percent of the questions in Comparison correctly and 44 percent of the questions correctly in Reference and Research. The Words and Phrases cluster showed the greatest improvement for grade 9 students and Main Idea/Purpose for grade 10 students when compared to the 2006 FCAT Reading results.

According to AYP data, 9% of Black, 14% of Hispanic and 10% of economically disadvantaged students failed to meet Adequate Yearly Progress. Only 91% of students with disabilities were tested. Consequently, no percentile of AYP was generated.

Objective Given instruction using the Sunshine State Standards, the percentage of all students, grades 9-12 will improve their reading skills as evidenced by a minimum of 51 percent scoring at FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of African American, grades 9-12 will improve their reading skills as evidenced by a minimum of 51 percent scoring at FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic, grades 9-12 will improve their reading skills as evidenced by a minimum of 51 percent scoring at FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 9 and 10 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grades 9 and 10 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 50 percent of students scoring in the bottom 25 percent in grades 9 and 10 will demonstrate learning gains as evidenced by the 2007 FCAT Reading Test.

Strategies

1. Initiate a Ninth Grade Academy that will engage all ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to effectively manage lifelong career development.
2. Use High Schools That Work to implement Small Learning Communities that will engage 10th – 12th grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to effectively manage lifelong career development.
3. All teachers in grades 9 through 12 will consistently focus on the clusters, Words & Phrases and Reference & Research, and instruct the remaining clusters to the timelines identified in the Instructional Focus Calendar in reading as well as in all content areas. Special emphasis will be placed on 11th and 12th grade retakers in Words and Phrases and Reference and Research content clusters.
4. Provide teachers with a coaching model designed from the Comprehensive Research Reading Program (planning, modeling lessons, practice and debriefing) to support the core Reading program.
5. Identify students in grades 9 and 10 who scored at FCAT Levels 1 and 2 in all subgroups and schedule them in Intensive Reading classes.
6. Identify students in grades 11 and 12 who scored at FCAT Levels 1 and 2 in all subgroups and schedule them in Intensive Reading classes.
7. Develop and implement curriculum maps and Instructional Focus Calendars utilizing FCAT baseline data, Curriculum Pacing Guide,

Competency-Based Curriculum (CBC) and the Sunshine State Standards (SSS) for English I, English II, English III, English IV and Language Arts through ESOL, Developmental Language Arts, and Intensive Reading for Exceptional Student Education students.

8. Conduct weekly meetings that involve administrators and teachers in data-driven discussions to examine students' data to revise instruction and discuss best practices. This process will follow the continuous improvement model (CIM).

9. Develop and implement a systemic interdisciplinary plan to teach reading across the curriculum by using Reading Plus, READ 180, Read XL, and CRISS, which will address Main Idea and Author's Purpose and Comparison/Contrast.

10. Utilize research-based instructional strategies (Reciprocal Teaching, Selective Highlighting/Marginal Note-taking, Question Answer Relationships (QAR's), Capsule Vocabulary and Role Audience Format Task (RAFT) to improve students' academic achievement in Reading.

11. Utilize an instructional rotational model to provide small group guided reading instruction to all students daily in English and Intensive Reading classes.

12. Provide 30 minutes of daily structured independent reading through student selected texts, structured activities, Literature Circles, and classroom libraries.

13. Integrate technology into the reading program using research-based projects, with the intent of producing technologically skilled graduates.

14. Implement intervention programs such as pull-out during school for the lowest 25 percent and extended day tutorials for all students reading at a 3rd or 4th grade level or below using READ 180. All students reading two grade levels below their current grade level use READ XL.

15. Use student data (Edusoft) to redirect classroom instruction and place students in flexible tutorial groups.

16. Implement Teaching Reading in the Content Areas and Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms.

Comprehensive Researched-based Reading Plan (CRRP) to be inserted.

Evaluation

Formative evaluation will be addressed through the collaboration and analysis of data from the following sources:

1. Pre/progress/post district approved assessments and the Survey Reading Inventory (SRI).
2. Research-based software (READ 180, Reading Plus, READ XL and FCAT Explorer).
3. Implement bi-weekly, monthly, and interim assessments that are aligned to the Sunshine State Standards tested benchmarks.

Summative evaluation will be based on the results of the 2007 FCAT, as

stated in the objective.

