



2007 – 2008

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

**Jeanine Blomberg,
Commissioner**
Florida Department of
Education
325 West Gaines Street
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**Cheri Pierson Yecke,
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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. Miami Central Senior High School will implement Small Learning Communities through an academy model that will assist students in defining and selecting their career choices. Every child, regardless of background and ability, will acquire the knowledge and skills necessary to succeed in an ever-changing global society.

The School Improvement Zone has set five goals for each "F" school with site specific strategies to be developed through collaboration with highly qualified staff and these goals will be met at Miami Central Senior:

:

- No grade below "C"
- Reading Improvement
- Mathematics Improvement
- Writing Improvement
- Science Improvement

Additionally, as a Repeat "F" schools Miami Central Senior High will:

- Increase the number of reading and mathematics coaches, one per grade level
- Implement a 9th Grade Freshman Academy either off site or in a separate cluster of the school building organized with a distinct administrative and student services team.
- 9th grade students will be enrolled in a transition course that will utilize Tools for Success and Classroom Inc curriculum materials to support independence and academic achievement and will have smaller class sizes with differentiated instruction to address individualized learning needs.
- 9th Grade Orientation will be a function previous to school opening and will be developed in collaboration with student services, parents, community, and schools to introduce the transition to high school and graduation requirements, SES service providers, school site tutorial services, and other unique programs which will provide individualized academic assistance.
- 9th grade students and parents will be required to sign a contract which will outline the commitment of M-DCPS to provide academic enrichment for each student.
- All 11th graders will be enrolled in Integrated Science with appropriate support materials and professional development.
- The Principal will be retrained in a structured, organized five minute walk-through to observe the evidence of high quality instructional delivery on a daily basis.
- Reform programs will be implemented in each "F" feeder pattern as part of Secondary School Reform, and may include such programs as HSTW, AVID, and the College Board.
- Vertical articulation activities will be expanded to include reform programs put in place, added rigor and development of new strategies for academic achievement, and

a Professional Learning Community to look at student work.

- Unique college and university partnerships to promote academic achievement, rigor, and for the development of career goals.
- Implement a new attendance program outlined by M-DCPS that addresses school tardiness and truancy.
- Implement “Kingian” training through M-DCPS School Police to promote improved conduct.

s.1003.43 (1) Florida Statutes which regulates the academic requirements for participation in interscholastic extracurricular student activities (athletic and activities) states:

To be eligible to participate in interscholastic extracurricular activities, a student must:

Maintain a grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the previous semester or a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by s.1003.43(1).

M-DCPS and Miami Central Senior High School is requesting that students in this "F" senior high school be required to attain a 2.5 GPA instead of the 2.0 which is required by state statute to be able to participate in interscholastic extracurricular student activities.

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 re-locatable); The surrounding neighborhood is comprised of single-family homes, apartments and local businesses.

Student Demographics/Performance Group

The student body consists of 2152 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 91 percent in Reading; Number of Level 1 and 2 students in Mathematics is 73 percent.

Teacher Demographics:

All of the instructional staff at Miami Central Senior High School are certified in their instructional areas. 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), 12 guidance counselors, 1 Trust counselor, 1 Career Specialist, 2 Activities Directors, 2 Social Workers, 1 School Psychologists, 2 Media Specialists, 6 Lead Teachers, 144 Classroom Teachers, 25 Instructional Support Paraprofessionals, 10 clerical/secretaries, 19 custodians (inclusive of 1 head custodian and 1 lead custodian), 18 security monitors (inclusive of 1 School Resource Specialist), 3 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 36 percent hold a Masters Degree.

Student Attendance:

Student Attendance is 92 percent. Mobility Rate is 52.0 percent; Dropout Rate is 2.2 percent; anticipated School Enrollment for next year is 2152.

Promotion/Retention/Graduation Rate

Graduation Rate for 2006 according to AYP data is 46%. 2005-2006 data show that 11.7% of 9th graders, 7.2% of 10th graders, 5.0% of 11th graders and 5.5% of 12th graders were not promoted. Additionally, 2.7% of 9th graders, 3.0% of 10th graders, 3.3% of 11th graders and 4.8% 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

The Special Programs/Advisory Council at Miami Central Senior High School will fully implement the Secondary School Reform Model. 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 will exist for all students grades 9-12. Proposed curricular changes will be developed in collaboration with the following Advisory Board Members: AT&T, Community Coalition, Edward Lee Brown, Federal Aviation Administration, George T. Baker Aviation School, Larry and Associates, Maria Estevez, Esquire, Miami Central Senior High School Administration, Miami Central Senior High Alumni Association, Miami-Dade Area Health Education Center, Inc., Miami Dade College (Health Education Center, Biotechnology), Miami International Airport, Miami Lakes Sports Shop, Michael Cummings P.A., National Air Traffic Controllers Association, New Generation Leadership and Workforce Institute, Officer Edward L. Brown, Project A.R.T.S., Spinola Printers Supply, Inc., St. Thomas University, The Children's Trust, Urgent, Inc., Washington Mutual and Wyotech.

- The curricular changes will include the following academy themes:
- Magnet Academy of Information Technology
- Academy of BioMedical and Health Sciences
- Academy of School-to-Careers and Entrepreneurship
- Academy of Law and Public Affairs
- Academy of Sports and Marketing Management
- Ninth Grade Transition Academy
- Academy of Aerospace

The Division of Student Services will assist schools in the transition into the new school reform, High Schools That Work, which will impact all students. During the 2006-2007 school year, Miami Central Senior High School participated in the HSTW assessments of reading, mathematics, and science. The data collected from this assessment will be used during 2007-2008 to develop measurable goals and benchmarks.

The District will conduct the following activities during the 2007-2008 school year to infuse HSTW ten key practices throughout the feeder pattern:

- A member of the Southern Regional Education Board (SREB) will conduct professional development for all instructional personnel on HSTW key practices prior to the beginning of school.
- Members of Miami Central's Student Services department will participate in professional development activities focusing on the HSTW key practice, actively

engaging students in learning.

Ongoing coaching and site specific staff development will be provided to the instructional staff throughout the 2007-2008 school year by an SREB representative. 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 careers in industry or related post-secondary education, 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. Community and Business partners from the Academy Advisory Board will provide applied knowledge and expertise for alignment to industry standards. The Career 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.

As one of the schools selected to participate in M-DCPS Secondary School Reform, Miami Central has adopted the six principles guiding the Secondary School Reform initiative:

- Personalized Learning Environments;
- Academic Engagement of All Students;
- Empowered Educators;
- Accountable Leaders;
- Engaged Community and Youth; and
- Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports.

Projected student outcomes will be as follows:

- Students will graduate with standard diploma plus any additional certifications (e.g., vocational license or certification)
- Students will be prepared for 13th grade transition (college, university, technical, school, or career)
- Students will work in teams, collaborating with peers to solve problems using industry standard application programs and technology tools
- Students will complete an internship experience in selected career path
- Students will be prepared for the world of work
- Students will participate in character education/ethics instruction
- Students will be able to present solutions to an audience
- Students will develop career/professional portfolios
- Students will be able to articulate fluently
- Students will complete a Capstone Project

Ninth grade students will be part of a "Ninth Grade Transition Academy" that will be housed at Westview Middle School, in an effort to create a small learning environment in a specially designated area of the facility. Additional personnel for Miami Central's Ninth Grade Satellite Center (a Vice-Principal, an Assistant

Principal, two Counselors, a Student Activities Director/Test Chairperson, Reading Coach, Mathematics Coach, Technology Support Specialist, Clerical Support Staff, and two Pool Substitute Teachers) have been allocated to ensure the successful implementation of these initiatives. In addition to the existing school site technology resources, the Ninth Grade Satellite Center will be provided with Media Center accessibility and enhanced academic offerings. Academic and Elective course offerings have been expanded to include Spanish, Biology, Geometry, Honors Earth Space Science, Introduction to Computers, and JROTC. Further, a restructured lunch program to enhance the social interactions and to mirror a high school dining experience has been initiated. Additionally, the freshman transition course will be required for all students entering ninth grade. Students at the Ninth Grade Satellite Center are homogeneously scheduled into the Tools for Success course according to their academy selections. The first semester transition component will include “Tools for Success” classes that are designed to set the context for high school as a pathway to college and careers. The “Tools for Success” curriculum, designed to address the issues and competencies that impact student transition, will be utilized to provide students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. The second semester component will be Classroom Inc., a course designed to incorporate team building/cooperative learning, and leadership development. All ninth-grade faculty including student services personnel will be trained in this curriculum prior to the opening of school.

For the 2007-2008 school year, the Tools for Success lessons will be expanded to include the following additional topics:

- understanding of the global/current economy;
- correlation between local environment, county, and country;
- relationship between adults and students, e.g., teachers, parents, civilians, police, etc.
- personal attitudes, appropriate social behavior, social grace, appropriate life styles, manners, etiquette;
- school ownership and pride.

All lessons incorporate literacy skills, home-learning/parent components and accommodations for diverse learners. The lessons are aligned with the Comprehensive Student Services Program PK-Adult’s Standard Development Framework, Sunshine State Standards, FCAT Benchmarks, and the Competency-Based Curriculum.

Miami Central’s main campus will house students in grades 10-12. Students have selected an academy of interest, as part of the Secondary School Reform Model. The academies at Miami Central Senior High will be structured to offer an innovative program of study that will allow students to choose a career/profession of interest. The curriculum for the academies will infuse key components of the School-to-Careers Model that will integrate academic and vocational instruction, work-based learning opportunities for students, and will prepare students for postsecondary education and employment.

Each career academy will be structured around one of the career path themes previously identified and will be monitored for compliance for industry standards by an industry-specific Advisory Board. The members of the Advisory Board will

provide expertise in aligning curriculum offerings with real world applications, serve as student/teacher mentors, and afford opportunities for student internships and teacher externships.

The school will provide parental information regarding public school choice options, which include transportation, school choice with opportunity for scholarship based on the school's grade. As a member of the School Improvement Zone, Miami Central Senior High School recognizes that rigorous instruction is the foundation that fosters student achievement and the learning process. To address the needs of the students, the school will develop high quality professional development for teachers and administrators. Collaboration between in-house, District and local universities will ensure that teachers' professional development experiences are based on current educational trends. This include effective and up-to-date research that targeting 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 2007-2008 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 of 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; and ongoing national and international recruitment efforts such as Teach for America.