Research-based Programs McDougal Littell, Language of Literature; Great Source, Source Book; Kaplan; Reading Plus; Reading Counts; READ 180; READ XL.

Professional Development The Assistance Plus Professional Development Plan has been added to the Reading Elements section of this school improvement plan. A set of core professional learning experiences have been identified for Miami Central Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

- High Schools That Work. M-DCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching
- Data Analysis and Student Progress Monitoring Teaching Reading at the High School Level (foundational reading course for all secondary level teachers)
- Learning Communities
- Differentiated Instruction
- Tools for Success (selected 9th grade teachers)
- Continuous Improvement Model Training for all faculty and on-site follow-up (all schools have completed initial CIM training; follow-up will be begin in)
- Strategies for ESOL/ESE students
- CRISS Strategies (3 days)
- Reading Plus
- READ 180
- Read XL

District/Region/Zone staff will ensure that all principals and teachers are provided with information regarding the role of the Reading Coach during their opening of school activities.

Highly Qualified Instructors The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

To support teachers seeking reading endorsement, face-to-face reading endorsement classes will be offered on-site for the Corrective Action Schools as well as providing the option of teachers taking reading endorsement online through Beacon at Bay County Schools. The Office of Human Resources will monitor and assist these teachers with information on the status of their certification and the application requirements to have the endorsement reflected on their certificate.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	READ 180	Already Purchased	0
Research-based Resource(s)	Learning Express, Reading Plus, Kaplan Materials	District	3000
Technology	Read 180/ FCAT Explorer/	District/State/School	5000
Professional Development	Read 180/ CRISS/	Title I	5000
Other	Edusoft / Hourly Personnel for Saturday and After School Tutoring	School/District - Already Purchased	10000
Total:			23000.00

Goal:	Mathematics
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Needs Assessment An analysis of the 2006 FCAT Mathematics subtest reveals that 34 percent of all students met high standards in math and 68 percent of all students tested made learning gains in math. The content cluster data reveals that the average ninth grader answered 38 percent of Number Sense, 29 percent of Measurement, 27 percent of Geometry, 30 percent of Algebraic Thinking and 38 percent of Data Analysis questions correctly. The average tenth grader answered 36 percent of Number Sense, 20 percent of Measurement, 29 percent of Geometry, 29 percent of Algebraic Thinking and 27 percent of Data Analysis questions at or above grade level. In addition, Students with Disabilities, African-American, Hispanic, Economically Disadvantaged and Limited English Proficient students need improvement in Math according to the No Child Left Behind (NCLB) Act.

According to AYP data, 28% of Black, 31% of Hispanic, 29% of

Economically Disadvantaged, 20% of Limited English Proficient and 8% of Students with Disabilities achieved adequate yearly progress.

Objective

Given instruction based on the Sunshine State Standards, students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African-American students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grades 9 and 10 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 50 percent of students scoring in the bottom 25 percent in grades 9 and 10 will demonstrate learning gains as evidenced by the 2007 FCAT Mathematics Test.

Strategies

1. Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program. All mathematics teachers will consistently focus on the Number Sense, Algebraic Thinking, Geometry, Measurement and Data Analysis clusters for ninth and tenth grade students in accordance with the Mathematics Instructional Focus Calendar.
2. Identify students in grades 9 and 10 who scored FCAT Levels 1 and 2 and

schedule them in Intensive Mathematics. Students will be tested biweekly to drive instructional strategies.

3. Identify students in grades 11 and 12 who scored at FCAT Levels 1 and 2 and schedule them in Intensive Mathematics. Students will be tested biweekly to drive instructional strategies.

4. Ensure the English Speaker of Other Languages (ESOL) strategies that promote comprehensible instruction are included in both the lesson plans as well as during classroom instruction.

5. Accommodate Students with Disabilities (SWD) with appropriate in-class or out-of-class assistance from SWD faculty/staff as necessary to enhance the comprehension of data analysis questions.

6. 9th and 10th grade Algebra I and Intensive Mathematics classes will incorporate a research-based mathematics program such as Cognitive Tutor.

7. Provide professional development opportunities that ensure the fidelity of the implementation of these programs including training faculty on their use, including CIM, to provide ongoing analysis and refocus.