School Community Partners:

With the establishment of the aforementioned academies, curriculum 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 2007-2008 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 in Reading and Mathematics from the 2007 administration of the FCAT Reading, Mathematics and Writing tests.

"s.1003.43 (1) Florida Statutes" which regulates the academic requirements for participation in interscholastic extracurricular student activities (athletic and activities) states:

To be eligible to participate in interscholastic extracurricular student activities, a student must:

"Maintain a grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the previous semester or a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by s.1003.43(1)."

M-DCPS is requesting that students in the "F" senior high schools be required to attain a 2.5 GPA instead of the 2.0 which is required by state statute to be able to participate in interscholastic extracurricular student activities.

SCHOOL MATCH

Palm Beach Gardens Community High School has been selected as Miami Central's school match for the 2007-2008 school year. The Five Star Magnet Program offers students unique courses and opportunities in preparation for top post-secondary schools and future careers. Palm Beach Gardens Community High School has been a B school for four consecutive years. Miami Central's Small Learning Communities Design Team visited Palm Beach Gardens Community High School during the 2006-2007 school year to discuss Best Practices for school wide academy implementation. Miami Central's Administrative/Literacy Team will visit and collaborate with Palm Beach Gardens Community High School throughout the year to discuss ongoing Best Practices (i.e. professional development offerings, team building, and implementation of the Florida Continuous Improvement Model), seamless transition into Secondary School Reform, and incorporating Project Based Instruction.

As a result of the ongoing collaboration, it is expected that some of the best practices discussed will be infused into the various facets of Miami Central's instructional program. 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 17 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 four years 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 FLORIDA 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. In June, 2006 she was appointed as Principal of Miami Central Senior High School. In Mrs. Atkins first year as Principal at Miami Central there was a demonstration of growth in student achievement. Ninth grade students scoring 3 and above in reading increased 1 percentage point (10% to 11%); Ninth grade students scoring 3 and above in mathematics increased 3 percentage points (21% to 24%); Ninth grade students scoring Level 1 in reading decreased by 3 percentage points (67% to 64%); Ninth grade students scoring Level 1 in mathematics decreased by 4 percentage points (48% to 44%); Tenth grade students increased 10 percentage points on the Writing+ component of the FCAT moving from a Mean Essay combined score of 3.3 in 2006 to 3.6 in 2007. In Science Eleventh grade students scoring 3 and above increased by 6 percentage points (8% to 14%) from 2006 to 2007. Mrs. Atkins was instrumental in improving student progression trends at Miami Central. The number of students enrolled in Advanced Placement courses increased from 255 in 05-06 to 303 in 06-07. Five additional Advanced Placement course offerings (AP Statistics, AP Economics, and AP Biology, AP Human Geography, AP Music Theory) have been added to the curriculum offerings for the 2007-2008 school year. The percent of students taking honors courses increased from 7% in 2005-2006 to 9% in 2006-2007. Additionally, Mrs. Atkins implemented monthly vertical teaming/planning activities once per month between the feeder middle school teachers, and teachers located at Miami Central's Ninth Grade Center. Under Mrs. Atkins leadership at Miami Central during the 2006-2007 school year, Secondary School Reform efforts were enhanced. Effective during the 2007-2008 school year a 4x4 schedule will be implemented in order to accommodate the academy infrastructure (Bio-Medical and Health Services, AOIT, Law and Public Affairs, School-to-Careers and Entrepreneurship, Sports/Marketing and Entertainment and Aerospace, Ninth Grade Academy) that has been established. Mrs. Atkins effectively facilitated the assembling of an Academy Advisory Board that consists of more than 25 members of Business and Industry.

Mrs. Atkins has a Bachelor Degree in Business Administration from the University of Miami and a Master Degree in Educational Leadership from Nova Southeastern University.

Dr. Jerry Clay, Jr. – Co-Principal

Dr. 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. Dr. Clay has been instrumental in organizing Miami Central's Academies into Small Learning Communities. He has also played a major role in student attendance going from 89% to 92%. Dr. Clay has also attributed to the decrease in the number of serious incidents at the school. Dr. Clay has also orchestrated a new process which improved our suspension rate by 104%. Dr. Clay oversees the District Community Assessment Team as well as the new construction project that is slated to be completed in 2008.

Dr. Clay has a Bachelor of Science in Marketing from Albany State University, a Master of Science in Educational Leadership and his Doctoral Degree in Educational Leadership from Nova Southeastern University.

Mr. Raymond Sands

Mr. Raymond Sands has 16 years of experience in the field of education, five as an assistant principal and one as a vice principal. Mr. Sands also brings experience as a paraprofessional, substitute teacher and classroom teacher. He has worked at the elementary, middle, high and special education center levels, in schools that socioeconomic levels vary from low to high. Mr. Sands further brings experiences from multiple counties in Florida. He was employed 8 years in Broward County and 5 years in Miami-Dade County Public Schools. As an administrator in Broward County he was an Administrative Coach for aspiring administrators in the LEAD Program. Currently, Mr. Sands has been honored as an outstanding educator in the "Who's Who Among American Educators" publication for 2007. It is important to note that Mr. Sands was instrumental in leading the Miami Central Ninth Grade Center's FCAT developmental scale score change for 2006-2007. This year Miami Central's ninth grade students averaged a DSS change of 72 points in reading (15th out of 38 high schools in the district) and 79 points in Math (7th out of 38 high schools in the district). Mr. Sands created three interdisciplinary academic teams, which focused on increasing the amount of academic rigor students were exposed to throughout the year. Mr. Sands has also been extremely instrumental in reorganizing and revamping the Career Academies for the 2007-2008 school year. Under Mr. Sands' leadership the Career Academies have grown as follows: creation of Academy Advisory Board, creation 1st Annual AP Potential Night, Bonita Springs Secondary School Reform Retreat, 93% approval vote to establish 4x4 schedule at Miami Central, Parent Academy Night, establishment of a Design Team that promoted FCIM (FLORIDA CONTINUOUS IMPROVEMENT MODEL) throughout the school year. Miami Central now has six academies and one magnet program (Ninth Grade Transitional Center, Academy of Aerospace & Aeronautics Engineering, Academy of Law & Public Affairs, Academy of Sports Management & Entertainment, Academy of Biomedical & Health Services, Academy of Schools-to-Careers & Entrepreneurship and the Academy of Information Technology –Magnet Program) that will encompass the Smaller Learning Communities initiative to personalize education for their students. Mr. Sands has been accepted into the Superintendent's Urban Initiative Program (SUPI), which will better prepare him for

a future Principalship in an urban school setting.

Mr. Sands has a Bachelor of Science Degree from Florida Agricultural & Mechanical University in the area of Political Science/History, Master of Science Degree from Nova Southeastern University in the area of Emotional Handicaps and is currently awaiting the confirmation of his Educational Specialist Degree in the area of Educational Leadership to be conferred from Nova Southeastern University. Mr. Sands completed a state approved Educational Leadership Certification Program in 2001 from Nova Southeastern University.

Mr. Michael Zaldua

Mr. Michael Zaldua began his career with the Miami-Dade County Public Schools 20 years ago. He began his teaching career at the elementary school level where he taught fourth and fifth grade students using the Bilingual Instruction School Organization, a bilingual education model. He then served as an Assistant Principal for nine years (four at the elementary level; three at the middle school level; and three at the senior high school level). Mr. Zaldua was Assistant Principal at Design and Architecture Senior High School, one of Miami-Dade County's top performing schools. Based on his experiences at the elementary, middle and senior high school levels, Mr. Zaldua has gained a wealth of knowledge and has been exposed to various diverse school settings and challenges. These experiences helped to prepare him for the position he currently holds as a Vice Principal at Miami Central Senior High School.

Mr. Michael Zaldua earned a Bachelor of Science in Elementary Education and a Master of Science in Educational Leadership from Florida International University. Mr. Zaldua was nominated and selected as the Assistant Principal of the Year for Region III in 2001.

Ms. Fredrelette Pickett

Ms. Pickett began her career in the Miami-Dade County Public School System at Golden Glades Elementary School in the 1998-1999 academic year. Her initial teaching assignment was an hourly reading teacher. Soon, her teaching ability and passion became evident and she was hired as a full-time Alternative Education teacher. Ms. Pickett would spend the next three years at the elementary level. Ms. Pickett has also worked at the middle school and high school levels. She was a high school Reading teacher at both Miramar High School and Miami Central High School where her students showed significant gains on the FCAT. At The 500 Role Model Academy of Excellence, Ms. Pickett served as the Reading Coach. Ms. Pickett's contributions and dedication to pull-out tutoring and Saturday Academy helped The 500 Role Model Academy in all areas. During this time the school showed tremendous gains moving from an F to a P for Passing (alternative schools did not receive letter grades in 2005-2006). The 2006-2007 school year marked Ms. Pickett's ninth year as an employee of Miami-Dade County Public Schools and her first year as the Assistant Principal at Miami Central Senior High School. Ms. Pickett was assigned to the Ninth Grade Center housed at Westview Middle School. She supervised the departments of Science, SCSJ, elective/vocational, language arts and reading. Other responsibilities included the implementation of the FLORIDA CONTINUOUS IMPROVEMENT MODEL (FCIM), Activities, Leadership Team, as well as the Behavior Modification Plan. Ms. Pickett also provides curriculum support for the Reading Coach and conducts data chats with teachers and students.

The Ninth Grade Center showed significant learning gains in the areas of Reading and Math.

Ms. Pickett earned her Bachelor of Science in Elementary Education and a Master of Science in Educational Leadership from Nova Southeastern University.

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 FLORIDA CONTINUOUS IMPROVEMENT MODEL.

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

Mrs. Constance Nesbitt-Tilghman

Mrs. Tilghman has served as an educator for 13 years in both Dade and Broward County Public Schools. Her experience includes elementary, middle and high school in the area of Exceptional Student Education (ESE) and Reading/Language Arts where she has served as a teacher, Department Chair and facilitator. She has committed herself to assisting teachers with curriculum, preparation of lesson plans, classroom modeling, data chats with teachers and students, and a host of other tasks that engaged students to achieve high academic performance at all levels. As an Assistant Principal, Mrs. Tilghman is given the opportunity to meet the challenges of encouraging all teachers to exhibit quality teaching through a rigorous curriculum and high expectations for all students. Her administrative experiences include curriculum and professional development, as well as overseeing the Beginning Teachers, Mentoring, and Parenting Outreach Programs.

Mrs. Tilghman received her Bachelor Degree from the University of Colorado at Colorado Springs, Master of Science Degree in Education and Specialist Degree in Educational Leadership at Nova Southeastern University. Currently, Mrs. Tilghman is pursuing a Doctoral Degree in Organizational Leadership at Nova Southeastern University.

Mr. Olatunji Williams

Mr. Olatunji Williams has 12 years in the field of education, two 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.

During his tenure at Miami Central Senior High, Williams has greatly concentrated on the improvement of student attendance. He was instrumental in organizing a truancy team comprised of two social workers and two counselors. The team's efforts helped raise the student population attendance rate since 2005 from 84% to 92%. In addition, the Technology program has reached new heights under his guidance. A major overhaul of computer hardware/software and technical assistance has made Miami Central Senior a technological beacon for regional senior high schools. The school was identified by the Region Superintendent as an example for schools with the same technological advancements.

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.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

In Dade County, the 8 Step Instructional process is the District Wide Improvement Model.

Miami Central Senior High School will implement Florida's FLORIDA CONTINUOUS IMPROVEMENT MODEL (FFCIM) in the following manner:

Data Disaggregation:

- The baseline data from the Spring 2007 FCAT administration will be used to schedule ninth and tenth grade students who are Level 1, ninth and tenth grade Level 2 students, the Lowest 25th percentile; and eleventh and twelfth grade students who did not pass the FCAT into a daily Literacy Block. The ninth and tenth grade students scoring at FCAT Level 1 and Level 2 students, as well as eleventh and twelfth grade students who did not pass the mathematics portion of the FCAT, will be scheduled into intensive mathematics. Students in the bottom quartile, as well as students who are on the cusp of moving from Level 1 to 2 or Level 2 to 3, have been identified by using the Spring 2007 FCAT data.
- Tenth grade reading and mathematics data from the 2007 FCAT Spring administration will be used to develop a science pull-out schedule that will provide students with instruction on the FCAT Science tested benchmarks.
- The baseline data from the Spring 2007 FCAT administration will be used to develop an initial Instructional Focus Calendar. Priority will be given to the strands in the various tested clusters which yield glaring deficiencies.
- Data from tri-weekly Assessments in Language Arts, Mathematics and Science will be analyzed and the Instructional Focus Calendar will be revised according to the disaggregated data. Instructional delivery will focus on re-teaching, maintenance and enrichment as evident on the tri-weekly assessment results.

Instructional Timeline:

- The Instructional Focus Calendars will be revised based on tri-weekly and interim assessment results. The revised calendar will be disseminated to all teachers in all disciplines to reinforce the skills being taught in Language Arts, Mathematics, and Science.
- Reading and Mathematics Focus lessons will be incorporated in all disciplines during the first 30 minutes of class time.
- Benchmarks with substantial deficiencies in student performance will be given extensive attention with focus on the development and ongoing revision of the Instructional Focus Calendar.
- Teachers will be required to post the School-wide Instructional Focus Calendar in all classrooms.

Instructional Focus/Assessment:

- Miami Central will administer Tri-weekly and District Interim Assessments in order to monitor student performance on identified benchmarks.

Tutorials:

- Tri-weekly Assessment results are used to provide in-class tutorials by re-teaching deficient benchmarks through small group instruction. Additionally, the After School and Saturday School Tutorial curriculum will be aligned with the School-wide Instructional Focus.
- After School Tutorial will be available for all ninth and tenth grade students, as well as eleventh and twelfth grade students who have not passed the FCAT. All students who participate in extra-curricular activities are required to attend tutoring. In-school

pull-out sessions will be implemented in reading, mathematics, science and writing.

- Students who have met mastery (on grade level) will participate in enrichment activities during the school day, as well as during tutorial time.

Enrichment:

- Teachers will analyze the data, and group students according to levels of proficiency while providing enrichment.

Maintenance:

- Teachers check for retention of skills by continuing to scaffold during planning and instructional delivery.
- Tri-weekly Assessments include previously assessed benchmarks in an effort to ensure that students are retaining skills.

Monitoring:

- The Administrators, Reading, Mathematics and Science Coaches monitor the delivery of the instructional focus through frequent classroom visits and observations.

- Data Chats will be conducted with teachers after every Tri-weekly and District Assessment in order to identify student areas of strengths, as well as opportunities for improvement on selected benchmarks and to assist the teachers with a plan of action to increase student achievement.
- Administrators, coaches and teachers will maintain data notebooks to chart teacher and student progress.
- Tri-weekly Assessment Data will be disaggregated and monitored for mastery of skills; the Instructional Focus and Curriculum Maps will be revised accordingly.
- Teachers meet collaboratively to do an in depth review of Tri-weekly Assessment Data in an effort to monitor student progress.
- SRI test results are monitored quarterly for students scheduled into Intensive Reading.
- Data for individual teachers by class period is continuously analyzed to monitor teacher effectiveness for delivering instruction of tested benchmarks.
- Data Chats are conducted by the Principal, Assistant Principal for Curriculum, Reading, Mathematics and Science Coaches.
- Reading, Mathematics and Science Curriculum Specialists meet at the beginning of every week to discuss the previous week's progress on the implementation of the Instructional Focus, and the goals and objectives to be accomplished for the upcoming week.

All teachers will participate in ongoing school-wide FCIM implementation. The initial Professional Development activity for FCIM for the 2007-2008 school year will take place during the teacher pre-planning days prior to the opening of school. The in-service will consist of a refresher on the FCAT scoring rubric and the components that make up the school's overall grade, analyzing the school's overall baseline data from the 2007 FCAT administration, as well as trend data to determine content cluster strengths, and the content cluster that has the greatest need for improvement. In an effort to continue the facilitation of FCIM, all teachers have been provided with a data notebook which contains the baseline data scores for their current students. These notebooks will be updated each time that assessments are administered and data is disaggregated. Teachers, school wide are involved in the aforementioned process.

To further continue the implementation of FCIM, Data Chats with the Principal have been scheduled on the school wide instructional calendar of events. The Data Chats are conducted with individual teachers immediately following the Tri-weekly assessments to discuss areas of growth and opportunities for improvement for both teachers and students. An array of dialogue will exist during the Data Chats, however, the following questions will drive the discussions: What patterns of strengths and weaknesses emerge from the grade level or subject benchmark data? What is the next learning target(s)? Which Benchmark(s)? How will you instruct to get different results? Type of Intervention(s)? How will you monitor and measure results? How will you group or regroup students based on the results of the assessment? Additional support and resources needed: (Reading/Math Coach, Administrator, Counselor)?

Students will also be submerged in FCIM implementation. Students' baseline data will be discussed with each individual student during the first week of school via a Data Chat forum in the classroom with teachers. Students were informed of what constitutes a Learning Gain, how the school gets the grade, what does achieving high standards mean, passing scores for reading and mathematics, etc. A folder for each student will be maintained inside the classroom which will contain ongoing data chat information derived from each assessment.

Members of The Literacy Team (Administrators, Reading, Mathematics, Science, and Writing Coaches, Department Chairs, and Academy Leads) meet twice per month to review Tri-weekly and Interim Assessment data. These conversations will continue in the small learning communities academy meetings scheduled twice per month for all teachers. Student data, as well as the revised instructional focus will be discussed.

These specific changes will be infused to ensure FCIM is implemented with fidelity. Additionally, true differentiated instruction and data driven instructional decision making will manifest in the classrooms; ultimately, yielding rapid and substantial academic group.

Communication with Parents

Communication with parents is offered through letters sent home in the student's native language, flyers regarding upcoming events, the school's electronic bulletin board, and through the use of the ConnectEd Calling System. Additionally, the local newspaper and radio stations are utilized to keep parents informed as Miami Central Senior High School implements educational activities for school performance. Through this communication process, staff are 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 are requested to become active participants in the design of the program of study in which their sons/daughters will follow during their four year high school experience. 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 school year by student services staff. Additionally, the contract will be updated quarterly to ensure that services are being provided to meet the needs of the students. Prior to the opening of school, a ninth grade orientation program is scheduled for incoming 9th grade students and their parents. Furthermore, Miami Central will schedule Academy Nights, a Senior Parent Night and Report Card Pick-up activities in order to keep parents informed of what is going on within the school. Additionally, Miami Central will host 4 Title I Family Unity Nights (Literacy Night). Parent Academy workshops will be facilitated by the District on a monthly basis. Our purpose is to insure that parents are informed of the challenge 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 July 6, 2007. 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.

As per Federal Title I mandate, a parent compact will be distributed to parents during the first week of the 2007-2008 school year.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

Non-Applicable

Teacher Mentoring

An evaluation of Learning Gains derived from FCAT scores has assisted administration in identifying teachers who need intensive assistance in facilitating the instructional delivery of information specific to their subject area. The following is the list of teachers and the mentors who have been assigned to them:

Teacher Name	Employee	Area of Certification	Mentor	Area of Certification
Marc Belfer	282451	Mathematics	David Mahon	Mathematics
Frideline Bruno	274280	Mathematics	Angela Preston	Mathematics
Ray Colucci	282987	Mathematics	Adam Nehme	Mathematics
Delphine Cook	230615	Mathematics	Demetrius Johnson	Mathematics
Robin Dias	269962	Mathematics	Demetrius Johnson	Mathematics
Jeffrey Faine	283977	Mathematics	Adam Nehme	Mathematics
Doreen Simpson	282555	Mathematics	Mealie Gilbert	Mathematics
Vertivia Davis	271845	Language Arts	Marchel Woods	Language Arts
Odi Olubukola	269713	Language Arts	Marchel Woods	Language Arts
Searner Robbins	245036	Language Arts	Marchel Woods	Language Arts
Panitra Jackson	246098	Language Arts	Donna Banks	Language Arts
Kimberly Erwin	282558	Language Arts	Donna Banks	Language Arts
Sherrae Hartie	281041	Language Arts	Donna Banks	Language Arts
Thomas Petruna	167031	Language Arts	Donna Banks	Language Arts
Candice Chester	269328	Language Arts	Jo-Ann Jones	Language Arts
Jevona Cruz-solomon	282686	Language Arts	Jo-Ann Jones	Language Arts

The mentor teachers will observe instruction, and model lessons, as well as provide feedback based upon the needs of individual teachers. Additionally, the Principal will conduct assessment data chats with teachers following each scheduled assessment. Teachers will have to discuss very specific questions related to the assessment data such as: What patterns of strengths and weaknesses emerge from the benchmark data; How will teachers group or regroup students based on benchmark performance data; What changes in teaching focus, strategies or resources are needed for each particular group of students that have been established in the classroom; How will teachers and administrators measure and monitor results; identify additional support and resources need. Based upon the outcome, there will also be a focus on Professional Development and instructional strategies that will enhance the teacher's overall ability to deliver more effective instruction. Teachers in Need of Improvement will meet weekly with their mentor to discuss Best Practices that will aid in improving student achievement.