8. Infuse technology such as FCAT Explorer into the instructional delivery of the research-based program which impacts the content clusters, Data Analysis and Algebraic Thinking.

9. Comprise a Data Study Team of Miami Central Senior High School administrators and key faculty in the Mathematics Department including the Department Chairperson and the Mathematics Coaches who will regularly review, analyze and share assessment data in order to enhance the instructional focus calendar.

10. Share data with Miami Central Senior High School Administration and Mathematics Department faculty via grade level, team and department meetings. These meetings will be a forum for teachers to share best practices, identify study group topics and professional development needs. Assessment data may also be used to define coaching and mentoring opportunities for teachers.

11. Provide interventions that are based on the analysis of school, classroom and individual student data including during, after and Saturday school tutorial services in order to remediate student deficiencies. Interventions may include in-school pull-out sessions, after school tutoring and/or enrollment in Intensive Mathematics courses and other activities.

12. Vertical planning will be conducted at the ninth grade center to expose middle school teachers to the high school Algebra I grade level expectations.

13. Conduct symposiums for FCAT Level 1 and 2 students in preparation for Performance Task questions.

14. Provide teachers with data notebooks to include base-line data as well as on-going assessment data. These notebooks will be used to monitor student progress and provide differentiated instruction.

15. Train teachers in the Continuous Improvement Model (CIM).

16. Develop a departmental instructional focus calendar to assist teachers with using the 100 minute instructional block more effectively and incorporating curriculum initiatives.

17. Implement common planning periods for teachers.

Evaluation

These objectives will be evaluated using Edusoft through frequent formative assessments, given bi-weekly, that reflect the tested benchmarks. The results will be monitored and used to redirect classroom instruction and place students in flexible tutorial groups. Additionally, summative evaluation of these objectives will be the 2007 FCAT Mathematics Test data.

Research-based Programs

Cognitive Tutor and Glencoe Mathematics Texts

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the senior high school level in compliance with the Florida Professional Development System Evaluation Protocol. Personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up and evaluation. A set of core professional learning experiences have been identified for Miami Central Senior High School. The core professional learning will be delivered on-site to all mathematics' faculty and will include:

- High Schools That Work. M-DCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching (July-August)
- Data Analysis and Student Progress Monitoring (July/August 2006)
- Learning Communities (July/August 2006)
- Differentiated Instruction (July 2006-May 2007)
- Tools for Success (all 9th grade teachers, July/August 2006)
- Cognitive Tutor (all math teachers, July/August 2006)
- Continuous Improvement Model Training for all faculty and on-site follow-up (all schools have completed initial CIM training; follow-up will be begin in July 2006)
- Strategies for ESOL/ESE students (August 2006)
- CRISS Strategies (3 days)

Highly Qualified Instructors

The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit

classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Cognitive Tutor, 8-Step Continuous Improvement Model	District - Already Purchased	0
Research-based Resource(s)	8-Step Continuous Improvement Model	District Purchased	1350
Technology	FCAT Explorer	District/State/ACCESS Center - Already Purchased	5000
Professional Development	CRISS, Curriculum Mapping, Edusoft, Snapshot	Title I	25000
Other	Hourly Tutors	Title I	15000
Total:			46350.00

Goal:	Writing
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Needs Assessment Student achievement data coupled with 2006 FCAT Writing + scores and AYP information drives the need to modify this year’s writing objectives. The total school score declined 9 percent; however, Limited English Proficiency students suffered the greatest decline by 21 percent. African-American, Hispanic, and Students with Disabilities subgroups all experienced a common AYP decline of 9 percent. Economically Disadvantaged students performance fell 8 percent. An increase in the number of students receiving free and reduced lunch has placed the school into Title I status. Incorporating effective instructional writing strategies across the curriculum will help students to better understand and meet the standards being assessed, ultimately improving the overall quality of students’ writing.

According to AYP data, 73% of all students were designated as proficient. 74% of Black, 68% of Hispanic, 72% of Economically Disadvantaged, 41% of Limited English Proficient and 37% of Students with Disabilities were designated as proficient at Writing.

Objective Given instruction in the Sunshine State Standards (SSS), students in grade 10

will improve their writing skills as evidenced by an increase of 1 percentage point of students scoring at or above a 3.5 on the 2007 administration of the FCAT Writing Test.