While the concentration of the professional development will address the specific needs of selected teachers, professional development opportunities and activities will be available to all staff. In order to facilitate and monitor the implementation of the Professional Development Plan, an in-house liaison has been identified. The Professional Development Liaison position for the 2007-2008 school year is critical for creating and sustaining school-based professional development. The PD Liaison attended a one week academy in June 2007 to prepare them to facilitate school-based PD activities and processes in an effort to expand our delivery of job-embedded PD. Specific roles and activities assigned to the PD Liaison include:

- facilitate and deliver on-site professional development opportunities;
- prepare, review and submit proposals for school based professional development

sessions, workshops, trainings, etc.;

- support and facilitate implementation and follow-up of the school site's plan for professional development, including fostering various models of job-embedded PD;
- facilitate school-based professional learning communities and serve as a resource to initiate action research projects;
- periodically elicit feedback from instructional personnel at the school site regarding PD needs and provide input to school administrators, School Improvement Zone and Office of Professional Development;
- model active involvement in professional growth and learning opportunities by participating in local, state and national level professional development programs and conferences, researching innovative instructional practices touted in journal articles, spearheading action research projects, etc.;
- serve as a liaison between the school site, School Improvement Zone, and the District regarding implementation of the Florida Professional Development Protocol Standards;
- collaborate with the Office of Professional Development, School Improvement Zone and school administrators to identify PD needs and provide professional learning opportunities at the school site; and
- participate in PD Liaison learning community sessions to share insights and best practices, network and discuss initiatives, programs and resources aimed at enhancing professional learning for instructional personnel.

A model for mentoring teachers and administrators will be designed and implemented to focus on best practices and to support continuous improvement. The professional needs of beginning teachers and administrators will also be addressed in the newly developed "induction program" as part of the school improvement process for each new teacher, as well as intensive support for teachers identified as needing additional instruction and assistance. 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 this school. A comprehensive school-based professional development, as well as other professional improvement resources provided by the District Office of Professional Development will be presented at Miami Central. 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, FLORIDA CONTINUOUS IMPROVEMENT MODEL Training for all faculty and on-site follow-up (all schools have completed initial FCIM training; follow-up

training will be ongoing), Strategies for ESOL/ESE students, CRISS Strategies, Learning Express, Reading Plus, READ 180 and Read XL. Additionally, the school will be conducting professional development in the Professional Learning Community (Critical Friends Group) Model.

New Teachers

- Every new teacher is 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). The following is a list of new teachers and the mentor who has been assigned to them:

Beginning Teachers	Employee #	Area of Certification	Mentor	Area of Certification
Carolyn Collins	112823	SPED	Delma Crump	SPED
Ahmad Tahmeed	289720	Mathematics	Adam Nehme	Mathematics
Amos Jean-Glaude	246542	Mathematics	Demetrius Johnson	Mathematics
Steven Brooks	289789	Mathematics	David Mahon	Mathematics
Sofia Sanchez	251785	Mathematics	Mealie Gilbert	Mathematics
Francyna Christmas	289484	Science	Ulonda Snell	Science
William McCarthy	289462	Science	Jorge Pinon	Science
Johnathan Schulman	289206	Social Studies	Asiah Wolfolk	Social Science
Matthew Best	289267	Social Studies	Carl Hoover	Social Science
Serena Thomas	289790	Vocational	Genessee Watkins	Science
Donald Cole	290009	Vocational	Bernadine Snell	Vocational
Elena Colon	281001	Science	Stephen Barrett	Science
Wiselyn Michel	283402	SPED	Delma Crump	SPED
Alexander Reich	280372	SPED	Charline Pierre	Social Studies

- 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 twice a month at the school.
 - o Sessions will cover topics introduced by The New Teacher Orientation Team.
- 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' classrooms.

Mrs. Constance Nesbitt-Tilghman, Assistant Principal, is specifically designated to monitor the activities with the new teacher mentoring program. Additionally, there will be a teacher liaison designated to collaborate with Mrs. Tilghman to further coordinate meetings and activities during the beginning teacher's transitional process. The Assistant Principal's direct responsibilities include: monitoring mentor logs that

provide brief summaries about what is accomplished during the weekly sessions with the mentees; conducting bi-weekly meetings with mentees regarding ideas and/or concerns; encouraging New Educator Support Team (NEST) participation from all beginning teachers; and monitoring mentors' participation in the mentor training professional development activities.

Administrator Training:

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. Ongoing professional development for instructional and urban leadership will be provided to the administrators. This includes presentations by Mr. Douglas Reeves from Harvard University who will work with the principals throughout 2007-08 on Leadership Development and Leadership Mapping. Professor Pedro Noguera from New York University will provide school leaders with an urban leadership development track. Building a High Performing Learning Culture (SREB) training will be conducted during the 2007-08 school year. Co-Principal Model Support will begin in July 2007 and continue throughout the school year. 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 (NEST) sessions, a Professional Development Team, a Small Learning Community Facilitator, a Professional Development Specialist and Curriculum Support Specialist to provide on-site professional development and monitor follow-up; and a 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. 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 to ensure reading improvement for all students. The coaches will provide a variety of professional development opportunities for teachers in current strategies and techniques for teaching literacy. In addition, the coaches will model effective strategies for teachers, monitor progress, provide follow-up activities and analyze student data. Reading, Mathematics, Science and Writing Coaches as well as mentor teachers will be instrumental in providing additional 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 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 will be assured throughout the entire school year.

The Mathematics, Science and Writing Coaches will provide professional development in their respective area of expertise to insure alignment among the school's improvement efforts and to assist teachers with the strategies necessary to increase student achievement across core subjects. These Core Coaches will also

model effective strategies in the classroom, interpret data, monitor progress and assist with the facilitation of the school site's plan for effective professional development, through collaborative planning and professional learning communities.

Mentor level teachers will be utilized within the 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, Mathematics, Science and Writing Coaches as well as the mentor level teachers will articulate and coordinate the plan for professional development showing differentiated instruction, as needed, within the staff.

It is expected that the myriad of professional development activities will provide teachers with Best Practices and strategies to increase academic performance. These techniques will equip them with the necessary skills to effectively deliver instruction that reflects relevance and rigor. These activities should result in an increase in student achievement on the 2008 FCAT scores.

Extended Learning Opportunities

CRP #8:

Students who attend Miami Central will participate in an extended year academic instructional program and have the opportunity to enroll in extended day instructional programs. With the inception of the 4X4 Schedule, students will have the opportunity for credit recovery, acceleration, tutoring and remediation. Programs that will be offered include FCAT tutoring to include reading, mathematics, science and writing camps along with enrichment activities to include PSAT/SAT, ACT and AP test preparation. Honor society clubs will offer additional educational services to students in need of content area assistance. Writing camps will afford students the opportunity to develop their skills using demand writing, elaboration techniques and the six traits of writing. Students will engage in technology based intervention for reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) utilizing Reading Plus, FCAT Explorer, and College Board PSAT/SAT preparation materials. Mathematics remediation will include Cognitive Tutor and That Quiz. Science remediation using ExploreLearning Gizmos will be used to facilitate the reinforcement of science tested benchmarks. Expected results of students participating in extended learning opportunities will be increased reading comprehension skills, increased mathematics application skills, increased scientific thinking application skills and increased writing skills.

a. Tutoring Programs

In-school tutorial and After/Saturday School will be employed to ensure that academic needs of the students are being met. Articulation will be coordinated between the academy team teachers, tutorial instructor and assigned administrator using the students' assessment data and/or Individual Educational Plan (IEP). The assessment data and/or IEP will identify specific area(s) of deficiency in reading, mathematics, science and writing, the desired level of performance, and the instructional support/intervention that is being provided to meet student educational needs. Tutoring programs will use instructional materials, as well as software to address the identified area(s) of need.

b. Mentoring Programs

Mentoring programs at Miami Central include 5000 Role Models of Excellence, One Child at a Time, Take Stock in Children, Peer Mentoring, Alumni Mentoring and a Faculty/Student Advisory Program. These programs have been established to provide students with an opportunity to interact with positive role models within their school and neighboring communities to promote and encourage academic, personal and professional growth.

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.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Effective professional development is directly focused on helping students achieve their learning goals and support learning needs. Since we understand that effective differentiated instruction is based on the foundations of good instructional principles, our school site professional development team is comprised of a Curriculum Team of Coaches (Reading, Mathematics, Science and Writing Coaches) that will provide professional development in their area of expertise to insure alignment among the school's improvement efforts. This team will equip teachers with instructional strategies to help diverse learners acquire the content and processes necessary for student achievement.

Additional professional development opportunities will be offered outside of the school to provide teachers with best practices and strategies essential to the delivery of effective instruction that reflects relevance and rigor within the classroom. During the 2007-2008 school year, teachers will select from various trainings and/or workshops on Direct Instruction, Accessing the Curriculum, CRISS Strategies, Reciprocal teaching, QAR (Question, Answer and Relationship), RAFT (Role, Audience, Format, Task), Cooperative Learning, Instructional Practices, Assessment, Sunshine State Standards and additional trainings as the needs arise.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

The baseline data from the Spring 2007 FCAT administration will be used to schedule ninth and tenth grade students who are Level 1, selected ninth and tenth grade Level 2 students, the Lowest 25th percentile; and eleventh and twelfth grade students who did not pass the FCAT into the new 4X4 literacy block schedule. The ninth and tenth grade students scoring at FCAT Level 1 and selected Level 2 students, as well as eleventh and twelfth grade students who did not pass the mathematics portion of the FCAT will be scheduled into intensive mathematics. Students in the bottom quartile, as well as students who are on the cusp of moving from Level 1 to 2 or Level 2 to 3 have been identified by using the Spring 2007 FCAT data. (what about science?)

Additionally, the baseline data from the Spring 2007 FCAT administration will be used to assist in the development an initial school-wide Instructional Focus Calendar. Priority will be given to the strands or clusters which yield glaring deficiencies.

Miami Central will administer Tri-weekly and District Interim Assessments in order to monitor student performance on identified benchmarks. Tri-weekly assessments include previously assessed benchmarks in an effort to ensure that students are retaining skills. Data from both the tri-weekly and interim assessments in Language Arts, Mathematics and Science will be disaggregated and monitored for mastery of skills; the instructional focus and curriculum maps will be revised accordingly. Results will be used to provide in-class tutorials by re-teaching deficient benchmarks through small group instruction. Instructional delivery will focus on re-teaching, maintenance and enrichment as evidenced by the results on the tri-weekly assessments. The Instructional Focus Calendars will be revised based on tri-weekly assessment results. The revised calendar will be disseminated to all teachers in all disciplines in an effort to reinforce the skills being taught in Language Arts, Mathematics, and Science. Benchmarks with substantial deficiencies in student performance will be given extensive attention with focus on the development and ongoing revision of the Instructional Focus Calendar.

The Administrators, Reading, Mathematics and Science Coaches will continuously monitor the

delivery of the instructional focus through frequent classroom visits and observations. Data Chats will be conducted with teachers after every tri-weekly and district assessment in order to identify student areas of strengths and weaknesses on selected benchmarks and to assist the teachers with a plan of action to increase student achievement. Teachers meet collaboratively to do an in depth review of tri-weekly assessment data in an effort to monitor student progress. Data for individual teachers by class period is continuously analyzed to monitor teacher effectiveness for delivering instruction of tested benchmarks.

Data Chats are conducted by the Co-Principals, Assistant Principal for Curriculum, Reading and Mathematics Coaches. The Reading and Mathematics Curriculum Specialists meet at the beginning of every week to discuss the previous week's progress on the implementation of the Instructional Focus, determining the goals and objectives to be accomplished for the upcoming week.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

During the 2007-2008 school year, Miami Central Senior High School will administer both tri-weekly and interim assessments that will be used to monitor student performance and address any remediation and/or instructional needs of both teachers and students. These assessments will be created by the Reading, Mathematics and Science Coaches, respectively, using FCAT Preparation Software and other printed resource materials. The Reading department will be utilizing other informal assessments such as: Oral Reading Fluency (ORF), Scholastic Reading Inventory (SRI), and Diagnostic Assessment of Reading (DAR). Learning Express, a writing tool used to measure the students ability to write on any of the five writing components, will be administered to students in grade 10 through their Language Arts courses.

Tri-weekly Assessments – Mathematics, Reading and Science

Interim Assessments – Mathematics, Reading, and Science

ORF – Reading

Learning Express – Writing

FCAT Assessment – Writing, Reading, Mathematics, Science

NRT – Mathematics, Reading and Science

Scholastic Reading Inventory

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

- Tri-weekly Assessment results will be used to provide in-class tutorials by re-teaching deficient benchmarks through small group instruction. Additionally, the After School and Saturday School Tutorial curriculum will be aligned with the School-wide Instructional Focus. During after school and Saturday tutorial sessions, Ninth and Tenth Grade students will receive tutoring in reading, mathematics and writing. Eleventh and Twelfth Grade re-takers will be assigned to sessions specific to the portion of the FCAT that they need to pass. The sessions will consist of teacher directed and computer based instruction.
- After School Tutorial will be available for all ninth and tenth grade students, as well as eleventh and twelfth grade students who have not passed the FCAT. In-school pull-out sessions will be implemented in reading, mathematics, science and writing. During the in-school tutorial sessions, math and reading coaches will be specifically assigned to teachers within an identified grade level. Coaches will work with students in the bottom quartile in order to reinforce skills that are being taught in the classroom that will produce benchmark mastery.
- Students who have met mastery (on grade level) will participate in enrichment activities during the school day, as well as during tutorial time. The the SAT Readiness Program through the College Board will provide Online subscriptions and classroom materials for students and teachers. Activities will include infusing the components of The College Board's Rise to Rigor Program. PSAT and SAT preparation will be incorporated into Language Arts classes.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Different Innovative Approaches to Instruction - Implement and utilize a rotational model in science, mathematics, and World History classes that mirrors the Read 180 rotational model. This innovative approach will help teachers to infuse technology as well as differentiate instruction to accommodate various learning styles and personalize learning.

Responsibility of Teaching Reading for Every Teacher - The Reading Coaches will provide ongoing professional development to all teachers across all disciplines for infusing the components of CRISS Strategies into daily instruction. The goal of this ongoing professional development activity is to assist teachers with the implementation of this strategy within their content areas. Using the CRISS Strategies increases the students' critical thinking skills, as well as improving their comprehension levels with various texts. Additional professional development on Patterns of Organization will be provided to all teachers across content areas by the Reading Coaches. In this PD teachers will learn the various ways text can be organized (i.e. comparison and contrast, cause and effect, and problem solution).

Quality Professional Development for Teachers and Leaders - Comprehensive Reading Plan Related Items

Small Learning Communities - School Profile/Demographics

Intensive Intervention in Reading and Mathematics - Embedded in Reading and Mathematics Strategies

Course Choice Based on Student Goals/Interest/Talent - School Profile/Demographics

Master Schedules Based on Student Needs - The Master Schedule has been developed to meet students' needs and requests. The FCAT mandates coupled with the requirements of Secondary School Reform are embedded throughout the Master Schedule. Ninth and tenth grade students, as well as eleventh and twelfth grade retakers in all subgroups who scored Level 1, are scheduled in daily 100 minute Literacy Blocks, to include Intensive Reading and Language Arts classes. Students are scheduled with the same teacher for both Intensive Reading and Language Arts to facilitate the Read 180 model. Ninth and tenth grade students in all subgroups who have been identified as "bubble students" with the potential to move from Level 2 to Level 3, are scheduled in a Pre-Advanced Placement Language Arts class in order to expose the students to a curriculum that offers increased rigor. Supplemental instruction will be provided through Reading Plus, FCAT Explorer and College Board Rise to Rigor SAT preparatory materials. Additionally, students scoring at Achievement Level 3 or higher on the FCAT have been scheduled into a Pre-Advanced Placement and/or Advanced Placement classes.

Parental Access and Support - Parental Involvement Goals and Strategies

Applied and Integrated Courses - School Profile/Demographics

Academic and Career Planning - School Profile/Demographics

GOALS

Goal:	Reading
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Needs Assessment An analysis of the 2007 FCAT Reading subtest scores reveal that 89 percent of students in grade 9 and 93 percent of students in grade 10 scored below FCAT achievement Level 3. The data further indicates the following: students in grade 9 answered 45 percent of the questions correctly on the Words and Phrases, 48 percent of the questions correctly in Main Idea/Purpose, 41 percent of the question correctly in Comparison and 36 percent of the questions correctly in Reference and Research. Additionally, students in grade 10 answered 45 percent of the Words and Phrases questions correctly, 44 percent of the questions correctly in Main Idea/Purpose, 48 percent of the questions in Comparison correctly and 51 percent of the questions correctly in Reference and Research. The 9th graders showed the greatest improvement in Words and Phrases. The 10th graders showed the greatest improvement in Reference and Research when compared to the 2006 FCAT Reading results.

According to AYP data, 9 percent of Black, 9 percent of Hispanic and 10 percent of Economically Disadvantaged and 3 percent of English Language Learning students met Adequate Yearly Progress. Eighty-eight percent of students with disabilities were tested, as a result, there is no AYP data available.

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 58 percent scoring at FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of African Americans, grades 9 - 12 will improve their reading skills as evidenced by a minimum of 58 percent scoring at FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanics, grades 9 - 12 will improve their reading skills as evidenced by a minimum of 58 percent scoring at FCAT Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 9 - 12 will increase their reading skills as evidenced by a

minimum of 58 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 9 - 12 will increase their reading skills as evidenced by a minimum of 58 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language learner (ELL) students in grades 9 - 12 will increase their reading skills as evidenced by a minimum of 58 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Reading Test.

Given instruction using 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 2008 FCAT Reading Test.

Strategies

1. Ninth and tenth grade students in all subgroups who scored Level 1, are scheduled in daily 100 minute Literacy Blocks, to include Intensive Reading and Language Arts classes. Students are scheduled with the same teacher for both Intensive Reading and Language Arts to facilitate the Read 180 model.
2. Ninth and tenth grade students in all subgroups who have been identified as “bubble students” with the potential to move from Level 2 to Level 3, are scheduled in a Pre-Advanced Placement Language Arts class in order to expose the students to a curriculum that offers increased rigor. Supplemental instruction will be provided through Reading Plus, FCAT Explorer and College Board Rise to Rigor SAT preparatory materials.
3. Enroll students scoring at Achievement Level 3 or higher on the FCAT in a Pre-Advanced Placement Language Arts class. The purpose of this course is to provide enrichment and accelerated instruction to challenge students towards the advancement of high achievement levels.
4. Through the Secondary School Reform Model and the incorporation of an academy-based curriculum that utilizes thematic approach across all disciplines, instruction will infuse words and phrases, technical vocabulary, reference and research, main idea, and real-world experiences across all grades and FCAT achievement levels.
5. Eleventh and twelfth grade students in all subgroups who scored Level 1, are scheduled in daily 100 minute Literacy Blocks, to include Intensive Reading and Language Arts classes. Students are scheduled with the same teacher for both Intensive Reading and Language Arts to facilitate the Read 180 model.
6. The FLORIDA CONTINUOUS IMPROVEMENT MODEL will be utilized to develop and implement Curriculum Maps and a School-wide Instructional Focus Calendar 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.
7. The components of the College Board’s Rise to Rigor Program to be

implemented for the second year at Miami Central in an effort to establish a culture where rigor is embedded into every facet of the instructional program. In order to facilitate seamless curriculum articulation for the students matriculating into Miami Central from Westview Middle and Madison Middle, vertical planning will be scheduled monthly. Teachers will discuss the following points:

What benchmarks have and have not been taught?