Strategies

1. Develop and implement a systemic approach to teaching writing across the curriculum through extended day activities, Saturday Academy, and content area and elective classes.
2. Develop, implement and align curriculum maps with the instructional focus calendars on all grade levels, 9-12. Also, Competency-Based Curriculum (CBC) and the Sunshine State Standards will be incorporated in the Instructional Focus Unit for all grade levels, 9-12.
3. Utilize effective writing strategies such as Learning Logs, Role Audience Format, Task/Topic (RAFT), Power Notes, sentence expansion, Quick Writes and Adjectives-in-Detail to improve students' writing skills. Periodically analyze practice writing prompts and adjust instructional focus and strategies accordingly.
4. Utilize data from the district's pre/progress/post writing assessments and Learning Express to revise the writing instructional focus calendar and provide differentiated instruction.
5. Provide teachers with a coaching model designed from the Comprehensive Research Reading Program (planning, modeling lessons, practice and debriefing) to support writing instruction.
6. Integrate technology into the writing program using research-based projects, with the intent of producing technologically skilled graduates.
7. Utilize the Department of Education's CD-ROM to train students and teachers in appropriate rubric scoring. Reading Coaches will work with teachers and students to interpret the holistic scoring rubric, analyze student papers and provide specific strategies to guide instruction.
8. Reading Coaches will model writing lessons in classes with a predominant 10th grade enrollment to ensure that effective writing strategies are infused across the curriculum.
9. Schedule all tenth grade students into a writing class during the 8th period extended day.

Evaluation

Formative evaluation will be addressed through the collection and analysis of data from the following sources:

1. Pre/monthly-progress/post assessments will be administered to monitor student progress.
 2. Administer Learning Express prompts to evaluate student performance
- Summative evaluation will be based on the results of the 2007 FCAT, as stated in the objective.

Research-based Programs

Utilize curriculum writing framework materials provided by the district, Kaplan, McDougal Littell, Learning Express, and Florida Department of

Education's CD ROM for rubric scoring of sample writing papers.

Professional Development

The Assistance Plus Professional Development Plan has been added in its entirety to the Reading Elements section of this school improvement plan.

A set of core professional learning experiences have been identified for Miami Central Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

- High Schools That Work. M-DCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching
- Data Analysis and Student Progress Monitoring
- Teaching Reading at the High School Level (foundational reading course for all secondary level teachers)
- Learning Communities
- Differentiated Instruction
- Continuous Improvement Model Training for all faculty and on-site follow-up
- Strategies for ESOL/ESE students
- CRISS Strategies (3 days)
- Learning Express

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Learning Express	Title I	48000
Research-based Resource(s)			0
Technology			0
Professional Development	Curriculum Mapping, Learning Express Training	Title I	1000
Other	Townsend Press Vocabulary Builder	Title I	11000
Total:			60000.00

Goal:	Science
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Needs Assessment According to the 2006 FCAT Science Assessment data, 8% of the 11th grade

students scored at or above Achievement Level 3 in Science. Additionally, data revealed that 31 percent of the Physical Science/Chemistry, 36 percent Earth/Space, 33 percent Life and Environmental and 42 percent Scientific Thinking questions were answered correctly. Within each of the tested content areas, the number of points earned was below both the district and state average however, there was an increase in the percentage of correctly answered questions from the previous FCAT administration. This suggests that there is some improvement in students' comprehension of the content clusters; however, there is still a large need for intervention in order to bring students to proficiency standards.

Objective	Given instruction based on Sunshine State Standards, student in the 11th grade will increase their science skills in content areas as evidenced by a minimum of 13% of students at or above Achievement Level 3 on the 2007 FCAT Science administration.
Strategies	<ol style="list-style-type: none">1. Administer mini and quarterly assessments that correlate to the core science program to drive instruction.2. Introduce technology into the classroom via the implementation of the web-based, interactive program ExploreLearning and CBL (Vernier), a graphical analysis software.3. Implement and utilize curriculum mapping and curriculum guide that will integrate all of the benchmarks.4. Develop an instructional focus calendar that will allow for remediation and enrichment of the science benchmarks as indicated by data provided by the benchmark assessments.5. Monitor classroom instruction and lesson plans for all science teachers using the assistance from District's Curriculum Support Specialist.6. Utilize CRISS strategies and reciprocal teaching techniques to increase student comprehension of written material.7. Implement professional development opportunities for teachers that will ensure the correct usage of instruction programs such as Curriculum map, Curriculum guide, Instructional Focus Calendar(s) and FCAT Item Specifications.8. Utilize common planning to allow teachers to discuss, revisit and revise curriculum map, instructional focus calendar and lesson plans according to student performance.9. Promote inquiry learning by increasing the number of hands-on and laboratory activities to two per week.
Evaluation	Strategies will be evaluated via: <ol style="list-style-type: none">1. Formative assessments that reflect Sunshine State Standards and the Competency-Based Curriculum will be conducted biweekly and quarterly.2. Frequent monitoring of lesson plans and classroom instruction of all