What does the data indicate about the progress of the students on the benchmarks?

Which benchmarks are students mastering?

Which benchmarks are students not mastering?

Grade Level Expectations "Must Knows" for entering ninth graders.

Sharing of instructional strategies and best practices that have been successful or are currently being utilized.

Trend data

Additionally, vertical planning will take place with teachers who teach Honors and AP courses in ninth, tenth, eleventh, and twelfth grade.

8. All teachers in grades 9 through 12 will consistently focus on the content clusters (i.e. Words & Phrases, Reference & Research, Compare and Contrast, and Main Idea/Author's Purpose). Particular content areas will be re-taught based on the Tri-weekly and Interim assessment data.

9. Teachers will receive coaching and modeling designed from the Comprehensive Research Reading Program (planning, modeling lessons, practice and debriefing). Reading Coaches are assigned to a specific grade level to provide in class support and assistance to Language Arts/Reading teachers, as well as teachers in the content areas.

10. Weekly meetings with the Literacy Team will be conducted to discuss data from assessments. During these meetings, the team will review the most recent data, as well as trend/longitudinal data. The FLORIDA CONTINUOUS IMPROVEMENT MODEL (FCIM) will be the model that is followed to facilitate the process of data desegregation, and progress monitoring as it relates to student achievement. In addition to reviewing student data, individual teacher data is monitored. The review of individual teacher data, coupled with classroom walkthroughs, will be used to identify teachers who require additional assistance via the coaching model.

11. The Principal will conduct Data Chats with individual teachers immediately following Tri-weekly assessments to discuss areas of growth and opportunities for improvement for both teacher and students. Teachers will conduct Data Chats with students immediately following Tri-weekly assessments to inform students of their performance on tested benchmarks.

12. Develop and implement a systemic interdisciplinary plan to teach reading across the curriculum by using Reading Plus, READ 180, Jamestown Readers and CRISS, which will address Main Idea, Author's Purpose and

Comparison/Contrast, Words and Phrases and Reference and Research.

13. 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.

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

15. Students will practice daily journal entries, reading logs, guided study response forms, book talks and/or teacher-student interviews to monitor individual student progress in increasing reading fluency, vocabulary and comprehension skills.

16. Social studies classes will infuse Reading Instructional Focus lessons that are directly aligned with the school-wide Instructional Focus Calendar.

17. Implement intervention programs such as pull-outs during school for students identified in the lowest 25th percentile. The Administrative Team, Reading Coaches and members of the Leadership Team will be assigned students in the lowest 25th percentile to monitor and mentor.

18. Use student data (Edusoft) to redirect classroom instruction and place students in flexible tutorial groups. Administrators, teachers and coaches review data during the Language Arts Department common planning time. During these sessions best practices are discussed, trend/longitudinal data, and the item analysis that is generated from the Tri-Weekly assessments. Additionally, the data is used to develop and revise the Instructional Focus Calendar as needed.

19. An After School and Saturday Tutorial Program will be available to all students in Grades 9-12. The format for tutoring will consist of a teacher directed component, as well as the infusion of various technology programs.

20. 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.

21. Develop an FCAT Crunch Time Calendar to be implemented in the seven weeks prior to the FCAT Reading Administration that will address target areas where students need additional assistance in mastering tested benchmarks based on tri-weekly, interim and review program data.

22. Ensure the English Speakers of Other Languages (ESOL) strategies that promote comprehensible instruction are included in both the lesson plans as well as during classroom instruction. The ESOL students' Tri-Weekly assessment data will be reviewed as one of the AYP Sub-Groups in order to monitor their progress.

23. Accommodate Students with Disabilities (SWD) with appropriate in-class or out-of-class assistance from SWD faculty/staff as necessary to enhance mastery of tested benchmarks.

24. Utilize common planning to allow teachers to discuss, revisit and revise

Curriculum Maps, the Instructional Focus Calendar and lesson plans according to student assessment results.

Instructional strategies are being utilized because they are either research based, commonly used best practices or have been successful at schools with similar demographics. Our aim is to improve on the delivery of these sound instructional strategies by:

- Increasing professional development for all teachers in the areas of Reciprocal Teaching, Differentiated Instruction and the implementation of technology in the classroom.
- Increasing the monitoring of the implementation of these instructional strategies by administration and Reading Coaches.
- Increasing collaborative planning in the Language Arts/Reading Department by providing common planning time to facilitate the sharing of best practices.
- Increasing opportunities for interdisciplinary planning with Social Studies and other departments and Academies.

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 Scholastic Reading Inventory (SRI).
2. Research-based software (READ 180, Reading Plus, REWARDS and FCAT Explorer).
3. Implement Tri-weekly and Interim Assessments that are aligned to the Sunshine State Standards tested benchmarks targeted to specific cluster content areas.

Summative evaluation will be based on the results of the 2008 FCAT as stated in the objective.

Research-based Programs

McDougal Littell, Language of Literature; Great Source, Source Book; Kaplan; Reading Plus; READ 180

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, and 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)
- FLORIDA CONTINUOUS IMPROVEMENT MODEL Training for all faculty and on-site follow-up (all schools have completed initial FCIM training; on-going follow up sessions will be provided throughout the year)
- Strategies for ESOL/ESE students
- CRISS Strategies (3 days)
- Reading Plus
- READ 180
- ORF, Reading Endorsement Course Offerings, Reading Standards, Odyssey, Reading in the Content Area, Rise to Rigor/Vertical Planning, ESOL/ESE Strategies, AP Data Analysis Workshop, AP Student Curriculum Review and Pre-AP Workshop.

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.

The aforementioned Professional Development activities will be closely monitored by administration and coaches through formal and informal observations in order to measure the impact on student learning and achievement. Administrators maintain a log of 5x5 daily classroom visits. During weekly administrative meetings, there are discussions relating to individual and or school-wide instructional trends. Additionally, coaches and mentors will ascertain the effective implementation and application of Professional Development strategies through informal classroom walkthroughs.

Highly Qualified Instructors

The Professional Development Plan for Miami Central Senior 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. The Human Resources list is included under the additional requirements section which outlines classes taught and certification.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Learning Express, Reading Plus, Kaplan Materials, Read 180	Already Purchased	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	20000
Total:			\$33,000.00

Goal:	Mathematics
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Needs Assessment An analysis of the 2007 FCAT Mathematics subtest reveals that 33% of all students met high standards in math and 62% made learning gains. The content cluster data reveals that the average ninth grader answer 3 out of 8 Number Sense, 2 out of 7 Measurement, 3 out of 11 Geometry, 3 out of 10 Algebraic Thinking and 3 out of 8 Data Analysis questions correctly. The average tenth grader answered 3 out of 11 Number Sense, 2 Out of 10 Measurement, 2 out of 14 Geometry, 4 out of 14 Algebraic Thinking and 3 out of 11 Data Analysis questions correctly.

According to NCLB AYP Data, 26% of Black 27% of Hispanic, 27% of Economically Disadvantaged and 10% of Limited English Proficient students met adequate yearly progress.

Objective

Given instruction based on the Sunshine State Standards, students in grades 9-12 will increase their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 9-12 will increase their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African-American students in grades 9-12 will increase their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 9-12 will increase their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9-12 will increase their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students in grades 9-12 will increase their mathematics skills as evidenced by a minimum of 62 percent of students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, a minimum of 50

percent of students scoring in the bottom 25 percent in grades 9 and 10 will demonstrate learning gains as evidenced by the 2008 FCAT Mathematics Test.

Strategies

1. Provide teachers with a coaching model to facilitate classroom instruction. Mathematics Coaches are assigned to a specific grade level to provide support and assistance to mathematics teachers. Math coaches will also ensure that the Instructional Focus that is identified is infused into the curriculum.
2. Identify students in grades 9 and 10 who scored at FCAT Levels 1 and selected Level 2 students in all subgroups and schedule them into Intensive Mathematics classes.
3. Level 2 students who are identified as having a scale score of 285 or higher will be scheduled in an Honors mathematics class in an effort to expose the students to a curriculum that offers additional rigor.
4. Identify students in grades 11 and 12 who scored at FCAT Levels 1 and 2 and schedule them in Intensive Mathematics.
5. Ensure the English Speakers of Other Languages (ESOL) strategies that promote comprehensible instruction are included in both the lesson plans as well as during classroom instruction. The ESOL students' Tri-Weekly assessment data will be reviewed as one of the AYP Sub-Groups in order to monitor their progress.
6. Accommodate Students with Disabilities (SWD) with appropriate in-class or out-of-class assistance from SWD faculty/staff as necessary to enhance mastery of tested benchmarks.
7. Implement and utilize a rotational model within ninth and tenth grade Algebra I and Intensive Mathematics classes that allows teachers to infuse technology (Cognitive Tutor and That Quiz) as well as differentiate instruction to accommodate various learning styles. The infusion of technology into the instructional delivery of the research-based program will impact the content clusters, Data Analysis and Algebraic Thinking.
8. Weekly meetings with the Literacy Team will be conducted to discuss data from assessments. During these meetings, the team will review the most recent data, as well as trend/longitudinal data. The FLORIDA CONTINUOUS IMPROVEMENT MODEL (FCIM) will be the model that is followed to facilitate the process of data desegregation, and progress monitoring as it relates to student achievement. In addition to reviewing student data, individual teacher data is monitored. The review of individual teacher data, coupled with classroom walkthroughs, will be used to identify teachers who require additional assistance via the coaching model.
9. Use student data (Edusoft) to redirect classroom instruction and place students in flexible tutorial groups. Administrators, teachers and coaches review data during the Mathematics Department common planning time. During these sessions best practices are discussed, trend/longitudinal data, and the item analysis that is generated from the Bi-Weekly assessments. Additionally, the data is used to develop and revise the Instructional Focus Calendar as needed.
10. Implement intervention programs such as pull-outs during school for students identified in the lowest 25th percentile. The Administrative Team, Mathematics Coaches and members of the Leadership Team will be assigned students in the lowest 25th percentile to monitor and mentor.

11. Conduct symposiums for FCAT Level 1 and 2 students in preparation for Performance Task questions.
12. 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.
13. Utilize the FLORIDA CONTINUOUS IMPROVEMENT MODEL to develop a departmental instructional focus calendar to assist teachers with using the 100 minute instructional block more effectively and incorporating curriculum initiatives.
14. Utilize common planning to allow teachers to discuss, revisit and revise Curriculum Maps, the Instructional Focus Calendar and lesson plans according to student assessment results.
15. The Principal will conduct Data Chats with individual teachers immediately following Tri-weekly assessments to discuss areas of growth and opportunities for improvement for both teacher and students. Teachers will conduct Data Chats with students immediately following Tri-weekly assessments to inform students of their performance on tested benchmarks.
16. Develop an FCAT Crunch Time Calendar to be implemented during the seven weeks prior to the FCAT Mathematics administration that will address target areas where students need additional assistance in mastering tested benchmarks based on tri-weekly, interim and review program data.
17. The components of the College Board's Rise to Rigor Program will be implemented for the second year at Miami Central in an effort to establish a culture where rigor is embedded into every facet of the instructional program. In order to facilitate seamless curriculum articulation for the students matriculating into Miami Central from Westview Middle and Madison Middle, vertical planning will be scheduled monthly. Teachers will discuss the following points:

What benchmarks have and have not been taught?

What does the data indicate about the progress of the students on the benchmarks?

Which benchmarks are students mastering?

Which benchmarks are students not mastering?

Grade Level Expectations "Must Knows" for entering ninth graders.

Sharing of instructional strategies and best practices that have been successful or are currently being utilized.

Trend data

Additionally, vertical planning will take place with teachers who teach Honors

and AP courses in ninth, tenth, eleventh, and twelfth grade.

18. Science classes will infuse Mathematics Instructional Focus lessons that are directly aligned with the school-wide Instructional Focus Calendar.

19. An After School and Saturday Tutorial Program will be available to all students in Grades 9-12. The format for tutoring will consist of a teacher directed component, as well as the infusion of various technology programs.

Instructional strategies are being utilized because they are either research based, commonly used best practices or have been successful at schools with similar demographics. Our aim is to improve on the delivery of these sound

instructional strategies by:

- Increasing professional development for all teachers in the areas of Reciprocal Teaching, Differentiated Instruction and the implementation of technology in the classroom.
- Increasing the monitoring of the implementation of these instructional strategies by administration and Mathematics Coaches.
- Increasing collaborative planning in the Mathematics Department by providing common planning time to facilitate the sharing of best practices.
- Increasing opportunities for interdisciplinary planning with Science and other departments and Academies.

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 2008 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
 - Data Analysis and Student Progress Monitoring
 - Learning Communities
 - Differentiated Instruction
- Explore Learning
- Cognitive Tutor
 - FLORIDA CONTINUOUS IMPROVEMENT MODEL Training for all faculty and on-site follow-up
 - Strategies for ESOL/ESE students
 - CRISS Strategies (3 days)

Using Graphing Calculators in the Mathematics Classroom, Rise to Rigor/Vertical Planning, AP Data Analysis Workshop, AP Student Curriculum Review and Pre-AP Workshop.

The aforementioned Professional Development activities will be closely monitored by administration and coaches through formal and informal observations in order to measure the impact on student learning and achievement. Administrators maintain a log of 5x5 daily classroom visits. During weekly administrative meetings, there are discussions relating to individual and or school-wide instructional trends. Additionally, coaches and mentors will ascertain the effective implementation and application of Professional Development strategies through informal classroom walkthroughs.

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			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (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	20000
Total:			\$51,350.00

Goal:	Writing
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Needs Assessment Student achievement data coupled with 2007 FCAT Writing + scores and AYP information drives the need to modify this year's writing objectives. The total school score increased by 6 percent; Limited English Proficiency students increased by 12 percent, African-American, Hispanic, and Students with Disabilities subgroups all experienced a common AYP increase of 7 percent. Economically Disadvantaged students performance increased 7 percent. 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, 79% of all students were designated as proficient. 80% of Black, 74% of Hispanic, 79% of Economically Disadvantaged, 53% of Limited English Proficient and 46% 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 2008 administration of the FCAT Writing+ Test.

Strategies

1. The Writing Coach will utilize a systemic approach of teaching writing across the curriculum through daily Pull-out tutorial sessions, 15-minute Daily Writes in all World History (course is comprised of all 10th grade students) classes, Saturday Academy, After School Tutoring, content area and elective classes.
2. Align Curriculum Maps with the Instructional Focus Writing calendar on all grade levels, especially targeting 10th graders. Incorporate the Competency-Based Curriculum (CBC) and the Sunshine State Standards in the Instructional Focus Writing Unit for all grade levels, 9-12.
3. Utilize the Writing Coach to provide Professional Development to content area teachers on writing strategies such as Learning Logs, Role Audience Format, Task/Topic (RAFT), Power Notes, sentence expansion, Quick Writes, Elaboration, On-Demand Writing, One-on-One instruction, and Adjectives-in-Detail to improve students' writing skills.
4. Evaluate/Assess and provide weekly feed-back on practice writing prompts and adjust the Writing Instructional Focus calendar and strategies as needed to correct areas where students need to improve.
5. Administer quarterly Learning Express prompts and utilize the data from the Learning Express prompts, as well as the District's pre/progress/post writing assessments, to revise the Writing Instructional Focus calendar and provide differentiated instruction.
6. Provide teachers with a coaching model designed from the Comprehensive Research Reading Program (planning, modeling lessons, practice and debriefing) to support and enrich writing instruction.
7. Utilize the Department of Education's CD-ROM to train students and

provide teachers with professional development in appropriate rubric scoring. The Writing Coach will train and work with teachers and students to interpret the holistic scoring rubric, analyze student papers and provide specific strategies to guide instruction.

8. The Writing Coach will model writing lessons in classes with a predominant 10th grade enrollment to ensure that effective writing strategies are infused across the curriculum to include Tools for Success at the 9th Grade Center.

9. All tenth grade students in Personal Fitness, Health, and World History will participate in scheduled weekly Writing Pull Outs and a Writing Instructional Focus Calendar will be utilized to address the writing process to include the grammar component of the FCAT Writing Plus examination.

11. Monthly Writing Brain Bowls will be conducted to increase student proficiency in On-Demand writing and encourage excellence in their writing abilities for success on FCAT Writing+.

12. The Principal will conduct Data Chats with individual teachers immediately following Tri-weekly assessments to discuss areas of growth and opportunities for improvement for both teacher and students. Teachers will conduct Data Chats with student immediately following Tri-weekly assessments to inform students of their performance on tested benchmarks.

13. Develop an FCAT Crunch Time Calendar to be implemented in the seven weeks prior to the FCAT Writing+ Administration that will address target areas where students need additional assistance in mastering tested benchmarks based on tri-weekly, interim and review program data.

14. Weekly meetings with the Literacy Team will be conducted to discuss data from assessments. During these meetings, the team will review the most recent data, as well as trend/longitudinal data. The FLORIDA CONTINUOUS IMPROVEMENT MODEL (FCIM) will be the model that is followed to facilitate the process of data desegregation, and progress monitoring as it relates to student achievement. In addition to reviewing student data, individual teacher data is monitored. The review of individual teacher data, coupled with classroom walkthroughs, will be used to identify teachers who require additional assistance via the coaching model.

15. Ensure the English Speakers of Other Languages (ESOL) strategies that promote comprehensible instruction are included in both the lesson plans as well as during classroom instruction. The ESOL students' Tri-Weekly assessment data will be reviewed as one of the AYP Sub-Groups in order to monitor their progress.

16. Accommodate Students with Disabilities (SWD) with appropriate in-class or out-of-class assistance from SWD faculty/staff as necessary to enhance mastery of tested benchmarks.

Instructional strategies are being utilized because they are either research based, commonly used best practices or have been successful at schools with similar demographics. Our aim is to improve on the delivery of these sound instructional strategies by:

- Increasing professional development for all teachers in the areas of Differentiated Instruction and Writing Across the Curriculum.
- Increasing the monitoring of the implementation of these instructional

strategies by administration and the Writing Coach.

- Increasing collaborative planning in the Language Arts/Reading Department by providing common planning time to facilitate the sharing of best writing practices.
- Increasing opportunities for interdisciplinary planning with Science, Social Studies and other departments

Evaluation	Formative evaluation will be addressed through the collection and analysis of data from the following sources: <ol style="list-style-type: none">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 2008 FCAT, as stated in the objective. <ol style="list-style-type: none">3. Weekly assessments of Pull Out students from Health, Personal Fitness, and World History following the FCAT Rubric Guide.
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.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Learning Express, Florida Continuous Improvement Model	Title I, District - Already Purchased	48000
Technology			0
Professional Development	Curriculum Mapping, Learning Express Training	Title I	1000
Other	Townsend Press Vocabulary Builder	Title I	16000
Total:			\$65,000.00

Goal:	Science
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Needs Assessment According to the 2007 FCAT Science Assessment data, 14% of the 11th grade students scored at or above Achievement Level 3 in Science. There was a 6 percent increase of 11th grade students scoring at or above Achievement Level 3 when compared to the 2006 FCAT Administration. Additionally, data revealed that 31 percent of the Physical Science/Chemistry, 42 percent Earth/Space, 33 percent Life and Environmental and 36 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 in Earth/Space. This suggests that there is still a large need for intervention in order to bring students to proficiency standards. It is recognized that in order to increase the rigor in science, all students in grades 9-12 will be enrolled in a science course. Further, an Integrated Science course will be offered to students in grade eleven.

Objective Given instruction using the Sunshine State Standards, students in the 11th grade will increase their science skills in content areas as evidenced by a minimum of 20% of students scoring at or above Achievement Level 3 on the 2008 FCAT Science administration.

Strategies During the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed. This plan also guarantees that novice teachers receive extensive trainings and follow-up trainings on the district's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

This year, the implementation of an 11th grade science course will be offered, which will include the infusion of research-based literacy practices. All 11th grade students are required to take this course in order to graduate. All (100%) students at Miami Central Senior High will be enrolled in a Science course with appropriate materials, equipment, and teacher professional development.