teachers.

3. Teacher record logs of all completed hands-on and laboratory activities.

Summative evaluation will be evidenced through the 2007 FCAT Science administration.

Research-based Programs

ExploreLearning, Prentice Hall Texts, Glencoe Texts, Holt Texts, Brooks/Cole Texts.

Professional Development

Teachers will be trained in the implementation of the Instructional Focus Calendar, utilization of the Test Item Specification, alignment of the curriculum with the hands-on activities and lab experiences and the use of technology in the classroom. Additionally, teachers will receive training in the Continuous Improvement Model and CRISS.

Highly Qualified Instructors

The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Explore Learning	Title I	12000
Research-based Resource(s)	Laboratory equipment, materials and supplies		20000
Technology	New Computers	Title I	5000
Professional Development	8-Step Continuous Improvement Model, CRISS	District	0
Other			0
Total:			37000.00

Goal:	Parental Involvement
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Needs Assessment Based on past school climate surveys and event attendance logs there is a lack of parental involvement in school-related activities. According to the School Climate Survey 49% of parents attended at least one school related activity during the school year. A strong emphasis needs to be placed on increasing parental involvement by increasing communications between the school and parents. Additionally, parents must be urged to become involved in academic programs in an effort to increase student achievement among all students and subgroups.

Objective Given school-wide focus on parental involvement and using the National Parent Teacher Association (NPTA) Standards; parent attendance at at least one school related activity will increase by 10 percentage points as evidenced by the 2006-2007 School Climate Survey.

Strategies

1. Provide communication using CONNECT-Ed and printed correspondence to parents in all three languages- English, Spanish, and Haitian/Creole for school activities developed from the NPTA Standard #1.
2. Encourage parents to utilize the school-site Parent Resource Center for parenting skills workshops and other related topics. NPTA Standard #2
3. Host Parent Night(s) to provide academic strategies and updates to assist their students. NPTA Standard #3
4. Disseminate information on topics such as school reforms, policies, discipline procedures, assessment tools, and school goals. NPTA Standard #3
5. Collaborate with the District's Parent Academy to ensure parent participation in course offerings, empowering parents to become active stakeholders within the school and increase awareness of services provided. NPTA Standard #6
6. Encourage parental involvement and participation by administering the Parent Benchmark Survey (in all three languages) at the Opening of School Ninth Grade Orientation. NPTA Standard #6
7. Provide parents with a four-year program of study contract that will be issued to all parents of incoming ninth grade students in order to provide a vehicle for the collaborative development of said program by parents, students, and school staff.
8. Community Involvement Specialist will act as a liaison between parents and the school.

Evaluation Formative evaluation will be based on periodic review of:

- School-related parent activity/meeting sign-in sheets
- Parent Benchmark Survey
- Parent Resource Center attendance logs

Summative evaluation will be based on a comparison of the parent attendance records and the School Climate Survey for 2006-07 with the previous year.

Research-based Programs CORE Programs: National Standards for Parents and Family Involvement Programs by the National PTSA ; Continuous Improvement Model

Professional Development Staff from the Office of Parental Involvement, Office of Community Services and the Parent Academy will work with the school and the community to provide classes and support services that meet the diverse needs of the school and the community.
The Title I Administration Office will provide parent and staff meetings. The District PTA/PTSA will be used to provide additional support and training for the school's local PTA/PTSA.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)			0
Research-based Resource(s)	Resources and Materials	Title I	1000
Technology	Computers for Parent Resource Center		4000
Professional Development			0
Other	Community Involvement Specialist Marketing and Public Relations		29213
Total:			34213.00

Goal: Return on Investment

Needs Assessment Miami Central Senior High School ranks at the 16th percentile on the State of Florida Return on Investment (ROI) index in 2005.

Objective	Miami Central Senior High School's ROI percentile ranking will increase by at least one percentile point.
Strategies	<p>Provide resources to improve annual learning gains:</p> <ul style="list-style-type: none"> • Ninth grade transition courses will be required for all incoming ninth grade students. Students will be exposed to the "Tools for Success" curriculum providing intellectually challenging and high-level mathematics, science, literacy and problem-solving skills. • Ninth grade transition courses will utilize "Classroom Inc." during the second semester. The curriculum introduces team building and leadership skills. • Introduce the reform initiative through the incorporation of Small Learning Communities that feature industry focused academies, and multiple opportunities for students to engage in real world experiences. Small Learning Community academy themes may include: <ul style="list-style-type: none"> o Academy of Information Technology o Academy of Biomedical and Health Sciences o School-to-Career and Entrepreneurship o Law and Public Affairs o Sports and Marketing Management • The Division of Student Services will assist school in the transition into the new school reform, High Schools That Work (HSTW), that will impact all students. Student schedules are aligned with ten key practices. Students are scheduled to ensure that they receive four credits in English; four credits in mathematics with college preparatory Algebra I, Geometry and Algebra II; three science courses, which includes at least 2 college-preparatory level lab sciences; 3 years of Social Sciences and 4 courses in an academic or a career/technical major. • Implement the use of research-based programs across reading, writing and mathematics curriculum: Read 180, Reading Plus, Read XL, Cognitive Tutor and Learning Express. • All students will continue to be provided with an extended day (one extra hour per day) and extended school year (two extra weeks a year) to provide additional time on task, which is a necessary element to effect positive gains in student performance. • Provide professional development resources for teachers that will include: <ul style="list-style-type: none"> o Mentors for all new teachers. o Additional substitute funds to support coaching and observation of new and early career teachers o Required training for all instructional staff in reading and writing: Teaching Reading at the High School Level (5 days), Essentials of Reading (2 days), Essentials of High School Writing (2 days). • Ongoing professional development in instructional leadership and urban leadership will be provided to the administrators which will include "Leadership Development and Leadership Mapping", and "Creating a High Performing Learning Culture". The following administrator trainings will be

completed:

- o Digging into Data
- o On-going Progress Monitoring
- o Classroom Walk-through Training
- o CRISS Strategies for Administrators
- Co-principals have participated in Fordham University Leadership Team Institute (July 2006) and will participate in the Harvard Principals Center (Art of Leadership) in July 2007.
- Utilize U.S. Department of Education Qualified Zone Academy Board (QZAB) funds to incorporate technology throughout the curriculum and replace or restore computer hardware and software.

Evaluation

On the next State of Florida ROI index publication, Miami Central Senior High School will show progress toward reaching the 17th percentile.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school.
The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The School Advisory Council, known in Miami-Dade County as the Educational Excellence School Advisory Council (EESAC), is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345 F.S. (school improvement).

The Educational Excellence School Advisory Council at Miami Central Senior High School meets monthly to provide assistance and support for the preparation and implementation of the School Improvement Plan. The meetings are designed to discuss progress of the School Improvement Plan, budgetary concerns, and make recommendations for improving student achievement in keeping with the 8-Step Continuous Improvement Model. EESAC members foster an environment of professional collaboration among stakeholders to help create a safe, caring, and nurturing learning environment that supports the school's mission and vision.

Activities and duties of EESAC members:

As required by School Board rule 6Gx13- 1B-1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and education support employees

elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The EESAC membership must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

Amount of funds for use by the EESAC and the purpose for which it will be used:

The EESAC assists in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The EESAC makes recommendations to the principal on the development of the school's annual budget.