1. Administer Tri-weekly and Interim Assessments that correlate to the core science programs and tested benchmarks to drive instruction.
2. Develop Instructional Focus Lessons that are designed to increase the student's ability to answer gridded response and performance task questions.
3. Infuse technology into the classroom via the implementation of the web-based, interactive program ExploreLearning and CBL (Vernier), a graphical

analysis software.

4. Implement and utilize Curriculum Maps throughout all content areas that will integrate all benchmarks as well as guide and streamline instruction across content areas.

5. Utilize the FLORIDA CONTINUOUS IMPROVEMENT MODEL to 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.

6. Monitor classroom instruction and lesson plans for all science teachers to ensure the usage of the Curriculum Map (Pacing Guide), Instructional Focus Calendar, and CRISS strategies.

7. Utilize CRISS strategies and Reciprocal Teaching techniques to increase student comprehension of written material.

8. Schedule Professional Development activities for teachers that will ensure the correct usage of instruction programs such as the Curriculum Map, Instructional Focus Calendar(s), FCAT Item Specifications and technology based programs.

9. Utilize common planning to allow teachers to discuss, revisit and revise Curriculum Maps, the Instructional Focus Calendar and lesson plans according to student assessment results.

10. Promote inquiry learning by increasing the number of hands-on and laboratory activities to two per week.

11. Implement and utilize a rotational model within the classroom that allows teachers to infuse technology (ExploreLearning Gizmos and Science FCAT Tools) as well as differentiate instruction to accommodate various learning styles.

12. Implement a year-long technology and classroom based FCAT Science Review program to include Pull-out tutorials for Grade 11 students that will revisit all content areas and provide tailored and meaningful remediation and review in preparation for the FCAT Science Assessment.

13. Identify Reading and Mathematics levels for all Grade 11 students to tailor instruction during planning of FCAT Review and Pull-out tutorial program.

14. Develop an FCAT Crunch Time Calendar to be implemented in the seven weeks prior to the FCAT Science Administration that will address target areas where students need additional assistance in mastering tested benchmarks based on tri-weekly, interim and review program data.

15. Increase the level of in-class assistance provided by the Science Coach through modeling, discussing and interpreting data and aligning lesson plans to fit the educational needs of the students.

16. Weekly meetings with the Literacy Team will be conducted to discuss data from assessments. During these meetings, the team will review the most recent data, as well as trend/longitudinal data. The FLORIDA CONTINUOUS IMPROVEMENT MODEL (FCIM) will be the model that is followed to facilitate the process of data desegregation, and progress monitoring as it relates to student achievement. In addition to reviewing student data, individual teacher data is monitored. The review of individual teacher data, coupled with classroom walkthroughs, will be used to identify teachers who require additional assistance via the coaching model.

17. The Principal will conduct Data Chats with individual teachers immediately following Tri-weekly assessments to discuss areas of growth and

opportunities for improvement for both teacher and students. Teachers will conduct Data Chats with student immediately following Tri-weekly assessments to inform students of their performance on tested benchmarks.

18. As a High Schools That Work (HSTW) school, all students will be scheduled for four years of science courses.

19. The components of the College Board's Rise to Rigor Program to be implemented for the second year at Miami Central. In an effort to establish a culture where rigor is embedded into every facet of the instructional program. In order to facilitate seamless curriculum articulation for the students matriculating into Miami Central from Westview Middle and Madison Middle, vertical planning will be scheduled monthly. Teachers will discuss the following points:

What benchmarks have and have not been taught?

What does the data indicate about the progress of the students on the benchmarks?

Which benchmarks are students mastering?

Which benchmarks are students not mastering?

Grade Level Expectations "Must Knows" for entering ninth graders.

Sharing of instructional strategies and best practices that have been successful or are currently being utilized.

Trend data

Additionally, vertical planning will take place with teachers who teach Honors

and AP courses in ninth, tenth, eleventh, and twelfth grade.

21. Ensure the English Speakers of Other Languages (ESOL) strategies that promote comprehensible instruction are included in both the lesson plans as well as during classroom instruction. The ESOL students' Tri-Weekly assessment data will be reviewed as one of the AYP Sub-Groups in order to monitor their progress.

22. Accommodate Students with Disabilities (SWD) with appropriate in-class or out-of-class assistance from SWD faculty/staff as necessary to enhance mastery of tested benchmarks.

23. Use student data (Edusoft) to redirect classroom instruction and place students in flexible tutorial groups. Administrators, teachers and coaches review data during the Science Department common planning time. During these sessions best practices are discussed, trend/longitudinal data, and the item analysis that is generated from the Tri-Weekly assessments.

Additionally, the data is used to develop and revise the Instructional Focus Calendar as needed.

24. All students in grades 9-12 will be scheduled into a four year program of science courses that will help to promote scientific thinking as well as help students meet post-secondary science recommendations. An eleventh grade science course (integrated science) will be offered, which will include the infusion of research-based literacy practices.

Instructional strategies are being utilized because they are either research based, commonly used best practices or have been successful at schools with similar demographics. Our aim is to improve on the delivery of these sound instructional strategies by:

- Increasing professional development for all teachers in the areas of reciprocal teaching, differentiated instruction and the implementation of technology in the classroom.
- Increasing the monitoring of the implementation of these instructional strategies by administration and the Science Coach.
- Increasing collaborative planning in the Science Department by providing common planning time to facilitate the sharing of best practices.
- Increasing opportunities for interdisciplinary planning with Mathematics and other departments and Academies.

Evaluation

Strategies will be evaluated via:

1. Formative assessments that reflect Sunshine State Standards and the Competency-Based Curriculum will be conducted Tri-weekly and Quarterly.
2. Frequent monitoring of lesson plans and classroom instruction of all teachers.
3. Teacher record logs of all completed hands-on, laboratory and technology based activities.
4. Student portfolios that reflect instruction tailored to FCAT Science test benchmarks.

Summative evaluation will be evidenced through the 2008 FCAT Science administration.

Research-based Programs

ExploreLearning, Prentice Hall Texts, Glencoe Texts, Holt Texts, Brooks/Cole Texts, FCAT Science Coach workbook

In addition, this year, the implementation of an 11th grade science course will be offered, which will include the infusion of research-based literacy practices. All 11th grade students are required to take this course in order to graduate.

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 FLORIDA CONTINUOUS IMPROVEMENT MODEL, CRISS and Inquiry Approach to Secondary Science Instruction.

Data Analysis and Student Progress Monitoring

- Learning Communities
- Differentiated Instruction
- Explore Learning
- FLORIDA CONTINUOUS IMPROVEMENT MODEL Training for all faculty and on-site follow-up
- Strategies for ESOL/ESE students
- CRISS Strategies

Using Graphing Calculators and Vernier Software, Rise to Rigor/Vertical Planning, AP Data Analysis Workshop, AP Student Curriculum Review and Pre-AP Workshop.

In addition, during the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed. This plan also guarantees that novice teachers receive extensive trainings and follow-up-up trainings on the district's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

**Highly Qualified
Instructors**

The Professional Development Plan for Miami Central Senior High 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			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	ExploreLearning, Laboratory equipment, materials and supplies	Title 1	32000
Technology	FCAT Preparation Software	Title I	4525
Professional Development	8-Step FLORIDA CONTINUOUS IMPROVEMENT MODEL, CRISS	District	0
Other			0
Total:			\$36,525.00

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 2007-2008 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 Nights 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. The 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 2007-2008 with the previous year.

Research-based Programs CORE Programs: National Standards for Parents and Family Involvement Programs by the National PTSA ; FLORIDA 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			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (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		30000
Total:			\$35,000.00

Goal:	Return on Investment
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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

Provide resources to improve annual learning gains:

- 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:
 - o Magnet Academy of Information Technology
 - o Academy of Biomedical and Health Sciences
 - o Academy of School-to-Career and Entrepreneurship
 - o Academy Law and Public Affairs
 - o Academy of Sports and Marketing Management
 - o Aerospace Academy
 - o Ninth Grade Transition Academy
- The Division of Student Services will assist Miami Central Senior High in the transition into the new school reform and High Schools That Work (HSTW) which 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 to be enrolled in a 4X4 Schedule, 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:
 - 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 will be participating in the Southern Accreditation for Colleges and Schools (SACS) and have participated in the Superintendent's Urban Principals Initiative (SUPI) and the Critical Friends Groups/Professional Learning Communities with Pete Bermudez.

- 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.

Goal:

Needs Assessment

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

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 FLORIDA 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.

In addition, as a repeating "F" school, a DCAT Committee will be implemented to meet monthly and monitor school improvement.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Learning Express, Reading Plus, Kaplan Materials, Read 180 Mathematics: 8-Step Continuous Improvement Model Writing: Learning Express, Florida Continuous Improvement Model Science: ExploreLearning, Laboratory equipment, materials and supplies Parental Involvement: Resources and Materials	Reading: Already Purchased Available: \$3,000.00 Mathematics: District Purchased Available: \$1,350.00 Writing: Title I, District - Already Purchased Available: \$48,000.00 Science: Title 1 Available: \$32,000.00 Parental Involvement: Title I Available: \$1,000.00	\$85,350.00
Technology	Reading: Read 180/ FCAT Explorer/ Mathematics: FCAT Explorer Writing: Science: FCAT Preparation Software Parental Involvement: Computers for Parent Resource Center	Reading: District/State/School Available: \$5,000.00 Mathematics: District/State/ACCESS Center - Already Purchased Available: \$5,000.00 Writing: Available: \$0.00 Science: Title I Available: \$4,525.00 Parental Involvement: Available: \$4,000.00	\$18,525.00
Professional Development	Reading: Read 180/ CRISS/ Mathematics: CRISS, Curriculum Mapping, Edusoft, Snapshot Writing: Curriculum Mapping, Learning Express Training Science: 8-Step FLORIDA CONTINUOUS IMPROVEMENT MODEL, CRISS Parental Involvement:	Reading: Title I Available: \$5,000.00 Mathematics: Title I Available: \$25,000.00 Writing: Title I Available: \$1,000.00 Science: District Available: \$0.00 Parental Involvement: Available: \$0.00	\$31,000.00
Other			\$86,000.00

	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: \$20,000.00 Mathematics: Title I Available: \$20,000.00 Writing: Title I Available: \$16,000.00 Science: Available: \$0.00 Parental Involvement: Available: \$30,000.00	
		Total:	\$220,875.00

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