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total Amount Available
Research-based Program(s)	Reading: READ 180 Mathematics: Cognitive Tutor, 8-Step Continuous Improvement Model Writing: Learning Express Science: Explore Learning Parental Involvement:	Reading: Already Purchased Available: \$0 Mathematics: District - Already Purchased Available: \$0 Writing: Title I Available: \$48000 Science: Title I Available: \$12000 Parental Involvement: Available: \$0	60000.00
Research-based Resource(s)	Reading: Learning Express, Reading Plus, Kaplan Materials Mathematics: 8-Step Continuous Improvement Model Writing: Science: Laboratory equipment, materials and supplies Parental Involvement: Resources and Materials	Reading: District Available: \$3000 Mathematics: District Purchased Available: \$1350 Writing: Available: \$0 Science: Available: \$20000 Parental Involvement: Title I Available: \$1000	25350.00
Technology	Reading: Read 180/ FCAT Explorer/ Mathematics: FCAT Explorer Writing: Science: New	Reading: District/State/School Available: \$5000 Mathematics: District/State/ACCESS Center - Already Purchased Available: \$5000 Writing: Available: \$0 Science: Title I Available:	19000.00

	Computers Parental Involvement: Computers for Parent Resource Center	\$5000 Parental Involvement: Available: \$4000	
Professional Development	Reading: Read 180/ CRISS/ Mathematics: CRISS, Curriculum Mapping, Edusoft, Snapshot Writing: Curriculum Mapping, Learning Express Training Science: 8-Step Continuous Improvement Model, CRISS Parental Involvement:	Reading: Title I Available: \$5000 Mathematics: Title I Available: \$25000 Writing: Title I Available: \$1000 Science: District Available: \$0 Parental Involvement: Available: \$0	31000.00
Other	Reading: Edusoft / Hourly Personnel for Saturday and After School Tutoring Mathematics: Hourly Tutors Writing: Townsend Press Vocabulary Builder Science: Parental Involvement: Community Involvement Specialist Marketing and Public Relations	Reading: School/District - Already Purchased Available: \$10000 Mathematics: Title I Available: \$15000 Writing: Title I Available: \$11000 Science: Available: \$0 Parental Involvement: Available: \$29213	65213.00
		Total:	200563.00

IMPLEMENTATION EVALUATION

The District contact will monitor principals and schools to determine how well they are meeting the requirements of the K-12 Comprehensive Research-Based Reading Plan. This will be achieved by on-going progress monitoring results. Data from (READ 180, FCAT Explorer, Cognitive Tutor, Learning Express, Reading Plus, READ XL) the research-based program will be collected and analyzed to determine if students are showing mastery in the tested benchmarks.

The District contact will utilize the School wide Instructional Review (SIR) form- Secondary for monitoring principals and schools in the implementation of the K - 12 CRRP. These reviews will be conducted as follows: Zone and schools quarterly.

The SIR form focuses on examining the school-wide implementation of the K-12 CRRP targeting the following areas:

- Data Analysis
- Intensive Reading Block
- Intensive Reading Plus Block
- Extended Learning Services (After-school and Saturday Academy tutorials)

The Leadership team will monitor and complete quarterly reports as required by the state.

The District contact will communicate concerns regarding data the school level administrator and provide an organizational chart that shows the reporting and communication hierarchy from District contact to the classroom teacher. This document will graphic define hierarchy beginning with the classroom teacher and the stakeholders in place to support the classroom teacher in resolving any problems perceived from classroom assessment data.

Describe the District's process for facilitating improvement plans for schools that are not making academic improvements as determined by fidelity checks and student performance data.

Based upon the feedback provided by on the School-wide Instructional Review recorded in the Improvement Plan and School Response sections, the District will support the school through the provision of professional development, site-based support or other identified needs.

Members	Signature
1) Robert Spratt , Teacher	
2) Danielle Cain , Teacher	
3) Bessie Legrant , Teacher	
4) Alberta Jackson , Parent	
5) Debra Blackman , Parent	
6) Venus Highsmith , Parent	
7) Harry Herring , Business Member	
8) David Mahon , Union Steward	
9) David Schorr , Teacher	
10) Tanya Clinch , Teacher	
11) Barbara Ham , School Support Personnel	
12) Lisa Lawrence , Parent	
13) Eddie Zeigler , Parent	
14) Trina Mungin , Parent	
15) Kent Pollock , SAC Chair	
16) Carlton Wright , Business Member	
17) Dumey Desir , Business Member	
18) Alice Aleobua , Teacher	
19) Rosa Brown , School Support Personnel	
20) Inga Gantz , Parent	